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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 1 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 Northwest District Contests.

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

General Eligibility
Previous District winners are eligible in any contest.

Age Categories
There are two age categories in all contest areas:
   Novice: Ages 9-11
   Junior: Ages 12-13
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, are eligible except as noted in specific contest rules.

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
Contestants may enter as many contests that can reasonably be completed in the two and a half hour time limit of 10:00am to 12:30pm during the morning of Day 1. Contests are Entomology, Horse Bowl, Horticulture, Livestock Skill-a-thon, Wildlife, and Home Ec Skill-athon. Each 4-H member may enter no more than two contests during the first day afternoon and the following day, and only if the contests do not conflict in time. Contests are Horse Judging, Pellet Rifle, Fashion Review, Speech Contests (Prepared Speech, Impromptu, Poetry, All Presentations) Talent Review, Livestock Judging, Archery, Consumer Decision, , and Favorite Foods. If a 4-H member is entering a Speech Contest, they may enter in up to two different speech categories (Prepared, Poetry, Impromptu, All Presentations) during the allotted time, however, they are not allowed to enter in any other contests during that time period.

Each contest will allow two novice and two junior teams per county to participate.
Exception: The Archery, Pellet Rifle, and Horse Bowl contests will allow one novice and one junior team per county to participate.

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,
Additional information for all Judging Contests

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

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

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

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

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

Cheating

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

Ties

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

REGISTRATION FEES

1. The host county will determine the registration fee based on anticipated costs.

2. Cost sheet is included in the Northwest District Contest Handbook.

3. Insurance costs will be included in the registration fee and the host county will insure the event on contest days only.

4. All Northwest District Contest registration money that remains after the contest will be deposited in a 1-9 account at New Mexico State University for future contests. This will be coordinated through the district director.

5. The host county must have the contest books to the next county in the rotation schedule by November 4-H Inservice.
SUPERINTENDENTS’ GUIDELINES AND RESPONSIBILITIES
Several weeks before the district contest, a contest superintendent should provide his/her own judges, tabulators and assistants with subject matter materials, score sheets and scorecards and instructions.

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

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

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

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

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

Provide timers.
Seat judges in different areas.

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

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

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

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

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

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

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

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

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

2. A Total of four classes will be judged. The selection criteria will be taken from the information provided in the Consumer Decision Making Handbook (200 H-12 (R-97)).

3. A total of four items will make a class. Members will judge the class based on the problem or situation given. 4-H Placing Card, 200.D-9, will be used.

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

5. Contestants will be given 10 minutes for placing and preparing the reasons for the class. Each class placed correctly is 50 points. Penalty cuts (decreasing points) will be figured using a Hormel Card for incorrect placing.

6. There will be no talking, copying or comparing notes or scores. Contestants may only confer with the contest superintendent.
Awards:
First through fifth place ribbons will be awarded the winning team members and high point individuals. Medals will go to the first place teams and high point individuals.

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

Oral Reasons - 50 points possible
In this contest contestants will be giving reasons for why they think the items should be placed first, second, third and fourth based on the situation statement and standards. They will have two minutes to present their reasons to the judge. They may not need the full two minutes.

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

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

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

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

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

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

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

"Although I placed toy 3 first because the price and educational value were the most suitable of the situation, I grant the puzzle has many small pieces that could be easily lost."
Give reasons for placing the first choice over the second choice using comparative terms.

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

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

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

Middle Pair
Give reasons for placing the second choice over the third choice.

Grant the third choice if it has any advantages over the second.

Bottom Pair
Give reasons for placing the third choice over the last choice.

Grant the last item if it has any advantages over number three.

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

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

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

"I am contestant number 10B and I placed this class of lamps for studying, 2,4,3,1."
Tell the good points of the lamp you placed first.

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

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

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

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

Tell why number 1 was placed last.

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

Let the judge know you are finished.

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

Revised 2002.
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:
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

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<tr>
<th>COMMON NAME</th>
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<th>MOUTHPARTS</th>
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<td>E. Insecta</td>
<td>I. Coleoptera</td>
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<td>Chewing</td>
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<td>2. American cockroach</td>
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<td>3. Ant</td>
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<td>4. Aphid</td>
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<td>B. Chilopoda</td>
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<td>11. Click beetle</td>
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<td>32. Oriental cockroach</td>
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<td>50. Waterstrider</td>
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**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
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<td>1.</td>
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<tr>
<td>28.</td>
<td>Dragon fly</td>
</tr>
<tr>
<td>29.</td>
<td>Earwig</td>
</tr>
<tr>
<td>30.</td>
<td>Flea</td>
</tr>
<tr>
<td>31.</td>
<td>Flesh fly</td>
</tr>
<tr>
<td>32.</td>
<td>Geometer moth</td>
</tr>
<tr>
<td>33.</td>
<td>German cockroach</td>
</tr>
<tr>
<td>34.</td>
<td>Giant silkworm moth</td>
</tr>
<tr>
<td>35.</td>
<td>Gossamer-winged butterfly</td>
</tr>
<tr>
<td>36.</td>
<td>Green lacewing</td>
</tr>
<tr>
<td>37.</td>
<td>Ground beetle</td>
</tr>
<tr>
<td>38.</td>
<td>Halicid bee</td>
</tr>
<tr>
<td>39.</td>
<td>Hister beetle</td>
</tr>
<tr>
<td>40.</td>
<td>Honey bee</td>
</tr>
<tr>
<td>41.</td>
<td>Horse fly</td>
</tr>
<tr>
<td>42.</td>
<td>Ichneumon wasp</td>
</tr>
<tr>
<td>43.</td>
<td>Jerusalem cricket</td>
</tr>
<tr>
<td>44.</td>
<td>Ladybird beetle</td>
</tr>
<tr>
<td>45.</td>
<td>Leaf beetle</td>
</tr>
<tr>
<td>46.</td>
<td>Leafcutting bee</td>
</tr>
<tr>
<td>47.</td>
<td>Leaf-footed plant bug</td>
</tr>
<tr>
<td>48.</td>
<td>Leafhopper</td>
</tr>
<tr>
<td>49.</td>
<td>Long-horned beetle</td>
</tr>
<tr>
<td>50.</td>
<td>Long-haired grasshopper</td>
</tr>
<tr>
<td>51.</td>
<td>Louse fly</td>
</tr>
<tr>
<td>52.</td>
<td>Mantid</td>
</tr>
<tr>
<td>53.</td>
<td>Metallic wood-boring beetle</td>
</tr>
<tr>
<td>54.</td>
<td>Millipede</td>
</tr>
<tr>
<td>55.</td>
<td>Mosquito</td>
</tr>
<tr>
<td>56.</td>
<td>Muscid fly</td>
</tr>
<tr>
<td>57.</td>
<td>Noctuid moth</td>
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<tr>
<td>58.</td>
<td>Oriental cockroach</td>
</tr>
<tr>
<td>59.</td>
<td>Picture-winged fly</td>
</tr>
<tr>
<td>60.</td>
<td>Plant or leaf bug</td>
</tr>
<tr>
<td>61.</td>
<td>Planthopper</td>
</tr>
<tr>
<td>62.</td>
<td>Pyralid moth</td>
</tr>
<tr>
<td>63.</td>
<td>Robber fly</td>
</tr>
<tr>
<td>64.</td>
<td>Rove beetle</td>
</tr>
<tr>
<td>65.</td>
<td>Sap beetle</td>
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<tr>
<td>66.</td>
<td>Scale insect</td>
</tr>
<tr>
<td>67.</td>
<td>Scarab beetle</td>
</tr>
<tr>
<td>68.</td>
<td>Scoliid wasp</td>
</tr>
<tr>
<td>69.</td>
<td>Scorpion</td>
</tr>
<tr>
<td>70.</td>
<td>Seed bug</td>
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<tr>
<td>71.</td>
<td>Short-horned grasshopper</td>
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<tr>
<td>72.</td>
<td>Silverfish</td>
</tr>
<tr>
<td>73.</td>
<td>Skipper</td>
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<tr>
<td>74.</td>
<td>Snout beetle</td>
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<tr>
<td>75.</td>
<td>Soft-winged flower beetle</td>
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<tr>
<td>76.</td>
<td>Soldier beetle</td>
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<tr>
<td>77.</td>
<td>Sowbug</td>
</tr>
<tr>
<td>78.</td>
<td>Sphecid wasp</td>
</tr>
<tr>
<td>79.</td>
<td>Sphinx mouth</td>
</tr>
<tr>
<td>80.</td>
<td>Spider</td>
</tr>
<tr>
<td>81.</td>
<td>Spider wasp</td>
</tr>
<tr>
<td>82.</td>
<td>Stink bug</td>
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<tr>
<td>83.</td>
<td>Sucking louse</td>
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<tr>
<td>84.</td>
<td>Sulfur butterfly</td>
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<tr>
<td>85.</td>
<td>Swallowtail</td>
</tr>
<tr>
<td>86.</td>
<td>Syrphid fly</td>
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<tr>
<td>87.</td>
<td>Tachinid fly</td>
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<tr>
<td>88.</td>
<td>Termite</td>
</tr>
<tr>
<td>89.</td>
<td>Tick</td>
</tr>
<tr>
<td>90.</td>
<td>Tiger beetle</td>
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<tr>
<td>91.</td>
<td>Tiger moth</td>
</tr>
<tr>
<td>92.</td>
<td>Tippiid wasp</td>
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<tr>
<td>93.</td>
<td>Treehopper</td>
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<td>94.</td>
<td>Twigrborer</td>
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<tr>
<td>95.</td>
<td>Velvet ant</td>
</tr>
<tr>
<td>96.</td>
<td>Vespid wasp</td>
</tr>
<tr>
<td>97.</td>
<td>Walkingstick</td>
</tr>
<tr>
<td>98.</td>
<td>Water boatman</td>
</tr>
<tr>
<td>99.</td>
<td>Water scavenger beetle</td>
</tr>
<tr>
<td>100.</td>
<td>Waterstrider</td>
</tr>
</tbody>
</table>

**CLASSES**

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

**ORDERS**

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

MOUTHPARTS
Chewing
Sucking
NOVICE ENTOMOLOGY ANSWER SHEET

Contestant Number ________ County ________________________ Score ____________

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

**Common Name**

1. __________________________

2. __________________________

3. __________________________

4. __________________________

5. __________________________

6. __________________________

7. __________________________

8. __________________________

9. __________________________

10. __________________________

11. __________________________

12. __________________________
JUNIOR ENTOMOLOGY ANSWER SHEET

Contestant Number ________  County ________________________  Score ____________

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

<table>
<thead>
<tr>
<th>Common Name</th>
<th>Mouth Parts</th>
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</thead>
<tbody>
<tr>
<td>1.__________</td>
<td>1.__________</td>
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<tr>
<td>2.__________</td>
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<td>11.__________</td>
<td>11.__________</td>
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<tr>
<td>12.__________</td>
<td>12.__________</td>
</tr>
<tr>
<td>Common Name</td>
<td>Mouth Parts</td>
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<tr>
<td>-------------</td>
<td>-------------</td>
</tr>
<tr>
<td>13._________</td>
<td>13._________</td>
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<tr>
<td>25._________</td>
<td>25._________</td>
</tr>
</tbody>
</table>
FASHION REVUE

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

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

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

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

APPEARANCE AND CONSTRUCTION JUDGING

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

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

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

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

If a commercial pattern is used in making the entry, it must be attached. No penalty imposed if not done. But supplying the pattern is to the contestant’s advantage if the judge has a question about the techniques used.
Fashion Revue commentary must be written (double spaced & typed if possible) and submitted with the entry the first day. Contestant is encouraged to complete the 4-H Clothing Revue Information Sheet/District Contest form (200.C-5).

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

**Tie Breaker:**
1. Construction score.
2. Appearance Judges consensus.

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

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

**Sewing I: “Sew Much Fun” Project**
- Simple Gathered Skirt (2 entries)
- Quick and Easy Tote Bag (2 entries)

**Sewing II: “Sew Much More Fun” Project**
- Handy Dandy Apron (2 entries)
- X-tra Special Shirt (2 entries)
- X-citing Pants (2 entries)

**Mix and Match I Project**
All Mix and Match I garments must be two-piece outfits and meet the following requirements: Using woven fabric and pattern of your choice, which includes 3 of the following:
- Collar without a band
- Faced neckline
- Pockets
- Interfacing in front placket/collar/facing
- Buttons and Buttonholes
- Should NOT include a zipper
  - Skirt and top (2 entries)
  - Vest and skirt/pants (2 entries)
  - Top and pants/shorts (2 entries)
Mix and Match II Project

All Mix and Match II garments must be two or three-piece outfits and meet the following requirements: Using woven fabric and pattern of your choice, MUST include a lapped zipper and two of the following:
- Set-in sleeve
- Attached waistband or seamed waistline
- Darts
- Sleevebands and continuous placket
- Gathers/pleats
  - Top and skirt (2 entries)
  - Top and pants/shorts (2 entries)
  - Jumper and top (2 entries)
  - Outfit with three pieces (2 entries)
  - Vest and pants/skirt (2 entries)

Let's Make a T-Shirt Project

- T-Shirt (2 entries)

Sew & Go

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

Creative Touches

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

Serger Sewing

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

GUIDELINES FOR SUPERINTENDENT(S)

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

Secure two judges, for appearance judging and they will judge both novice and juniors
-or- four judges, two for novice and two for juniors.
**Advance Preparations:**
Prepare numbers for contestants to pin on garment for appearance judging.

**Request**
- Two dressing rooms (one for girls and one for boys).
- A rack to hang clothing and extra hangers.
- Three tables for construction judging and tabulations.
- Half a dozen chairs.
- Two volunteer leaders to assist the youth as they prepare for appearance.

**Judging**
- Two to four senior 4-H'ers to read commentaries.
- Stage (decorated).
- PA system.
- Cassette/CD player.

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

Revised 2002.
FAVORITE FOOD SHOW

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.

I. ELIGIBILITY

A. Any 4-H member meeting the general eligibility rules. There is no requirement to be enrolled in a 4-H foods project in order to participate.

B. Age Divisions:

   1. Novice: Ages 9 – 11
   2. Junior: Ages 12 – 13

C. Participants Per County:

   1. Novice: 4 Participants
   2. Junior: 4 Participants

II. CONTEST GUIDELINES

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, and fits in one of the six categories below. **Choose a recipe that can be made in less than 1 hour, including preparation and cooking time. The Favorite Food may be brought to the contest already prepared, if desired. Always keep food safety in mind when transporting, preparing and serving foods.**

B. Each contestant must select a Favorite Food that fits in one of the categories below. **No desserts will be allowed.**

   1. Nutritious Snack or Beverage
   2. Bread
   3. Sandwich
   4. Main Dish
   5. Salad
   6. Fruit or Vegetable

C. 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.

D. 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 color, texture and shape. Foods from all five food groups in the Food Guide Pyramid should also be represented in your menu selections.

E. 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 listed in your menu.
F. Prepare two separate 8 ½” x 11” freestanding posters for the:

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

2. **Favorite Food Menu**

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

G. Plan a place setting for one person with appropriate table covering, dishes, glassware, flatware, and centerpiece to compliment your Favorite Food. Please do not bring fragile china or other expensive items that could be damaged or lost. Paper plates, cups and utensils will provided by the contest superintendent for judges to use when sampling your Favorite Food. You may choose to bring a card table to the contest for setting up your display, if you desire.

H. The Favorite Food and/or recipe ingredients must be transported to the contest site with food safety in mind. Keep hot foods hot and cold foods cold. A refrigerator, freezer, microwave, stoves and ovens should be made available by the host county for contestant use.

I. Bring all ingredients, utensils, serving spoons and dishes, as well as your table covering, dishes, flatware, centerpiece, recipe and menu posters and any other necessary items for your favorite food and accompanying display. Do not assume forgotten items will be available at the contest site.

J. **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.

K. 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. **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?
2. Why did you choose this recipe for the contest?
3. Which food groups are included in your Favorite Food?
4. Do you know the number of suggested servings per day for these food groups?
5. What are the main nutrients in your Favorite Food and what are their functions?
6. What is the cost per serving for your Favorite Food? (Junior Contestants)
7. What food safety rules did you practice as you prepared, transported and served your Favorite Food?
8. Why did you choose the other foods listed in your menu?
9. Why did you choose your centerpiece?
10. Why is this table setting appropriate for your Favorite Food and your menu?

IV. JUDGING CRITERIA

Northeast District 4-H Favorite Food Show Score Sheet (see attached).

V. AWARDS

Medals and ribbons will be awarded to first place contestants in each age division. Contestants placing second through fourth in each age division will receive ribbons.
NW DISTRICT 4-H

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.

Revised (2012)
### NW DISTRICT 4-H
### Favorite Food Show Score Card

Exhibitor # _____  Age: ___  Novice ___  Jr.  Total Score _____  Placing _____

Name of favorite food _______________________________________________________

<table>
<thead>
<tr>
<th>Judging Criteria</th>
<th>8 – 10 Pts Excellent</th>
<th>6 – 7 Pts Good</th>
<th>3 – 5 Pts Fair</th>
<th>1 – 2 Pts Poor</th>
<th>Judge’s Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I. The Exhibitor</strong></td>
<td></td>
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<tr>
<td>Understands the USDA MyPyramid and/or MyPlate</td>
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<tr>
<td>Knows number of servings for each food group</td>
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<td></td>
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<tr>
<td>Knows favorite food nutrients and their functions</td>
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<tr>
<td>Explains favorite food preparation effectively</td>
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<tr>
<td>Personal appearance: neat, well groomed</td>
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<tr>
<td>Communication skills</td>
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<tr>
<td><strong>II. The Favorite Food</strong></td>
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<tr>
<td>Level of skill in preparation</td>
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<tr>
<td>Attractively displayed</td>
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<tr>
<td>Variety of flavors, texture, color, temperature and shape</td>
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<tr>
<td>Overall quality of food</td>
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<tr>
<td>Food safety practiced</td>
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<tr>
<td><strong>III. The Menu</strong></td>
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<tr>
<td>Suitable for favorite food and occasion</td>
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<tr>
<td>Variety of nutrients / foods</td>
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<tr>
<td>Variety of flavors, texture, color, temperature and shape</td>
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<tr>
<td><strong>IV. Table Setting and Display</strong></td>
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<tr>
<td>Appropriate for foods served</td>
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<tr>
<td>Correct placement of table setting items</td>
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<tr>
<td>Posters: correct size, attractive, neat, with required information</td>
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<tr>
<td>Appropriate centerpiece</td>
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<tr>
<td>Overall attractiveness</td>
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<tr>
<td>Display area neat and clean</td>
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</tbody>
</table>
NW DISTRICT 4-H CONTESTS
FAVORITE FOOD SHOW
Contestant Entry Form

Name ___________________________________ Year __________

County ________________ Age Division: ___ Novice ___ Junior

Recipe Information

Name of Recipe___________________________________________________

Entry Category (Check one only):            ___ Nutritious Snack or Beverage
___ Bread ___ Sandwich ___ Main Dish ___ Salad ___ Fruit or Vegetable
**Dessert recipes and recipes including alcohol are not eligible for the contest**

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

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

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

➢ What ingredients can you prepare beforehand to save time? (ie. Chop vegetables or pre-cook ingredients) -- Remember to always keep food safety in mind when transporting and preparing recipe ingredients.
____________________________________________________________________

➢ BEFORE LEAVING HOME, remember to double check ingredients, utensils, dishes, table covering, centerpiece, recipe, menu and other items you will need for the contest.

Do not assume utensils, small appliances, ingredients and other forgotten items will be available at the contest site. This is your responsibility as a contestant to bring all necessary items; to know how to prepare your dish; and how to set up your table entirely on your own.

Must include a typed copy of your Favorite Food recipe with this entry
HORSE BOWL

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

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

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

A team consists of four members.

Procedure
A. The questions in the contest may be taken from the following categories:
   1. Nutrition
   2. Genetics and Breeding
   3. Physiology and Endocrinology
   4. Anatomy
   5. History and Evolution
   6. Breeds and Breed Associations
   7. Non-Breed Horse Associations
   7. Showing and Show Procedures
   8. Disease and Unsoundness
   9. Parasites
   10. Horse Psychology
   11. Horse Psychology
   12. Tack and Equipment
   13. Trivia

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

C. Questions shall be of two types.
   Toss Up Questions
   Used during the first half of each game (or ten minutes, whichever is the shorter) shall be worth two points.
   Bonus Questions:
   Shall have a predetermined value of one to five points throughout the entire contest, with the point value to be assigned based on the number of responses required or upon the assessment of the degree of difficulty of the question. The point value for the bonus question shall be announced prior to the reading of its associated toss-up question.

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

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

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

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

D. **Score Keeping Device**
   
   This device may be a blackboard, flip chart, or an electronic/electric light display system.

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

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

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

**Officials**

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

B. **Referee Judges**

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

C. **Time Keepers**

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

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

**Teams**

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

1. The alternate will not be seated at the panel nor may the alternate participate in the questions and answers unless:
   a. The moderator deems it impossible for one of the regular members of the team to continued in the contest,
   or
   b. The captain of a team requests a time-out and the replacement of a team member with the alternate.

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

**Procedure of Play**

A. **Starting the Contest**

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

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

3. The question packet is opened by the moderator.

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

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

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

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

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

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

   b. It shall be the responsibility of the moderator and the referee judges to determine if an actual answer is started within the five-second period.
7. If the time in which to answer a question elapses without a contestant activating a buzzer, the question is discarded.
   a. There shall be no loss of points if neither team activates the buzzer.
   b. If a bonus question was attached to an unanswered toss-up question, the bonus question is then transferred to the next toss-up question to which no bonus is attached.

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

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

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

B. Completing a Contest
   1. The moderator will continue reading toss-up questions and bonus questions until signalled by the timekeeper that the 20-minute period of play has expired or until all toss-up questions and their accompanying bonus questions contained within a packet have been used, whichever comes first.
a. If the moderator has completed asking the question at the signal of expiration of the 20-minute period and a team activates a buzzer within the five-second period allowed, the team activating the buzzer will be permitted to answer the question, and, if successful, points will be awarded.

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

b. If the time expires while a toss-up question is being read, the moderator will immediately cease reading the question and both teams will have a five-second period in which to activated their buzzers for an opportunity to answer that question.

c. If the time expires after the successful answering of a toss-up question to which a bonus question has been attached, the moderator may read the bonus question and the team having the opportunity to answer the question will be allowed their full ten-second consultation time and five-second time to begin the answer. All points gained from such bonus questions will be added to the team having the opportunity to answer the question.

2. Following the final question, a team with the highest number of points shall be declared the winner.

3. Once the moderator has declared a winner based on scores, there shall be no protest.

4. There shall be no protest of any questions or answers following the declaration of the winner.

**Protests or Questions and/or Answers**

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

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

1. A question is protested before an answer given and protest sustained--discard the question. No loss or gain of points for either team.

2. An answer is protested (either correct or incorrect) - At least one of the referee judges and the moderator or both referee judges determine the validity of protest. Points will be added or subtracted as appropriate.

3. A question is protested after an answer is given (correct or incorrect) - At least one referee judge and the moderator or both referee judges determine the validity of the protest of the question. The question may then be discarded at no loss of points or the question may be allowed, with the appropriate gain or loss of points in (2) above.
C. Abuse of protest provision may result in one or more of the following:

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

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

**Tie Breaker**
A. A round of ten additional questions.

*Revised 1996*
**HORSE JUDGING**

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

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

**General Information**
1. Horse judging is the judging or evaluation of a class of four horses.

2. Halter classes will be made up of young or aged horses.

3. Performance classes will be selected from the following:
   a. Reining
   b. Western Pleasure
   c. English Pleasure
   d. English Equitation
   e. Saddle seat Equitation
   f. Western Riding

4. Contest will consist of up to four in halter classes and up to four in performance classes.

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

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

7. Total reasons scores will be designated as a tie breaker.

8. Contestants will be given approximately 12 minutes to judge a class at the discretion of the superintendent. NMSU placing cards (200 D-9) will be used.

9. Contestants will give oral reasons on one halter class. Reasons will not be longer than two minutes in length. Juniors will be required to give reasons on one additional class, halter or performance.

10. Contestants will not be allowed to talk to anyone except the group leader or the contest superintendent, nor will they be allowed to carry any reference materials while judging.

11. Maximum score for placing - 50 points per class
    Maximum score for reasons - 50 points per set

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

Revised 1995
LIVESTOCK JUDGING

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

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

General Information:
1. Livestock judging is the judging or evaluation of a class (four animals) of live animals.

2. Classes will be selected from the following species of livestock. Total reasons score will be the tie breaker.

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

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

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

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

5. Contestants will be given approximately 15 minutes to judge a class at the discretion of the superintendent.

6. All novice and junior contestants will give oral reasons on one or two designated classes. (Reasons should not exceed two minutes.)

7. Contestants will not be allowed to talk to anyone except the group leader or the contest superintendent while judging.

9. Placing card for 4-H Judging Events, 200 D-9 will be used.

10. Ties will be broken on highest total reasons score.
DISTRICT 4-H ARCHERY CONTEST
Sighted & Bare Bow: Revised 2011
(NOVICE 9-11 yr. Old; JUNIOR 12-13 yr. Old)

PURPOSE:
To assist 4-H Members to learn and practice the sport of archery safely, in a sportsmanlike fashion, and achieve an advancing degree of proficiency. Rule changes have been made to enhance competition, assist beginning archers in their archery skill development, and practice and compete in a manner that prepares novice and junior youth for senior competition.

ELIGIBILITY: The general rules of eligibility will apply.
1. Members must be enrolled in the 4-H Archery project or the shooting sports SD project.
2. Teams:
   a. Bare Bow – 1 Novice Team, 1 Junior Team of 3 or 4 or 1 to 2 individuals in each category.
   b. Sighted - 1 Novice Team, 1 Junior Team of 3 or 4 or 1 to 2 individuals in each category.

Note: If a novice team is full (4 members) and there are two Juniors on a team, it may be filled with one or two novice members. Juniors may not move down to novice. Novice added to a junior team will compete as a junior for all awards including individual high point. Team scores will be the sum of the three highest placing individuals of the team.

DRESS CODE: (Optional but highly suggested): White shirt with white or navy blue pants (dark blue jeans are acceptable)

DIVISIONS: Two divisions: Compound and other bows may be mixed and shoot on the same team, different faces of targets will be used. See Target section for details.

1. Bare Bow –
   a. All except compound – No sight, No releases, No overdraw.
   b. Compound – No sight, No release, No stabilizer/counter balance, 2 3/8” maximum overdraw

2. Sighted Bows –
   b. Olympic Recurve or Longbow – No releases, No electronic, telescopic or magnified sights, Stabilizer allowed
   c. Compound bows: No electronic, telescopic or magnified sights, maximum Overdraw – 2 3/8”. Mechanical Releases allowed (not required) provided it is hand operated and supports the draw weight of the bow, Stabilizer allowed

EQUIPMENT:
Various weight bows, arrows, and accessories will be provided by the State 4-H Office but contestants may use their own equipment. Items such as finger protection (tabs and gloves), arm guards, and chest protectors are allowed. Each contestant should have a minimum of 5 arrows identical in length, weight, diameter, and fletching. Bows and arrows are to be used and handled only on the target range. Equipment is to be under the supervision of the adult leader or agent and stored in a safe place.
TARGETS:
   a. Bare Bow (except compound) shooters will shoot the NAA 60 cm face with 10 colored rings.
   b. Compound Bare Bow will shoot the NAA 40 cm face with 10 colored rings.
   c. Sighted Olympic Recurve or long bow will shoot the NAA 60 cm face with 10 colored rings.
   d. Sighted Compound Bow will shoot the NAA 40 cm face with 10 colored rings.

DISTANCE:
   Novice bare bow – 9m. (10 yards)
   All others – 18m. (20 yards)

PROCEDURE:
   1. Marksmanship: The shooting match will be conducted under NAA Junior Olympic Archery Development rules, Except as noted (300 points possible).

RANGE CONTROL:
   - The Contest Official will be in charge of the range, providing targets, monitoring safety, and assisting shooters as necessary.
   - Range assistants will also be helping shooters as necessary and assist in scorekeeping.
   - Shooters will shoot based on the following whistle commands:
     * 2 whistles = go to the shooting line (shooters may nock arrows but not raise the bow)
     * 1 whistle = shoot (raise bow, draw and release)
     * 3 whistles = retrieve arrows
     * Series of whistles or “stop or cease fire” = emergency, stop shooting

SHOOTING TIME:
   - Practice must cease 15 minutes prior to the start
   - 2 minutes to shoot three arrows

TOURNAMENT COURSE:
   - A Maximum Score of 300 points (30 arrows or 10 ends of 3 arrows each)

SCORING RINGS:
   - Scoring on a 5 color ring face is scored:
     Gold 10-9   Red 8-7   Blue 6-5   Black 4-3   White 2-1

TIE BREAKERS:
   1. 1st End   2. 2nd End   3. 3rd End   4. 4th End   5. 5th End, etc.

GENERAL RULES:
   1. Shooters stand with one foot on each side of the shooting line
   2. No coaching permitted on the shooting line
   3. Target faces may not be touched until they are scored
   4. Arrows (not a paper brake) touching a dividing line shall count for the higher value
   5. After arrows are scored, the holes shall be marked
   6. In case of a rebound, pass through, or equipment failure, the archer stops shooting and holds bow above their head to call a judge
7. Bows may be drawn with or without an arrow only at the shooting line
8. Arrows are scored and re-scored on score sheet in descending order
9. There will be 5m between the coaches, non shooting competitors, or spectators and the competitors
10. There will be a 5 foot safety line from the targets for pulling arrows
11. Any archer that shoots too many arrows, 2 arrows in a 3 spot target, shoots before the start signal, or shoots after the signal to stop shall forfeit the highest scoring arrow for that end
12. An arrow shall NOT be considered shot if:
   - the archer can touch it with his bow without moving his feet from their position on the shooting line
   - the target face or buttress blows over
13. There is to be a caller, puller and recorder at each target (it can be the shooters)
14. All score cards should be double checked before being signed and turned in. If there is an error in addition, the lowest score will be used. Any changes or alterations to the score card must initialed by the judge.

**PROTESTS:**
Protests or concerns of any nature should immediately be made to the range officer.

**CONDUCT:**
Violation of the accepted rules of conduct on the range will, at the discretion of the range officer, disqualify a contestant

**AWARDS:**
First through fifth place ribbons will be awarded to the winning team members and high point individuals of each Bare bow and Sighted bow division and age category (i.e., 8 divisions and age categories possible). Medals will also go to the 1st place team and overall high point individual of both divisions and age category.

**REFERENCES:**
4-H Archery Manual, NM Hunter Conservation & Safety, and/or Junior Olympic Archery Development (JOAD)
**ARCHERY SCORESHEETS**

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SCORE
DISTRICT PELLET RIFLE
Revised 11-16-2005
3 Position Sporter Air Rifle (Adapted)

Rules:
- 2004 – 2006 CMP National Standard 3 Position Air Rifle Rules, 5th Ed. (Sporter Air Rifle) will apply except as noted below.

Target:
- NRA AR5/10 10 Bullseye, 10 meter (33 feet) target

Course of Fire and Time:
- 30 shots total, 10 in each position, in order, Prone, Standing, & Kneeling at a 10 meter (33 feet) distance, one shot per scoring bullseye. Each position will determine 1/3 of the total score.
- All three targets will be posted before the preparation period begins.
- There will be a 3 minute preparation period before shooting will commence.
- 5 minutes will be allowed for “sight-in” shots in the center target(s), a cease fire will be called and those sighting shots will be marked before firing for record.
- The shooting time will be 45 minutes to shoot all three positions.
- If target frames are available, the top (standing) target will be set at a 55” center, with the kneeling 31.5 “ center and prone targets 19.7 “ center.

Ties:
- Ties will be broken by:
  1st – Standing score
  2nd – Kneeling Score
  3rd – Prone Score
  4th – Most total bullseyes

Rifle:
- Metallic sights only, .177 cal. Compressed air or gas systems allowed.

Equipment:
- All shooters or other persons in the immediate vicinity of the firing line must wear adequate eye protection. (Plastic prescription glasses or plastic glasses and/or goggles)
- Use of spotting scope, shooting glove, kneeling roll, offhand rifle stand and shooting mat is permitted.
- Use of a sling is permitted in Prone and Kneeling positions only.

Clothing:
- Shooting jackets or pants, up to 2 loose fitting sweatshirts may be worn. Street type shoes and pants may be worn.
- Boots that lace above the ankle joint may be worn.

Coaching & Spotting:
- Coaches and parents may pump air rifles as required and spot, but may not make coaching suggestions on how to adjust their shooting technique or their guns after the first record shot is fired in each position.
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.
4-H Novice Presentation Score Sheet

**Project Area:** ____Agricultural____ General ____Home Economics

**Contestant** ____________________________  **County** ____________________________

**Title** ____________________________________________

Please circle a score for each area

<table>
<thead>
<tr>
<th>Category</th>
<th>Excel</th>
<th>Good</th>
<th>Fair</th>
<th>Needs Improve.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Appearance</strong> (10 points possible)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitably dressed</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Poise &amp; Posture</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Introduction</strong> (15 points possible)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Appropriateness of topic</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Attention of audience gained</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Purpose clearly stated</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Body</strong> (50 points possible)</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Accurate and complete</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Correct Method (illustrated or demonstrated)</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Logical steps presented</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Skilled use of visual/other aids</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>Overall effective presentation</td>
<td>10</td>
<td>9</td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td><strong>Summary</strong> (15 points possible)</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Purpose Achieved</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Main points summarized</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Quality of References</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td><strong>Questions</strong> (10 points possible)</td>
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<tr>
<td>Clear and concise response</td>
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<td>4</td>
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<tr>
<td>Keeps composure</td>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
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</table>

**Column Total**

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<thead>
<tr>
<th>Presentation Time</th>
<th>Total Points (100 possible)</th>
<th>Less Penalty</th>
</tr>
</thead>
<tbody>
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<td>________________</td>
<td></td>
</tr>
<tr>
<td>End Time: ________</td>
<td>________________</td>
<td></td>
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<tr>
<td>Total: ___________</td>
<td>________________</td>
<td></td>
</tr>
</tbody>
</table>

Excessive Use of Notes (minus 3 points)

Time (minus 1 point for each minute or fraction of a minute under 2 minutes or over 10 minutes.)

**Total Score** ________________
4-H Junior Presentation Score Sheet  
Project Area: Agricultural  General  Home Economics

Contestant_________________________ County_________________________
Title______________________________

Please circle a score for each area

<table>
<thead>
<tr>
<th>Category</th>
<th>Excel</th>
<th>Good</th>
<th>Fair</th>
<th>Needs Improve.</th>
<th>Comments</th>
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</thead>
<tbody>
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<td>Column Total</td>
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</tr>
</tbody>
</table>

Presentation Time
Start Time: ____________  End Time: ____________

Total Points (100 possible)  ____________
Less Penalty  ____________

Excessive Use of Notes (minus 3 points)
Time (minus 1 point for each minute or fraction of a minute under 5 minutes or over 10 minutes.)

Total: ____________  Total Score  ____________
PREPARED SPEECH

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

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

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

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

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

Reference Material
Up Front with Groups - 100.F-4

Revised 1995
4-H PREPARED SPEECHES SCORECARD
(R-95)
(To be used for prepared speeches, including horse speeches)

Age Category: (check one) ___Novice ___Junior

Contestant Name ________________________________________________________________

Title of Presentation ____________________________________________________________

____________________________________________________________________________

KNOWLEDGE OF TOPIC
(20 points possible)

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

____________________________________________________________________________

ORGANIZATION
(40 points possible)

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

____________________________________________________________________________

PRESENTATION
(40 points possible)

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

____________________________________________________________________________

TOTAL__________
(100 points possible)
POETRY

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

Eligibility:
General guidelines will apply. 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. 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.

__/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/______/_____/
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 organize 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 _____________________________________________________

____________________

<table>
<thead>
<tr>
<th>ORGANIZATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>(50 points possible)</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>PRESENTATION</th>
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<tbody>
<tr>
<td>(50 points possible)</td>
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</tbody>
</table>

Enthusiasm motivates interest.
Eye contact is kept with audience.
Voice varies in tempo, volume and is clear.
Gestures are natural and used to illustrate.
Poise is natural with no leaning on lectern, pacing, hands in pockets, gum chewing and there is good posture.
Confidence exhibited while speaking on topic, even if speaker was not knowledgeable on topic. _________

TOTAL __________

(100 points possible)
Wildlife Habitat Evaluation North West District Contest

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.


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

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

General Knowledge

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

Questions can include information for any of the following in the WHEP manual:
- Wildlife species identification
- Wildlife foods
- Aerial photos
- Wildlife habitat requirements for a species
- Region specific questions (Hot desert or Urban)
- Wildlife management concepts and terms
- Wildlife management practices (WMP’s)
- Glossary

The general knowledge portion tests the ability of participants to demonstrate their knowledge in these areas. The format will be set up as a practicum, with 25 stations worth
2 points apiece. Wildlife Foods definitions are provided in appendix A of this manual. For the purpose of WHEP, foods have been placed in groups. Participants should be prepared to indicate which foods are eaten by specific wildlife species, and be familiar with the food group definitions. Foods charts are contained in the Eco-Regions portion of the text, and further information on foods can be found in the Species section under the individual wildlife species. Learning to interpret aerial photos allows participants to view areas of the country where they may not have a chance to visit personally. From the photos they can see the topography, get an idea of the amounts and kinds of cover available, and see the availability of water. Looking closer at the photos can show the amount and type of edge available, any barriers to migration that might exist, agricultural fields, grassland and forest lands. Programs like Google Earth, TerraServer and Google Maps can be helpful in understanding photos as a useful tool. In the “Species” section of the manual, each species has information on habitat requirements, management practices, habitat preferences and some incidental facts listed.
Scoring the Contest

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

*General Knowledge*

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

The wildlife contest is worth a total of 100 points.

**Tie Breakers**
1. Individual
   - *Wildlife Identification*
   - *General Knowledge*
**Birds**
- American kestrel
- American robin
- black-capped chickadee
- black-throated sparrow
- blue-winged teal
- Brewer’s sparrow
- broad-winged hawk
- brown thrasher
- California quail
- California thrasher
- Canada goose
- common nighthawk
- crissal thrasher
- dickcissel
- dusky grouse
- Eastern bluebird
- European starling
- Gambel’s quail
- grasshopper sparrow
- great horned owl
- greater prairie-chicken
- greater sage-grouse
- hairy woodpecker
- house finch
- house sparrow
- house wren
- hummingbird
- ladder-backed woodpecker
- lark bunting
- mallard
- mourning dove
- Northern bobwhite
- Northern flicker
- Northern goshawk
- Northern harrier
- Nuttall’s woodpecker
- ovenbird
- prothonotary warbler
- red-eyed vireo
- redhead
- red-tailed hawk
- red-winged blackbird
- ring-necked pheasant
- rock dove
- ruffed grouse
- sage thrasher
- scaled quail
- sharp-tailed grouse
- song sparrow
- spotted towhee
- Western bluebird
- Western kingbird
- white-winged dove
- wild turkey
- wood duck
- yellow-rumped warbler

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

**Other Species**
- bluegill
- box turtle
- bullfrog
- butterfly
- cutthroat trout
- largemouth bass
- Pacific salmon
- rainbow trout
- rough-skinned newt
- Western hognose snake
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.)

FRUIT IDENTIFICATION

<table>
<thead>
<tr>
<th></th>
<th>Fruit</th>
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</thead>
<tbody>
<tr>
<td>1</td>
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<td>Lime</td>
</tr>
<tr>
<td>2</td>
<td>Apricot</td>
<td>12</td>
<td>Nectarine</td>
</tr>
<tr>
<td>3</td>
<td>Avocado</td>
<td>13</td>
<td>Orange</td>
</tr>
<tr>
<td>4</td>
<td>Banana</td>
<td>14</td>
<td>Peach</td>
</tr>
<tr>
<td>5</td>
<td>Blackberry</td>
<td>15</td>
<td>Pear</td>
</tr>
<tr>
<td>6</td>
<td>Blueberry</td>
<td>16</td>
<td>Plum</td>
</tr>
<tr>
<td>7</td>
<td>Cherry</td>
<td>17</td>
<td>Pomegranate</td>
</tr>
<tr>
<td>8</td>
<td>Grape</td>
<td>18</td>
<td>Raspberry</td>
</tr>
<tr>
<td>9</td>
<td>Grapefruit</td>
<td>19</td>
<td>Strawberry</td>
</tr>
<tr>
<td>10</td>
<td>Lemon</td>
<td>20</td>
<td>Tangerine</td>
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</table>

VEGETABLE INFORMATION

<table>
<thead>
<tr>
<th></th>
<th>Vegetable</th>
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<tbody>
<tr>
<td>21</td>
<td>Asparagus</td>
<td>35</td>
<td>Parsnip</td>
</tr>
<tr>
<td>22</td>
<td>Bean (snap)</td>
<td>36</td>
<td>Peas</td>
</tr>
<tr>
<td>23</td>
<td>Beet</td>
<td>37</td>
<td>Chile (Bell)</td>
</tr>
<tr>
<td>24</td>
<td>Broccoli</td>
<td>38</td>
<td>Chile (Jalapeno)</td>
</tr>
<tr>
<td>25</td>
<td>Brussels Sprouts</td>
<td>39</td>
<td>Chile (New Mexico type)</td>
</tr>
<tr>
<td>26</td>
<td>Cabbage</td>
<td>40</td>
<td>Potato</td>
</tr>
<tr>
<td>27</td>
<td>Carrot</td>
<td>41</td>
<td>Pumpkin</td>
</tr>
<tr>
<td>28</td>
<td>Cauliflower</td>
<td>42</td>
<td>Radish</td>
</tr>
<tr>
<td>29</td>
<td>Cucumber</td>
<td>43</td>
<td>Squash (winter)</td>
</tr>
<tr>
<td>30</td>
<td>Eggplant</td>
<td>44</td>
<td>Sweet Corn</td>
</tr>
<tr>
<td>31</td>
<td>Lettuce</td>
<td>45</td>
<td>Sweet Potato</td>
</tr>
<tr>
<td>32</td>
<td>Muskmelon or cantaloupe</td>
<td>46</td>
<td>Tomato</td>
</tr>
<tr>
<td>33</td>
<td>Okra</td>
<td>47</td>
<td>Watermelon</td>
</tr>
<tr>
<td>34</td>
<td>Onion</td>
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### NURSERY PLANT IDENTIFICATION

<table>
<thead>
<tr>
<th>48.</th>
<th>Afgan Pine</th>
<th>64.</th>
<th>Juniper</th>
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</thead>
<tbody>
<tr>
<td>49.</td>
<td>Agave (century plant)</td>
<td>65.</td>
<td>Lilac</td>
</tr>
<tr>
<td>50.</td>
<td>Apache Plume</td>
<td>66.</td>
<td>Mulberry</td>
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<tr>
<td>51.</td>
<td>Arborvitae</td>
<td>67.</td>
<td>Nandina (Heavenly Bamboo)</td>
</tr>
<tr>
<td>52.</td>
<td>Arizona Cypress</td>
<td>68.</td>
<td>Pampas Grass</td>
</tr>
<tr>
<td>53.</td>
<td>Ash</td>
<td>69.</td>
<td>Pinyon Pine</td>
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<tr>
<td>54.</td>
<td>Barberry</td>
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<td>Ponderosa Pine</td>
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<tr>
<td>55.</td>
<td>Cherry Sage</td>
<td>71.</td>
<td>Pyracantha or Firethorn</td>
</tr>
<tr>
<td>56.</td>
<td>Colorado Blue Spruce</td>
<td>72.</td>
<td>Russian Olive</td>
</tr>
<tr>
<td>57.</td>
<td>Desert Willow</td>
<td>73.</td>
<td>Siberian Elm</td>
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<tr>
<td>58.</td>
<td>Euonymous</td>
<td>74.</td>
<td>Willow</td>
</tr>
<tr>
<td>59.</td>
<td>Flowering Crabapple</td>
<td>75.</td>
<td>Yucca</td>
</tr>
<tr>
<td>60.</td>
<td>Flowering Peach</td>
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<td></td>
</tr>
<tr>
<td>61.</td>
<td>Flowering Plum</td>
<td></td>
<td></td>
</tr>
<tr>
<td>62.</td>
<td>Forsythia</td>
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</tr>
<tr>
<td>63.</td>
<td>Honey Locust</td>
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### FLOWER-HOUSEPLANTS IDENTIFICATION

<table>
<thead>
<tr>
<th>76.</th>
<th>African Violet</th>
<th>89.</th>
<th>Impatiens</th>
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<tr>
<td>77.</td>
<td>Aloe Vera</td>
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<td>Jade Plant</td>
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<td>78.</td>
<td>Asparagus Fern</td>
<td>91.</td>
<td>Marigold</td>
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<tr>
<td>79.</td>
<td>Begonia</td>
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<td>Peperomia</td>
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<td>80.</td>
<td>Boston Fern</td>
<td>93.</td>
<td>Philodendron</td>
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<td>81.</td>
<td>Christmas Cactus</td>
<td>94.</td>
<td>Rose</td>
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<tr>
<td>82.</td>
<td>Chrysanthemum</td>
<td>95.</td>
<td>Schefflera</td>
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<tr>
<td>83.</td>
<td>Coleus</td>
<td>96.</td>
<td>Snake Plant</td>
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<tr>
<td>84.</td>
<td>Cosmos</td>
<td>97.</td>
<td>Spider or Airplane Plant</td>
</tr>
<tr>
<td>85.</td>
<td>Day Lily</td>
<td>98.</td>
<td>Swedish Ivy</td>
</tr>
<tr>
<td>86.</td>
<td>Dumb Cane or Dieffenbachia</td>
<td>99.</td>
<td>Sweet Alyssum</td>
</tr>
<tr>
<td>87.</td>
<td>Ficus Benjamina or Weeping Fig</td>
<td>100.</td>
<td>Velvet Plant</td>
</tr>
<tr>
<td>88.</td>
<td>Geranium</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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: Diameter depending on variety
Smooth, straight
Pale to deep orange, depending on variety; each carrot same size and color
Preparation: Cut tops off to approximately one inch
Faults: Off-colored, wilted, rough, cracked, insect damage, crooked or branched

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

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

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

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

♦ Kohlrabi
**Lettuce** (Head)

**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

**Muskmelons or Cantaloupe**

**Merits:** Firm, crisp, green

**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 stem, dirty

Shriveled, loose, or bolting heads

**Okra**

**Merits:** Uniform in size, shape, color, and maturity

Typical of variety

Pods should be harvested when half grown, two to four inches long

**Preparation:** Trim stems one-half to one inch

**Faults:** Pods woody and fibrous

**Onion**

**Merits:** Green onions - one-half to one inch in diameter, showing no bulge

Clear white color, dark green tops

About six inches long, roots trimmed to one-half inch

Dry onions - uniform in size, thin neck

Good color and shape for variety

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

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

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

Faults: Dull, rough texture
Off color, sunscald

♦ Pepper, Chile

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

Faults: Discoloration
Shrivelings
Immature
Skin blemishes

♦ Potato

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

No damage spots or shallow eyes

Faults: Immature, blemishes
Rough in shape, dirty
May want to harvest early (one to two weeks before show)
Select for good uniformity, size and color
Free from green color, sprouting and shriveling

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

stems to prevent leaking.

* Pumpkin

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

Preparation: Cut from stalk, leaving two to three inches of stem attached

Faults: Misshapen, immature fruit

♦ Summer Squash

Merits: Fruits small and tender enough to mark with fingernail; ideal length is
six to eight inches, 1-2" in diameter
Preparation: Trim stems to one inch by cutting from vine

Faults: Fruits large and over-mature

♦ Scallop Squash

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

♦ Winter Squash

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

Preparation: Trim stem to one inch

Faults: Immature
Insect and mechanical damage

♦ Sweet Corn

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

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

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

♦ Tomato

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

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

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

♦ Watermelon

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

Preparation: Trim stem to one inch
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
1. There are six (6) categories, each with a separate description and scorecard. Category descriptions are listed in the enclosed Contest and Category Descriptions. The six (6) categories are:
   1. Comedian
   2. Vocal
   3. Musical
   4. Choreographed Routines
   5. Drama
   6. Celebrate 4-H

2. To determine category for entry, refer to the descriptions on the enclosed Contest and Category Descriptions. County Extension Agents are strongly encouraged to review entries for proper category and appropriateness of material, and ensure that all other rules and regulations are followed.

3. Time limits for all categories will be strictly enforced. **All categories** have a time limit of six (6) minutes for presentation and four (4) minutes for set-up and break down. A penalty of five (5) points per minute or part of a minute over the time limits allowed will be deducted from the total score.

4. Awards – First through fifth place ribbons will be awarded to the winning participants of each category. Medal will go to the first place winners in each category. First place winners in each category will also be asked to perform at the second night’s awards assembly.

*Revised: January 2003*
ENTRY: The Talent Review Contest will allow two novice and two junior entries per county to participate.

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

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

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

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

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

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

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

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

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

*Revised: January 2003*
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 if the performer’s actual ability to do what the activity or skill requires. In any musical classification, this includes items such as the quality of music tones, intonation, manner of uttering tones with regard to rise, fall, pitch, harmony, rhythm and any other attributes of an artistic presentation. In dance, it includes rhythm, timing appropriate gestures, memorization and artistic delivery. Judges should be aware that some of the performers have not had formal training.

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

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

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

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

**PRESENTATION STYLE** – Method of acting; distinctive or characteristic manner; overall excellence; skill or grace in performance and/or appearance.
**VOCAL PRESENTATION** – Exercising the power of producing voice, speech or sound, expressing one’s self as to relate to character or message being portrayed.

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

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

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

*Revised: 2004*
### Talent Review Contest
**Score Sheet**
**Category:** Comedian  
(Individual or Group Entry—maximum of 9 participants)

<table>
<thead>
<tr>
<th>County:</th>
<th>District:</th>
<th>Order of Participation:</th>
</tr>
</thead>
</table>

#### Name of Act:

<table>
<thead>
<tr>
<th>Judging Criteria</th>
<th>Judge’s Comments</th>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material Chosen</strong>—appropriate for youth audience</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><strong>Message</strong>—communication of a theme or idea</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Talent</strong>—skills and ability to perform the presentation well</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Presentation Style</strong>—method of acting, distinctive or characteristic manner; overall excellence; skill or grace in performance and/or appearance</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><strong>Props/Costuming</strong>—appropriate and supportive of the act</td>
<td></td>
<td>10</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-Total Score</th>
<th>100</th>
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#### Penalty-Time Limit *

<table>
<thead>
<tr>
<th>Total Score</th>
<th>100</th>
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</thead>
</table>

**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 and equipment for a total of ten (10) minutes per presentation.*
props will be imposed.

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

<table>
<thead>
<tr>
<th>County:</th>
<th>District:</th>
<th>Order of Participation:</th>
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**Name of Act:**

<table>
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<tr>
<th>Judging Criteria</th>
<th>Judge’s Comments</th>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocal Presentation</strong>—exercising the power of producing voice, speech or sound; expressing one’s self as to relate to character or message being portrayed</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Talent</strong>—ability to do what the activity or skill requires</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><strong>Showmanship</strong>—stage personality; poise, confidence, expression, projection of voice, gestures, stage presence</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><strong>Material Chosen</strong>—appropriate material for voice range</td>
<td></td>
<td>10</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Sub-Total Score</th>
<th>100</th>
</tr>
</thead>
</table>

| Penalty-Time Limit * |  |

| Total Score | 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)*

<table>
<thead>
<tr>
<th>County:</th>
<th>District:</th>
<th>Order of Participation:</th>
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</table>

**Name of Act:**

<table>
<thead>
<tr>
<th>Judging Criteria</th>
<th>Judge’s Comments</th>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Musical Presentation</em>—selection is appropriate to skill level; instruments are tuned properly; sound level is appropriate</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><em>Talent</em>—ability to do what the activity or skill requires</td>
<td></td>
<td>25</td>
<td></td>
</tr>
<tr>
<td><em>Showmanship</em>—stage personality; poise, confidence, expression, musical projection, gestures, stage presence</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td><em>Material Chosen</em>—appropriate and appealing to youth audiences</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Score**

| Sub-Total Score | 100 |

| Penalty-Time Limit * | |

| Total Score | 100 |

**Additional Comments:**

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*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:  
District:  
Order of Participation:  

Name of Act: 

<table>
<thead>
<tr>
<th>Judging Criteria</th>
<th>Judge’s Comments</th>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Talent—ability to do the activity or skills required; rhythm, appropriate gestures, memorization and artistic delivery</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Uniformity—synchronized movement; consistency in formation</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Creativity—ability to produce something new, unique, original</td>
<td></td>
<td></td>
<td>20</td>
</tr>
<tr>
<td>Showmanship—stage personality; poise, confidence, expression, gestures, stage presence</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Costuming—appropriate for youth audience; fits well and is flattering</td>
<td></td>
<td></td>
<td>15</td>
</tr>
<tr>
<td>Material Chosen—appropriate for youth audience and the ability of performer</td>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Sub-Total Score: 100

Penalty-Time Limit *

Total Score: 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)*

<table>
<thead>
<tr>
<th>County:</th>
<th>District:</th>
<th>Order of Participation:</th>
</tr>
</thead>
</table>

### Name of Act:

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<tr>
<th>Judging Criteria</th>
<th>Judge’s Comments</th>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Material Chosen</strong>—appropriate for youth audience; addresses youth issue, current event or world affair; offers awareness and/or solution to issue</td>
<td>30</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Creativity</strong>—ability to produce something new, unique, original</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Talent</strong>—ability to do what the activity or skill requires; memorization</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Showmanship</strong>—stage personality; poise, confidence, expression, gestures, stage presence</td>
<td>20</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Props/Costuming</strong>—appropriate and supportive of the act</td>
<td>10</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Score**

### Penalty-Time Limit *

### Total Score

### 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:** Celebrating 4-H

*(Individual or Group Entry—maximum of 9 participants)*

<table>
<thead>
<tr>
<th>County:</th>
<th>District:</th>
<th>Order of Participation:</th>
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</table>

#### Name of Act:

<table>
<thead>
<tr>
<th>Judging Criteria</th>
<th>Judge’s Comments</th>
<th>Possible Score</th>
<th>Actual Score</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Material Chosen</em>—appropriate for youth audience; features 4-H</td>
<td></td>
<td>30</td>
<td></td>
</tr>
<tr>
<td><em>Talent</em>—ability to do what the activity or skill requires; memorization</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><em>Creativity</em>—produce something new, unique, original; creativity in delivery of act</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><em>Showmanship</em>—stage personality; poise, confidence, expression, voice projection, gestures, stage presence</td>
<td></td>
<td>20</td>
<td></td>
</tr>
<tr>
<td><em>Props/Costuming</em>—appropriate and supportive of the act</td>
<td></td>
<td>10</td>
<td></td>
</tr>
</tbody>
</table>

**Sub-Total Score**

<table>
<thead>
<tr>
<th>Sub-Total Score</th>
<th>100</th>
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#### Penalty-Time Limit *

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<th>Penalty-Time Limit *</th>
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**Total Score**

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<tr>
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<th>100</th>
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</thead>
</table>

#### Additional Comments:

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*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.
LIVESTOCK SKILLATHON CONTEST

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

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

General Information
A. Livestock breed identification: (50 points) identify from photographs a specified number of livestock (beef, swine, and sheep) breeds. A list of breeds will be provided.

B. Livestock equipment identification: (50 points) identify the proper name for a specified number of pieces of equipment used in livestock production. A list of equipment will be provided.

C. Livestock feed identification: (50 points Novice & 100 points Juniors) Identify the proper name for the livestock feeds. A list will be provided.

D. Meat Judging class: (50 points) rank a class of four similar retail cuts of beef, pork or lamb.

E. Meat Identification: (100 points Juniors only) Identify 10 retail cuts of beef, pork or lamb. Must identify the species, primal, retail name, type of cut and cookery. A list will be provided.

General Rules
This contest will be held in an open format so participants can participate at their convenience. It is recommended that teams go through the contest together, however it is not required.
Each county is allowed to bring two novice and two junior teams to district contest. A junior team may be mixed ages, novice and junior. A novice may be novice age contestants only. The county team score will be the sum of the three highest scores. If a county does not have a team, they may bring individuals in each category. Individuals can compete only for high point individual.
A team must consist of three or four members.
Ties will be broken by breed ID, Livestock Equipment, feed ID, meat judging class & Meat ID for Juniors in this order.

References:
A. NM 4-H Beef Project Material
B. NM 4-H Market Lamb Project Material
C. NM 4-H Swine Project Material
D. Nasco Agriculture Sciences Catalog
E. Meat judging manual published by the National Livestock and Meat Board
District Contest
Meat Identification (Juniors Only)
The following are the possible meat cuts list. Use the AMS score sheet.

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

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

**Lamb**
- Lamb Shoulder Arm Chop – L,M,2,Ch,D/M
- Lamb Rib Rib Chop – L,J,28,Ch,D
- Lamb Shoulder Neck Slices – L,M,26,Sl,M
- Lamb Loin Loin Chop – L,H,24,Ch,D
- Lamb Leg Sirloin Shop – L,G,37,Ch,D
Place the letter of the correct feed name in the blank to the right of the number that corresponds to the feed. Place the correct nutrient on the second space for each feed. You must indicate if the feed is an energy, protein or mineral.

1. _____, _____  
   A. Cracked Corn EE - Energy

2. _____, _____  
   B. Rolled Oats PP - Protein

3. _____, _____  
   C. Cottonseed Hulls MM - Mineral

4. _____, _____  
   D. Rolled Milo

5. _____, _____  
   E. Whole Milo

6. _____, _____  
   F. Beet Pulp

7. _____, _____  
   G. Whole Oats

8. _____, _____  
   H. Whole Soybeans

9. _____, _____  
   I. Alfalfa Pellets

10. _____, _____  
    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
District Contest

Tool Identification

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

1. _____  
   A. All in one castrator/docker

2. _____  
   B. Balling Gun

3. _____  
   C. Barnes dehorner

4. _____  
   D. Calf Jack Puller

5. _____  
   E. Disposable syringe

6. _____  
   F. Drench Gun

7. _____  
   G. Ear notchers

8. _____  
   H. Ear tag pliers

9. _____  
   I. Elastorator

10. _____  
   J. Electric tail docker

K. Emascultome (Buurdizzo)

L. Emasculator

M. Hog Holder

N. Lamb tube feeder

O. Nipple waterer

P. Paint branding iron

Q. Rice root brush

R. Rumen magnet

S. Scalpel

T. Scotch comb

U. Sheep shears

V. Straw artificial insemination gun

W. Swine breeding spirette

X. Tattoo pliers

Y. Transfer needle

Z. Tube dehorner

AA. Wool card
District Contest
Livestock Feeds (Novice)

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

1. _____ A. Cracked Corn
2. _____ B. Rolled Oats
3. _____ C. Cottonseed Hulls
4. _____ D. Rolled Milo
5. _____ E. Whole Milo
6. _____ F. Beet Pulp
7. _____ G. Whole Oats
8. _____ H. Whole Soybeans
9. _____ I. Alfalfa Pellets
10. _____ 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
### District Contest
#### Breed Identification

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

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>1.</td>
<td>_____</td>
<td>A. Angus</td>
</tr>
<tr>
<td>2.</td>
<td>_____</td>
<td>B. Brahman</td>
</tr>
<tr>
<td>3.</td>
<td>_____</td>
<td>C. Brangus</td>
</tr>
<tr>
<td>4.</td>
<td>_____</td>
<td>D. Braunvieh</td>
</tr>
<tr>
<td>5.</td>
<td>_____</td>
<td>E. Chinania</td>
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<tr>
<td></td>
<td></td>
<td>F. Gelbvieh</td>
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<tr>
<td></td>
<td></td>
<td>G. Hereford</td>
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<tr>
<td></td>
<td></td>
<td>H. Lomousine</td>
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<tr>
<td></td>
<td></td>
<td>I. Maine-Anjou</td>
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<tr>
<td></td>
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<td>J. Salers</td>
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<tr>
<td>6.</td>
<td>_____</td>
<td>R. Berkshire</td>
</tr>
<tr>
<td>7.</td>
<td>_____</td>
<td>S. Chester White</td>
</tr>
<tr>
<td>8.</td>
<td>_____</td>
<td>T. Duroc</td>
</tr>
<tr>
<td>9.</td>
<td>_____</td>
<td>U. Hampshire</td>
</tr>
<tr>
<td>10.</td>
<td>_____</td>
<td>V. Hereford</td>
</tr>
<tr>
<td></td>
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<td>W. Landrace</td>
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</tbody>
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<tbody>
<tr>
<td>11.</td>
<td>_____</td>
<td>CC. Cheviot</td>
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<td>12.</td>
<td>_____</td>
<td>DD. Columbia</td>
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<td>13.</td>
<td>_____</td>
<td>EE. Corriedale</td>
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<td>14.</td>
<td>_____</td>
<td>FF. Debouillet</td>
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<td>15.</td>
<td>_____</td>
<td>GG. Barbado</td>
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<td></td>
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<td>HH. Delanie Merino</td>
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<td></td>
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<td>II. Dorset</td>
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<td>JJ. Dorper</td>
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DISTRICT HOME EC SKILL-A-THON (5-31-06)

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:

7. 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.

8. Novices and Juniors will complete:
   a. Foods and Cooking Identification – 50 points. Youth will identify 25 items by placing the number beside the item on the answer sheet. Each correct response is worth 2 points.
   b. Sewing and Clothing Identification – 50 points. Youth will identify 25 items by placing the number beside the item on the answer sheet.

9. In addition Juniors will complete:
   a. Food and Nutrition Judging – 50 points. Youth will place a class of items based on nutrition and information in the situation. Criteria from the Consumer Snack Class and Menu Class will be used as resources.
   b. Housing and Interior Design Identification- 50 points. Youth will identify 25 items by placing the number beside the item on the answer sheet.

Awards:

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

Tie Breakers:

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

**Reference Materials:**

1. NM 4-H Senior Home Ec Skill-a-thon Study Guide. Available through State 4-H Office, New Mexico Cooperative Extension Service, Box 30003; MSC 3AE, Las Cruces, NM 88003

2. Clothing I & II Projects

3. Baking I & II Projects

4. Consumer Snack Class and Menu Snack Class criteria from the Senior Consumer Decision Making Contest Guide

5. The Dietary Guidelines and USDA My Pyramid
You will be provided 25 items from the list below. Write the number on the item in the blank for what that item represents. Correct answers are worth 2 points each.

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

**Herbs and Spices**
- Bay Leaves
- Chives
- Chili Powder
- Cinnamon
- Pepper, Black
- Sesame Seed

**Appliances**
- Blender
- Crock-pot
- Food Processor
- Ice Cream Maker
- Mixer, Hand
- Mixer, Countertop
- Toaster
- Toaster Oven
- Waffle Iron

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

**Dish and Tableware**
- Bread Plate
- Creamer & Sugar
- Gravy Boat
- Juice Glass
- Meat Platter
- Napkin Ring
- Parfait Cup
- Pepper Mill
- Punch Bowl
- Saucer
- Tea Pot
Name____________________  County___________________

4-H Home Economics Skill-a-thon
Sewing & Clothing ID – Northwest District (Revised 5-31-06)

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

**Fabrics**
- Cotton Blend
- Felt
- Fleece

**Trims & Fasteners**
- Batting
- Bias Tape
- Elastic
- Hook and eyes
- Ribbed elastic
- Rick Rack
- Sew on snaps

**Techniques**
- Dart
- Gather
- Hem
- Pleat

**Tools**
- Bobbin
- Bobbin case
- Crewels
- Cutting Mat
- Dressmaker’s Ham
- Iron
- Ironing Board
- Measuring tape
- Needle Threader
- Pattern
- Pin Cushion
- Pinking shears
- Pins
- Press Cloth
- Presser Foot
- Rotary Cutter
- Safety pins
- Scissors
- Seam ripper
- Sewing gauge
- Sharps
- Shears
- Tailors chalk
- Thimble
- Thread
- Throat Plate
- Tracing Paper
- Tracing Wheel
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.

<table>
<thead>
<tr>
<th>Curtain &amp; Window Treatment</th>
<th>Material</th>
<th>Flooring</th>
<th>Windows</th>
<th>Carpet</th>
</tr>
</thead>
<tbody>
<tr>
<td>_____ Cafe Curtains</td>
<td>_____ Brocade</td>
<td>_____ Laminate</td>
<td>_____ Bay window</td>
<td>_____ Berber</td>
</tr>
<tr>
<td>_____ Casing</td>
<td>_____ Bump</td>
<td>_____ Linoleum</td>
<td>_____ Bow window</td>
<td>_____ Cut pile</td>
</tr>
<tr>
<td>_____ Goblet Pleats</td>
<td>_____ Chenille</td>
<td>_____ Tiles</td>
<td>_____ Casement window</td>
<td>_____ Loop pile</td>
</tr>
<tr>
<td>_____ Header</td>
<td>_____ Chintz</td>
<td></td>
<td>_____ Double hung window</td>
<td>_____ Shag</td>
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<tr>
<td>_____ Pinch pleats</td>
<td>_____ Damask</td>
<td></td>
<td></td>
<td>_____ Textured</td>
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<tr>
<td>_____ Roman Shade</td>
<td>_____ Gingham</td>
<td></td>
<td></td>
<td>_____ Velvet or Plush</td>
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<tr>
<td>_____ Spring tension rod</td>
<td>_____ Lining</td>
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<td>_____ Valance</td>
<td>_____ Silk</td>
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<td></td>
<td>_____ Tapestry</td>
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<thead>
<tr>
<th>Tools</th>
<th>Painting</th>
<th>Decorative Woods</th>
<th>Accessories</th>
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<tbody>
<tr>
<td>_____ Hammer</td>
<td>_____ Masking Tape</td>
<td>_____ Base board</td>
<td>_____ Throw Pillow</td>
</tr>
<tr>
<td>_____ Level</td>
<td>_____ Paint brush</td>
<td>_____ Molding</td>
<td>_____ Lamp</td>
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<tr>
<td>_____ Nails</td>
<td>_____ Roller</td>
<td>_____ Chair rail</td>
<td>_____ Clock</td>
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<tr>
<td>_____ Pliers</td>
<td>_____ Pad Applicator</td>
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<td>_____ Poster</td>
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<td>_____ Painting</td>
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| Painting                                       |                   |                   |                   |
|                                                |                   |                   |                   |