

Guidelines for Butler County 4-H Day

What is 4-H Day? This event gives 4-Hers opportunities to participate in project talks, demonstrations, public speaking, model meetings, musical numbers, talent, and dance events. These presentations are judged and ribbons are awarded. Ribbons are awarded on this basis:

Top Blue = Superior work, able to go to Regional 4-H Day

Blue = Excellent quality work, far above average

Red = Average work

White = Presentation is fully qualified, but is below average quality

Age Groups:

Juniors 7-9 years old

Intermediate 10-13 years old

Senior 14 years old and older

All participants must be enrolled in the Butler County 4-H Program to take part in Butler County 4-H Day.

Note: County 4-H Day is NOT the State Fair qualifying event. To compete in the Demonstration Contest at the State Fair, members must compete in the County Fair Demonstration Contest.

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4-H Day Entry Categories

Category	Purpose	Age	Time Length	Rules
Public Presentations				
CloverBud Presentations	To share an experience or recite a poem or reading	5-6 years old	0 - 5 minutes	<ul style="list-style-type: none"> * Drop in during designated time * All members in this category will receive a participation ribbon
1 st Year Participant Presentations	To share, inform or demonstrate about a project in a supportive setting	7 years old	0 - 5 minutes	<ul style="list-style-type: none"> * Very informal setting * The use of visuals is optional * All members in this category will receive a participation ribbon
Project Talks	To inform about project experiences or project information	Junior 7-9 Intermediate 10-13	3 - 7 minutes	<ul style="list-style-type: none"> * Use of visual props and posters is encouraged
Demonstrations	To teach how to do something by actually doing the steps	Junior 7-9 Intermediate 10-13 Senior 14 and Older	0-10 minutes 0-10 minutes 0-15 minutes	<ul style="list-style-type: none"> * Use of charts, models, pictures, equipment, etc. is encouraged (Each contestant has 3 minutes to set up and 2 minutes to tear down. Please clear your table before talking with the judge)
Illustrated Talks	To teach by telling how to do something	Junior 7-9 Intermediate 10-13 Senior 14 and Older	0-10 minutes 0-10 minutes 0-15 minutes	<ul style="list-style-type: none"> * Use of charts, models, pictures, equipment, etc. is encouraged (Each contestant has 3 minutes to set up and 2 minutes to tear down. Please clear your table before talking with the judge)
Public Speaking	To address a topic	Senior 14 and Older	5-15 minutes	<ul style="list-style-type: none"> * Speech can be on any topic * Member must provide an outline for the judge * Visuals may be used
Multi-Media Presentation (New for 2015)	To allow youth the opportunity to utilize electronic methods to enhance presentations. ***All multi-media presentation must take place in this division***	Any Junior, Intermediate or Senior aged 4-H'er	5 minute maximum combined setup and tear down. 10 minutes for presentation	<ul style="list-style-type: none"> * Provide all of your own equipment * Must be present to give presentation * No recordings of your presentation allowed * A copy of the 6-slide per page printed handout must be provided to the judge * 5 minute max combined for set up and tear down * 10 min max for presentation

Pickle Power	To analyze a problem and present alternatives and a solution	Junior 7-9 Intermediate 10-13 Senior 14 and Older		<ul style="list-style-type: none"> * Members receive a dilemma to solve upon sign-up (drop-in style) * Members will present alternatives and solutions to an evaluator * All members receive a pickle to eat after presentation
Impromptu	To present a speech that is prepared from a drawn topic, prepared in seven minutes and delivered by the 4-Her	Senior 14 and Older	0-15	<ul style="list-style-type: none"> * Members draw a topic upon check-in * Have seven minutes to prepare a speech * No materials are allowed in preparation room
Beef Ambassador Contest	To promote beef and the beef industry		5-8 minutes	
Talent - Music				
Chorus		Composed of 16 or more from one club or a composite group from 2 or more clubs (Must be a Junior, Intermediate or Senior 4-Her)	2 numbers	<ul style="list-style-type: none"> * 16 or more 4-Hers per club make up a chorus * Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing numbers is recommended
Small Vocal Ensemble		Club or composite group from 2 or more clubs. (Must be a Junior, Intermediate or Senior 4-Her)	2 numbers	<ul style="list-style-type: none"> * 2-6 4-Hers * Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing numbers is recommended
Large Vocal Ensemble		Club or composite group from 2 or more clubs of 7-15 young people (Must be a Junior, Intermediate, or Senior 4-Her)	2 numbers	<ul style="list-style-type: none"> * 7-15 4-Hers * Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing numbers is recommended
Vocal Solo		Junior 7-9	1 number	<ul style="list-style-type: none"> * Original music needs to be given to

		Intermediate 10-13 Senior 14 and Older	1 number 1 number	the judge * All measures in the judges music must be numbered * Memorizing number is recommended * Accompaniment is optional * Tape or CD accompaniment is allowed
Orchestra or Band		Club or composite group from 2 or more clubs, 16 or more young people (Must be a Junior, Intermediate, or Senior 4-Her)	2 numbers	* 16 or more 4-Hers * Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing numbers is recommended
Small Instrumental Ensemble		Club or composite group from 2 or more clubs, 2-6 young people (Must be a Junior, Intermediate, or Senior 4-Her)	2 numbers	* 2-6 4-Hers * Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing numbers is recommended
Large Instrumental Ensemble		Club or composite group from 2 or more clubs, 7-15 young people (Must be a Junior, Intermediate, or Senior 4-Her)	2 numbers	* 7-15 4-Hers * Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing numbers is recommended
Instrumental Solo		Junior 7-9 Intermediate 10-13 Senior 14 and Older	1 number 1 number 1 number	* Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing number is recommended * Accompaniment is optional * Tape or CD accompaniment is

				allowed
Piano Solo or Duet*		Junior 7-9 Intermediate 10-13 Senior 14 and Older * Duets go into class of older member	1 number 1 number 1 number	* Original music needs to be given to the judge * All measures in the judges music must be numbered * Memorizing number is recommended
Talent – Dance				
Group Dance		All ages will compete together, no age divisions will be in place (Must be a Junior, Intermediate or Senior 4-Her)	1 number 5 minutes	* A group of 2 or more participants * Can be any form of dance (Square, Folk, or Other)
Individual Dance		Junior 7-9 Intermediate 10-13 Senior 14 and older	1 number 5 minutes	* Any dance performed by an individual 4-H member * Can be any form of dance (Tap, Ballet, Interpretive, Break, or Other)
Talent – Drama and Other				
One-Act Plays		Any number of young people that are Junior, Intermediate, or Senior 4-Hers	45 minutes	* One Act Only * Any size of group
Skit, Creative Drama		Any number of young people that are Junior, Intermediate, or Senior 4-Hers	10 minutes	* Any size of group * Provide the script to the judges
Readings		Junior 7-9 Intermediate 10-13 Senior 14 and Older	5 minutes 5 minutes 5 minutes	* May or may not be memorized * Can be musical, dramatic, interpretive, humorous, etc.
Other Talent – Novelty, Stunt, Puppets, Marionettes, Ventriloquist, Etc.		All ages will compete together, no age divisions will be in place (Must be Junior, Intermediate or Senior 4-Her)	5 minutes	* Novelty, stunts, puppets, ventriloquist, pantomime, etc. * Can be individual or group

Other Events				
Gavel Games – County Competition Only	To demonstrate knowledge of parliamentary procedure	Jr., Int. and Sr. age divisions	Written Test = 30 minutes maximum	<ul style="list-style-type: none"> * Written test for Intermediate age group * All age groups will draw the offices they will hold during presentation * Seniors will draw 3 parliamentary procedures they will have to incorporate into presentation * Seniors will have 20 minutes to prepare their presentation * Club can combine to form a team
Consumer Judging Contest	To practice making consumer, family, and nutrition decisions			<ul style="list-style-type: none"> * Drop in during designated times * Never participated in this before? It's okay! It's fun so come check it out! Someone will be there to help answer questions and get you started.

Public Presentations

CloverBuds/1st Year Presentations

1. This special category is for CloverBuds and 7 year olds only
2. Members can perform a project talk, demonstration, illustrated talk, or sing a song
3. The judge will talk to each member with positive feedback following the presentation
4. All members in this category will receive a participation ribbon

Project Talks

1. 3 minute minimum with 7 minutes maximum time limit
2. Tells about their actual project experience
3. Purpose to inform
4. Visuals may or may not be used

Demonstrations and Illustrated Talks

1. 10 minute maximum time limit for Junior and Intermediate, 15 minute maximum for Seniors
2. Tells or shows how
3. Purpose is to teach
4. Visuals will be used
5. The publication "Demonstrations, Members Guide" (4-H 439) is available at the Extension Office for an additional resource

Public Speaking

1. 15 minute maximum time limit
2. Topic may be any of interest to the 4-Her
3. Visuals may or may not be used
4. Outlines are required for the judge

Pickle Power

1. Open to Junior, Intermediate, and Senior age levels
2. Members will get a sheet of paper when they sign in. This paper will have two situations on it. Members will choose one situation and present a speech on how they would handle that situation if they were in it.
3. This is a participation only event

Impromptu Presentations

1. Senior age group only
2. Seven minutes preparation time
3. Draw one topic
4. 10 minutes maximum talk time
5. Ribbons will be awarded
6. Questions will be of a general nature. No study materials needed. No materials will be allowed in the prep room. One note card will be provided to each participant.

Multi-Media Presentations

Electronic presentations are designed for you who choose to speak with the use of a powerpoint, DVD player or other generated program. A multi-media presentation can be defined as media that combines different content forms such as text, audio, still images, animation and video to get

a multifaceted finished product. The participant must be present to give the presentation. Recordings of the presentation will not be allowed. Because this is a new category, only one age division will be offered. No equipment will be provided. The youth doing the presentation must provide all of his/her equipment. A copy of the 6-slide per page printed handout must be provided to the judge. A maximum time of 10 minutes will be allowed for the presentation with a combined maximum of 5 minutes for set-up and tear down. Any presentation using any of the methods above is required to be presented in this category.

Talent – Music

Chorus

1. A chorus may be composed of 16 or more young people from one club or it may be composite group from two or more clubs
2. Each group will sing two numbers of their own choosing
3. Original copy of selections will be given to judges before performing
4. The original copy of the performed selections given to the judge must have numbered measures
5. Singing may be with or without accompaniment
6. The director and accompanist need not be 4-Hers, but they cannot sing with the group unless they are 4-Hers
7. It is recommended that selections be memorized

Vocal Ensemble

1. Small group may be composed of 2 to 6 4-Hers, not including the accompanist
2. Large group may be composed of 7 to 15 4-Hers, not including the accompanist
3. Each group will sing two numbers of their own choosing
4. Original copies of selections will be given to judges before performing
5. The original copy of the performed selections given to the judge must have numbered measures
6. Accompanist need not be a 4-Her
7. It is recommended that selections be memorized

Vocal Solo

1. Participant will sing one number
2. Original copy of selection will be given to judges before performing
3. The original copy of the performed selections given to the judge must have numbered measures
4. Accompanist need not be a 4-Her (can be a tape or CD)
5. It is recommended that selections be memorized

Orchestra – Band

1. Groups may be composed of 16 or more 4-Hers
2. Each group will play two numbers of their own choosing
3. Original copy of the conductor's score is to be given to the judge before playing
4. The original copy of the performed selections given to the judge must have numbered measures
5. The director is not required to be a 4-Her; an individual may not play with the group unless he or she is a 4-Her.

Instrumental Ensemble

1. Small groups may be composed of 2 to 6 4-Hers, not including the accompanist
2. Large groups may be composed of 7 to 15 4-Hers, not including the accompanist
3. Each group will play two selections of their own choosing
4. Original copies of selections will be given to judges before performing
5. The original copy of the performed selections given to the judge must have numbered measures

Instrumental Solo

1. Participant will play one number
2. Original copy of selection will be given to the judges before performing
3. The original copy of the performed selections given to the judge must have numbered measures
4. Accompanist need not be a 4-Her
5. It is recommended that selections be memorized

Piano Solos or Duets

1. Participants will play one number
2. Original copy of selection will be given to the judges before performing
3. The original copy of the performed selections given to the judge must have numbered measures
4. It is recommended that selections be memorized
5. If a duet, the group will go into the class for the older member

NOTE: In all cases due to copyright laws: Give judges the original and if 4-Her uses a photocopy, it must be destroyed!

Talent – Drama and Other

One-Act Play

1. Entries are limited strictly to one-act plays. Only one set is allowed. The curtain may be dropped to denote the passing of time. A change of set is not permitted during the drop of the curtain.
2. The maximum time allowed shall be 45 minutes from time of the rise of the first curtain until the drop of the curtain
3. If a royalty play is used, the group must be responsible for the royalty. Receipt for the payment must be given to the judges before the play is presented. Failure to comply with this rule will be considered as automatic withdrawal.
4. Each group will be responsible for all scenery, property, and effects
5. On most stages all plays will use the same drapes as a background
6. Each cast should have one person in charge of stage arrangements, to pull curtain, and set stage
7. A maximum of 15 minutes may be used by a group to set the stage for its play
8. No play is barred because of previous presentations at 4-H events
9. Sources for plays: (The costs for securing plays vary.)
 - a. Drama Loan Service – University Extension Library, University of Kansas, Lawrence, Kansas 66044

- b. Plays for 4-H Clubs – Samuel French, Inc. 25 West 45th Street, New York, New York, 10036
- c. Catalog of Plays – Baker’s Plays, 100 Summer Street, Boston, Massachusetts, 02110
- d. A List of One-Act Plays for Young People – National Recreations and Park, 1700 Pennsylvania Avenue, N.W., Washington, DC 20006
- e. Catalog of Plays – Dramatics Publishing Company, 86 East Randolph Street, Chicago, Illinois, 60601
- f. Catalog of Plays – David McKay Co., Inc., 750 Third Avenue, New York, New York, 10017

Skit, Creative Dramatics

This section is designed for creative dramatics or skits. Any size group may participate. Skits and dramatics should not exceed 10 minutes.

Readings

This may be a musical, dramatic, interpretive, humorous or other type of reading. The presentation should be one that can be done in 5 minutes or less. May or may not be memorized.

Other Talent

This is a miscellaneous grouping that may include talent such as novelty numbers, stunts, pantomime, puppets, marionettes, ventriloquist acts, or other types of talent. May be an individual or group. A time limit of 5 minutes is suggested.

Dance

Group Dance: May be one of the three styles listed below with two or more participants:

Square Dance

1. The group of 4-H’ers is not to exceed one square or four couples
2. The kind of music is the choice of the group. Either recorded or live music may be used.
3. Each group is limited to five minutes performing time.

Folk Step Dance

This may be a circle dance, line dance, polka, schottische, clogging, etc. Each group of 4-H’ers is limited to five minutes performing time.

Other Dance

This may be a tap dance, ballet, interpretive, acrobatic dance, break dance, or other type of dance performed by a group of 4-H’ers. Participants are limited to five minutes performing time.

Individual Dance: May be a style performed by an individual

This category will be broken into the age groups of Jr., Int., and Sr.

Explanation of the Events

Project Talks are intended for younger boys and girls up to 12 years of age. To help them gain confidence in expressing themselves before an audience. They tell of their actual project experiences and can promote a project. Visuals may be used but are not required. Questions are not asked of younger members giving project talks. Suggested maximum time limit is seven minutes.

Demonstrations are defined as a “show-how” process involving doing or making something while giving an explanation. The demonstrator uses actual items, supplies, equipment, people, or animals while going through a process. There is usually a finished product to show, but it is **not** required. Sometimes a finished product is not possible, but it does enhance a demonstration. The demonstration is a teaching method designed to teach **specifically**. Suggested maximum time limit is ten minutes for Juniors and 15 minutes for Seniors.

Illustrated Talks are defined as a “tell-how” process where the presenter uses visuals such as posters, charts, models, graphs, etc. to aid in emphasizing a point or to add interest while telling how to do something. Visuals are required in the “telling how.” Suggested maximum time limit is ten minutes for Juniors and 15 minutes for Seniors.

Public Speaking is intended to assist older, more experienced members to further develop confidence and skill in speaking before an audience. In Public Speaking, members may speak on any topic of their interest. Visuals may be used. One or two note cards are permissible if used correctly and in outline form. Outlines should be provided for each judge. Suggested maximum time is 15 minutes.

Impromptu Presentation is intended for older members to have a chance to speak about a current events or 4-H topic with little preparation. This speaking event is a “think-on-your-feet” type of an event. Members will not only be judged on what they say during their speech, but also on the way the speech is delivered. This teaches members that the parts (introduction, body, and conclusion) of the speech are important to effective speech delivery.

Multi-Media Presentations

Electronic presentations are designed for you who choose to speak with the use of a powerpoint, DVD player or other generated program. A multi-media presentation can be defined as media that combines different content forms such as text, audio, still images, animation and video to get a multifaceted finished product. The participant must be present to give the presentation. Recordings of the presentation will not be allowed. Because this is a new category, only one age division will be offered. No equipment will be provided. The youth doing the presentation must provide all of his/her equipment. A copy of the 6-slide per page printed handout must be provided to the judge. A maximum time of 10 minutes will be allowed for the presentation with a combined maximum of 5 minutes for set-up and tear down. Any presentation using any of the methods above is required to be presented in this category.

Pickle Power allows members to analyze a problem and present alternatives and a solution. Members will be given a sheet of paper with two ethical situations on it. Members will pick one of those situations and prepare a short speech on that situation. The presentation will include what the member would do if they were in the presented situation.

4-H Gavel Games is an activity designed to encourage youth to become more efficient in their ability to use parliamentary procedure effectively in the formal part of their 4-H Club Meetings. The contest consists of teams of four 4-Hers: President, Vice President, Secretary, Treasurer, and alternate that will give an oral presentation as a group. Each team is given a maximum time of 30 minutes to complete the oral presentation. More information is in this booklet.

What is the difference between a Demonstration and an Illustrated Talk?

A demonstration is simply showing and telling how to do something. Have you ever shown someone how to milk a cow, bake a cake, sew on a button, service an air cleaner, or a small engine? If so, then you've given a demonstration. A demonstration is showing by doing or by putting words into action.

A demonstration is a teaching method. Some members may choose to teach by using the illustrated talk. The demonstration and the illustrated talk are both excellent teaching methods. You will need to understand the difference between the two.

One method is of no greater importance or value than the other. The question you need to answer is, "Which method will be the most effective in teaching what I would like to teach?"

Demonstration

1. A demonstration is doing and explaining.
2. A demonstration is showing how.
3. In a demonstration you make something or do something. (There may be an end product, as a salad.)
4. Purpose: To teach.

Illustrated Talk

1. An illustrated talk is talking.
2. An illustrated talk is telling how.
3. In an illustrated talk you show pictures, charts, models, equipment, and other types of visual aids.
4. Purpose: To teach

Members occasionally confuse a project talk with an illustrated talk. An illustrated talk is not a project talk. They do not accomplish the same purpose. The following illustration may be used in aiding members to understand the differences:

Demonstration

1. Shows how.
2. Purpose: To teach.
3. Age: Any member.

Illustrated Talk

1. Tells how.
2. Purpose: To teach.
3. Age: Any member.

Project Talk

1. Tells about.
2. Purpose: To inform
3. Age: 13 years and under

Visuals may be used in project talks as in illustrated talks, but they are not required.

This information is from *Demonstrations, Members Guide*, a 4-H publication from K-State Research and Extension. For this publication in its entirety contact the Extension Office.

What is a project talk?

A project talk is a short talk about one of your projects. You can: tell about your **experience** in the project; give some **information** relating to your project; or promote your project. The best project talk does **all** of these things.

Why give project talks?

You learn to think on your feet.

You learn to speak before others.

You gain self-confidence and poise.

You share your experiences and knowledge with others.

You interest others in the 4-H project.

Where do you give project talks?

4-H meetings

4-H project meetings

County 4-H Day

Community events such as businessmen's, clubs, women's groups, local achievement programs, etc.

Who may give a project talk?

All 4-H members who are 13 years and under may give a project talk. The project talk is designed for the young 4-H member.

How long should talks be?

That depends. If you are just a beginning 4-H'er, perhaps 8 or 9 years old, your talk may be 3 or 4 minutes long. If you are an older 4-H'er, you might give a talk 6 or 7 minutes long. When planning your project talk, consider your age, subject, group to which you will give your talk (their age and interest in your subject), time limitation (what else is on the program), experience in giving talks (your first one will probably be short)

How do you select a topic?

Some clubs assign the project about which 4-H'ers are to speak; others leave this up to each 4-H'er. Whatever system is used, you have a right to say what topic would be most of interest to you. Let your project leader know your interests. Select a topic which you know something about, you want to know more about, will be of interest to nearly everyone who will hear your talk, is a part of, or closely related to your project.

A project talk should be about one phase of the subject, such as pattern selection, feeding a dairy calf, or tools needed for woodworking.

Who might help you?

This varies from club to club. Consider these people your project leader, a junior leader, other 4-H'ers who have given several talks, your parents, your club leaders, others who know something about your topic.

Some clubs have a "talk" leader who helps all 4-H'ers with their talks. Ask your project leader who would be the best one to ask for help.

Where do you get your information?

First - and - foremost - use your own experience. Then, read your 4-H project material. If you need more information, visit your library or ask one of your teachers or 4-H leaders for help. Talk to people who can give you some ideas on the subject, or ask questions of those who have had personal experiences that could help you.

What is included in a good talk?

Every good talk has three parts:

- * Introduction
- * Body
- * Conclusion

The **introduction** is the opening statement. It should be the attention getter. You can get an audiences attention by asking a question, showing an object or a picture, telling some startling facts, making a challenging statement, or telling a short story.

The **body** is the main part of your talk and should be 80 to 90 percent of the total time of your talk. First, tell what the main idea of your talk will be. Then explain or illustrate important facts in developing the main idea. Tell of personal experiences whenever they help and relate to your talk. Use pictures, charts, models, or other visuals if they help your audience understand the topic or help you give the talk. Visuals are not required but may add to your talk if they have a purpose.

Last give the **conclusion or summary**. Repeat just a few of the major points of your talk. A quotation, poem, or saying might be used at the close. **Questions** are not asked for in project talks as they are in demonstrations and illustrated talks.

Tips for you as a speaker

- * Dress appropriately for the occasion so you feel at ease.
- * Stand erect - on both feet. Good posture will help convince your audience that you mean business!
- * **Practice** giving your talk. Give it to yourself alone at first - perhaps in front of a mirror. Later, have someone listen to you who will offer suggestions for improving it.
- * **Never memorize your talk.** Memorize your outline instead.
- * Speak slowly - talk at a natural speed but change occasionally for emphasis and better attention.
- * Watch pronunciation of words. Don't use words you can't pronounce or understand. The words used should **fit** you and **be said in the way you would say it.**
- * Use charts or visuals if they help you present the topic and add to your talk.
- * Be pleasant. A smile on your face will put a smile in your voice.
- * Be at ease.
- * Be yourself.
- * Be enthusiastic.

Demonstration Do's

Do organize all your ingredients on a tray so that you can quickly move them from the supply table to the work area.

Do pre-measure ingredients or supplies so that it moves more quickly.

Do clear empty containers from the work space as you finish with them. This keeps your presentation area clear and uncluttered.

Use a damp cloth to wipe hands if doing a foods demonstration or when using glue, etc., for crafts.

Do bring paper towels if you are doing a foods or crafts demonstration.

Do make sure that electrical equipment works properly. Bring an extension cord.

Do have examples for every step of the process. If something needs to “dry for 5 minutes” you should have one already dry, so that you can continue with the demonstration.

Do have “fill” information. Silence is not a good thing for a demonstration. Provide your audience with additional information about your topic – such as nutritional value, costs, origin of products, history of the subject, etc. Good research will give you many ideas to use this time productively and help your audience learn

Do use clear containers so the audience can see what you are doing. Cover name brands of products.

Do clear your work area before you show your finished product. A cluttered area makes it hard for the audience to see.

Great Tips for 4-H Day Presentations

- Don't read your talk. Don't memorize, but do practice so you're familiar with it.
- Look at the audience. This is a must for keeping their attention.
- Talk loud enough so people on the back row can hear you.
- Don't talk too fast. Make sure everyone can understand everything you say.
- Dress appropriately. Be sure you are well groomed and neat. You may want to dress to fit your presentation:
 - Livestock presentation – you could wear jeans or showmanship clothes.
 - Physical fitness presentation - you could wear exercise clothing.
 - Foods presentations: wear an apron, washable clothing and some device to keep hair in place.
- Good posture increases self confidence.
- Stand on two feet. Try not to rock back and forth.
- Charts should be easy to read – not crowded and cluttered.
- Place your charts in a place everyone can read.
- Remember to smile, smile, smile! It takes fewer muscles to smile than to frown.

Poster Tips

1. Conclusions first! Always put the most important part – your conclusions – first!
2. Prepare your poster directly on your computer. It's easier, faster, and better looking!
3. Posters primarily are visual presentations. Self-explanatory graphics should dominate the poster. The text materials should support the graphic materials.
4. Illustrations should be easily legible from a minimum distance of six feet.
5. Font sizes need to be big to be effective also. A good rule is to stand back from your own poster; if you, who are familiar with the material, cannot easily read it from 6 feet away, your audience will certainly not be able to.
6. Use upper and lower case letters. Avoid using all capitals because they make the poster harder to read, instead use neat, well-spaced block letters. Avoid script and other fancy letters.
7. Avoid using abbreviations except for standard forms such as in., ft., etc.
8. Use left alignment. Indents set text apart and are great for short lists.
9. Restrained use of 2-3 colors for emphasis is valuable. Avoid multi-colored letters and words.
10. Proper contrast will reduce eye strain and make the poster more legible and interesting visually.
11. Use landscape rather than portrait format. More content will be at eye level which makes reading and interpretation easier.
12. Space is important is a poster: without it, your reader has no visual pauses to think.
13. Remember the KIS rule: Keep it Simple.
14. Be sure to give yourself enough time to assemble the poster. It takes time to make a great poster. Allow 2 to 3 days to assemble all the bits and pieces. Keeping your hands and the work surface clean helps to produce a great looking poster.

List of materials and tools needed

Poster Board

Black & Colored Markers

Elements that will be used as borders

Adhesive, 3M Spray, etc.

Sharp Exacto knife or razor blade

Sharp paper cutter, ruler, soft pencil and eraser

T-square (optional but very helpful)

Large surface to work on

Good luck and have fun making your poster and showing it. Displaying your finished work is a big accomplishment so take time to enjoy it and your interactions at the meeting. Remember that enthusiasm is contagious. Be on time and enthusiastic!

More Poster & Chart Tips

Size

Make letters big enough to be read. Consider letter width as well as height. The chart below gives suggested letter size in relation to distance. For main captions, advertisers recommend letters of at least 1 ½" tall.

Distance in feet from viewer to written material	Minimum size
3	1/4"
8	1/2"
15	1"
25	1 3/4"

Color

Color makes a difference, both in attractiveness and readability. Posters in two colors are easier to read than multi-colored ones. The chart below gives information on color combinations.

Use	Don't Use
Black on Yellow	White on red
Green on White	White on Orange
Blue on White	White on Black
Black on White	Red on Yellow
Yellow on Black	Green on Red
White on Blue	Red on Green

An exception to the two color suggestion exists: in order to emphasize on word, you may choose to use a third color for a word. However, avoid multi-colored letters and words. Remember the KISS rule: *Keep it Super Simple*.

Subject

KISS again. Don't attempt to say too much with the poster. State the main idea and support it with a limited number of points. Use as few words as possible. An outline form works well with posters.

Lettering

Use upper and lower case letters. Avoid using all capitals because they make the poster harder to read, instead use neat, well-spaced block letters. Avoid script and other fancy letters. Use a pencil to design your poster. Fill in with magic markers or crayons, etc. Practice neat lettering. The adage practice makes perfect applies here, too. Use a straight edge to lightly rule the poster board or show card before making letters.

Placement

The eyes see best at eye level. Consider your audience when determining eye level. Are they adults or children? Are they standing or seated? For most standing adults, eye level is at about 5'3". Making a great poster can be fun and is certainly a challenge! Here are some ideas about how to get the most attention for your efforts.



What is Pickle Power?

How Will Pickle Power Work?

Youth who want to participate in the contest will pick up a list of Pickle Power problems early in the day. They will select one problem, sign up for a time to present their “decision and reasons,” and wait. During this time, they can jot down notes or go about their 4-H activities for the day.

When it is time for their presentation, they will sit across the table from the judge, give their decision and tell why. Then you will rate them on a form and ask questions. The time involved is about ten minutes for each person. There is NO audience!

What are the situations about?

Values

Values are those beliefs or feelings which mean a great deal to you. Your values are the reasons why you want something or why you do something. Values influence our choosing one item over another, one friend over another, or one activity instead of another. Examples of values are:

- love
- health
- comfort
- efficiency
- security
- ambition
- friendship
- honesty
- patriotism
- knowledge
- religion
- companionship
- play
- cleanliness
- thrift

Goals

Our goals come from our values. A goal is “what” we want just as “why” we want it is based on our values. Examples of goals are:

- having a new bicycle
- winning a trip to 4-H Congress
- getting a job
- getting asked out on a date by that “special” fella OR having “her” say yes
- really liking yourself

We get our goals from our desires, our environment, our experiences, our beliefs and attitudes. Goals are often developed as a result of what others in our social group have. We may want something because our friends have it or consider it important. We also get goals from advertisements, parents, friends, schools, churches, movies and so on.

Even more important is the fact that values and goals determine your needs and wants. They will influence the type, quality, and quantity of goods and services you choose in the market place.

At different times in life, your needs change and your values become clearer and more definite. You become aware of new opportunities and possibilities, therefore, your goals change accordingly. This is a part of growing up and this change will go on all your life.

Decision making is a changeless process for solving problems or dealing with situations. Once you learn the steps, you can apply the decision-making process to solve any puzzling problem. It's a lot like winning a game. You beat the problem.

What is an Impromptu Presentation?

Impromptu Presentations are intended for older members to have a chance to speak about a current events or 4-H topic with little preparation.

Upon check in for this event, members will draw a topic. Topics will be 4-H related questions and general current events questions. Members will not need any preparation materials due to the nature of the questions. Members will be given an index card at check in, this is the only paper that will be allowed to be used by the member.

Members will have seven minutes to prepare a speech. The door monitor will note the time the member went in the preparation room and will let the member know when it is time to deliver the speech.

Before delivering the speech, members need to introduce themselves and read the question to the judge.

Members need to remember these tips for success in impromptu speaking:

- Stand up Straight
- Speak Clearly
- Make Eye contact
- HAVE FUN!

Each speech needs three parts:

Introduction: Get the audience's attention
Introduce the topic

Body: Longest and most important part
Present three to five main points
Details about each main point

Conclusion: Summarize your speech
Closing or "punch line" of your speech

You tell them what you're going to tell them, then you tell them, then you tell them what you told them!

What is Gavel Games?

In the Gavel Games Parliamentary Procedure Contest, the contestants are teams of four 4-H'ers from a club who act as officers for a model 4-H business meeting. These team members are not told which of the officers, President, Vice-President, Secretary, Treasurer, or member they will serve as until they enter the contest room. (Consequently, it is important to practice for all offices.)

Each team presents a model business meeting starting with the call to order, including reports of officers and committees, unfinished and new business, and ending with adjournment.

Each individual team member takes a written test (Intermediate age group only) or answers oral questions (Junior & Senior age groups only) as well. In keeping with the intent of the contest, it is designed to teach parliamentary procedure in a fun, meaningful way.

Teams receive a score on both the written test or oral questions and the oral presentation. Personal conference judging is used to make the contest a more meaningful experience. Teams also receive a written score sheet.

Rules Pertaining to the Parliamentary Procedure Contest – Oral Section

The contest will consist of teams of four or five 4-H'ers: President, Vice-President, Secretary, Treasurer, or Member

The order of business for the oral presentation is as follows:

1. Call to order
2. Opening exercise
 - a. Pledge or motto and roll call
3. Reading of minutes, corrections if needed, approval of minutes
 - a. The secretary should announce that there are no minutes due to the fact this is a special parliamentary procedure presentation
4. Communications not requiring action – letters of appreciation, etc.
 - a. One letter of communication is to be read
5. Report of officers
 - a. The treasurer's report is the only officer's report that is to be given
6. Report of standing or special committees
 - a. Only one standing or special committee report is to be given
7. Unfinished Business
 - a. Motions postponed at the last meeting and motions laid on the table at the last meeting
 - b. The president should ask for unfinished business; however, it is recommended that all parliamentary problems be transacted during the contest
8. New business as introduced
 - a. Juniors are required to correctly complete the following motions to be eligible for a blue ribbon: (Additional motions may be made, but it is not necessary.)
 - i. a main motion
 - ii. to table a motion
 - iii. to call for a division of the house
 - b. Intermediates are required to correctly complete the following motions to be eligible for a blue ribbon:

- i. a main motion
 - ii. to table a motion
 - iii. to call for a division of the house
 - iv. to amend a motion
 - v. to take a motion from the table
 - vi. to withdraw a motion
 - c. Seniors are required to correctly complete the following motions to be eligible for a blue ribbon:
 - i. a main motion
 - ii. to table a motion
 - iii. to call for a division of the house
 - iv. to amend a motion
 - v. to take a motion from the table
 - vi. to withdraw a motion
 - vii. an additional 3 motions drawn at the contest with 20 minutes to prepare
9. Announcements
- a. One announcement is to be given
10. Adjournment

In the rating of teams, teams won't be competing against each other, but will be evaluated against a quality score determined as superior according to a pre-determined standard.

Three division levels will be held as follows: Junior, 7 to 9 years old; Intermediate 10 to 13 years olds; and Seniors 14 and older. Each division will have a different quality score with the higher quality score being placed on the more advanced divisions.

The following information sheets are the only notes that can be used during the oral presentation of this contest.

1. Enclosed sheet entitled – General Order of Business for the Oral Section of the Parliamentary Procedure Contest
2. Enclosed sheet entitled – Approved List of Parliamentary Procedure Problems for the 4-H Parliamentary Procedure Contest
3. Secretary's letter of communication
4. Treasurer's written report of the club's financial state
5. Sheet pertaining to the standing or special committee report

General Order of Business for the Oral Section of the Parliamentary Procedure Contest

1. Call to Order
2. Opening exercise – pledge or motto and roll call
3. Reading of minutes, correction if needed, approval of minutes
4. Communications not requiring action (letters of appreciation, etc.)
5. Reports of Officers
6. Reports of Standing Committees
7. Reports of Special Committees
8. Unfinished Business
 - a. Motions postponed at the last meeting
 - b. Motions laid on the table at the last meeting
9. New Business as Introduced
10. Announcements
11. Adjournment

Approved List of Parliamentary Procedure Problems for the Parliamentary Procedure Contest

1. Put a motion before the house
2. Lay a motion on the table
3. Call for a division of the house
4. Amend a motion
5. Take a motion from the table
6. Withdraw a motion
7. Call for a division of the question
8. Refer a motion to a committee
9. Rise to a point of order
10. Appeal the decision of the chair
11. Call for the previous question
12. Rescind a motion
13. Reconsider a motion
14. Postpone a motion definitely
15. Suspend the rules
16. Reconsider and have entered on the minutes
17. Postpone a motion indefinitely
18. Object to the consideration of the question

Note:

Juniors are required to do the first three problems on the list.

Intermediates are required to do the first six problems on the list.

Seniors are required to do the first six plus draw three additional problems of their choice.

Any age level can demonstrate any additional parliamentary skills they so desire.

Refer to: The Meeting Will Come to Order, Kansas 4-H Publication, 4-H 440 rev. June 2005

Parliamentary Procedure Made Easy – Third Edition

Three Major Keys to Learning Parliamentary Procedure

The three Golden Rules of Parliamentary Procedure are:

1. To speak before the group, rise and address the chair by saying Madame or Mister President
2. State “I move...” to introduce a main motion – one that introduces business
3. Learn the Cardinal Rules considered in handling motions

The five cardinal rules to consider in handling motions:

1. Does it require a second
2. Can it be discussed
3. Can it be amended
4. Vote required
5. Can it be reconsidered

The four group motions (parliamentary procedure problems) all classified in accordance to their cardinal rules application:

- A. Four parliamentary procedure problems in which all five cardinal rules apply:
 1. To put a motion before the house
 2. To amend a motion
 3. To refer to a committee
 4. To postpone definitely
- B. Five parliamentary procedure problems in which the three cardinal rules discuss, amend, and reconsider don't apply:
 1. To table a motion
 2. To take from the table
 3. To move the previous question
 4. To suspend the rules
 5. To adjourn
- C. Five parliamentary procedure problems in which the five cardinal rules don't apply – these parliamentary problems are privileges
 1. To call for a division of the house
 2. To call for a division of the question
 3. To rise to a point of order
 4. To appeal the decision of the chair
 5. To withdraw a motion
- D. Miscellaneous Group
 1. To reconsider a motion
 2. To rescind a motion
 3. To postpone indefinitely

4. To object to the consideration of the question
5. To reconsider and have entered on the minutes

Using the Gavel

The gavel is a symbol of authority. It is used by the person presiding to keep the meeting running smoothly and orderly.

To use the gavel properly, the presiding officer should stand squarely and firmly on both feet. He or she should grasp the handle of the gavel firmly and rap the table or gavel block authoratively with well spaced raps.

The gavel is used to:

1. Call the meeting to order
2. Maintain order
3. Adjourn the meeting

Performance Pointers for Music Selections

- Memorization is encouraged by not required.
- Provide an original copy of the music for the judges. If a photocopy must be used, it should be destroyed after the performance.
- Be sure to **number the measures** in the judges copy of the music. Start with the number "1" in the first full measure of the song. Marking the measures' helps the judge provide feedback to you. For example, the judge might say "good crescendo in M. 17" or "check the timing of M. 101".
- Announce your name, selection and composer. One way could be to say "I am Chris Clover and I shall play (sing) Fluttering Butterflies by Smith."
- After you sit down, adjust the piano bench as needed.
- When you are finished, pause, and acknowledge your audience's applause.
- If you forget or lose your place in the music, keep your composure. Try jumping forward to a place that you know. (Often if you go back, you may reach that same roadblock again.) If that doesn't work, simply ask the judge if you could have your music back. This happens to all musicians. Don't let it sidetrack your performance.
- Accompanists for vocal or instrumental solos **do not** have to be 4-H members. Tape or CD accompaniment is fine, but you must bring your own player.
- Smile!!!

Skits and Plays Success

- Use creativity and imagination
- Be sure to speak clearly and project your voice to fill the room.
- Keep your face towards the audience
- Use facial expression
- Movement of characters on stage should be smooth.
- The maximum time for a skit is 10 minutes.
- Costumes and props will enhance the performance.
- Lines should be memorized, unless one person is acting as a "narrator".
- When finished, all cast members should be present on stage and acknowledge the audience applause.

Dance Dynamics

- Choose music appropriate to the style of dance you will be performing.
- Members must provide their own music and equipment. An extension cord is handy too.
- Rhythm and staying with the beat of the music are important.
- Costumes or similar coordinated outfits add to the presentation.
- Make eye contact with the audience.
- Acknowledge the audience applause.

Ready for Readings

- The reading may be dramatic, humorous, interpretive or other type.
- It may or may not be memorized. You may or may not provide a copy to the judge.
- Announce your name, the title of your reading, and author. If doing a portion of a larger work, you may also want to provide the context for your reading so that the audience understands your presentation. After your introduction, You may also want to briefly turn your back to the audience, and then turn around to start your reading. This helps the audience know when that the introduction is over and your reading is beginning.
- Pronunciate and articulate clearly.
- Make eye contact with all your audience, not just the judge.
- Use voice inflection to communicate the emotion needed. Project your voice so all can hear.
- Use gestures, costumes or props to add emphasis.
- There is no minimum length, but generally readings should be at least 1 minute in length.

Top Blues are eligible to compete at Regional 4-H Day. The number of Regional qualifying exhibits depends on the performance category. The following table shows how many entries can be taken to Regional 4-H Day from each participating county.

Type of Presentation	Number eligible for Regional 4-H Day
Project Talks	2 Junior 2 Intermediate
Demonstrations & Illustrated Talks	2 Junior 2 Intermediate 2 Senior
Public Speaking	2 Senior
Impromptu Presentations	2 Senior
Multi-Media Presentations	2 Youth
Chorus	1
Small Vocal Ensemble	1
Large Vocal Ensemble	1
Vocal Solo	2 Junior 2 Intermediate 2 Senior
Orchestra or Band	1
Small Instrumental Ensemble	1
Large Instrumental Ensemble	1
Instrumental Solo	2 Junior 2 Intermediate 2 Senior
Piano Solo/Duet	2 Junior 2 Intermediate 2 Senior
Group Dance	1
Individual Dance	1 Junior 1 Intermediate 1 Senior
One-Act Play	1
Skit, Creative Drama	2
Reading	2 Junior 2 Intermediate 2 Senior
Other Talent	2

The Judges will name Alternate Blues in each category. If the Top Blues recipients are not able to attend Regional 4-H Day, then the Alternate Blue recipients will be asked to compete.

Counties that compete in Regional 4-H Day include: Butler, Cowley, Harvey, Marion, McPherson, Sedgwick and Sumner.

CLOVERKID/FIRST YEAR PRESENTATION COMMENT CARD

NAME: _____ AGE: _____

CLUB: _____

TITLE: _____

	WELL DONE	FAIR	NEEDS IMPROVEMENT
INTRODUCTION			
ORGANIZATION			
APPEARANCE			
EYE CONTACT			
POSTERS/VISUALS (if used)			
PROJECTION			
SUMMARY			

COMMENTS:

EVALUATOR'S INITIALS: _____

SCORE CARD FOR PROJECT TALKS

Name _____

Club _____

Title _____

Time: _____

Finish: _____

Start: _____

Total: _____

Age _____ Years in 4-H _____

Minimum Time: 3 minutes

Maximum Time: 7 minutes

Points to Consider	Percent	Judges Comments
Subject Matter * Can be covered in 7 minutes. * Worthwhile and practical * Related to 4-H Project * Information accurate, complete and up-to-date.	40	
Appearance * Well groomed * Good posture	10	
Presentation * Attention gained in intro. * Voice natural, words distinct * Poised, friendly, confident * Originality shown * Convincing, interest held * Visual aids (if used) - neat, attractive, easily seen, effectively used. * Well organized, words well chosen, not memorized, not read. * Personal experience related. * Important points stressed in summary.	50	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

DEMONSTRATION AND ILLUSTRATED TALK SCORE CARD

Name _____

Club _____

Title _____

Time: Finish: _____

Start: _____

Total: _____

Age _____ Years in 4-H _____

Maximum Time: Jr./Int. – 10 minutes;

Sr. -15 minutes

Needs Improvement	Good	Excellent	Percent to Areas	Points to Consider	Comments
			10	Introduction - Interesting, short, gain attention	
			10	Appearance - Dress suitable for work being done. Well groomed, good posture	
			30	Presentation - Voice natural, words distinct, poised, friendly, confident. Time and material well used. Originality shown. Convincing, interest held. Well organized, words well chosen. Skillful workmanship; if a team, good teamwork. Work and talk coordinated. Plain view of audience. Table neat and orderly.	
			30	Subject Matter – Important points emphasized. Information accurate and complete. Information usable by others. Worthwhile and practical. Suitable to age and ability level of participant.	
			10	Visuals and/or Equipment - Suitable for work done. Charts, posters easily read.	
			10	Summary - Important points stressed. Finished product displayed (if there is one). Questions answered satisfactorily. Closing definite, table left neat.	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR PUBLIC SPEAKING

Name _____

Club _____

Title _____

Time: _____

Finish: _____

Start: _____

Total: _____

Age _____ Years in 4-H _____

Maximum Time: 15 Minutes

Speech Contest Form	Points	Judges Comments
Material Outline Turned In	15	
Organization	25	
Language and Voice	10	
Fluency	15	
Pronunciation and Articulation	10	
Eye Contact and Projection	15	
Appearance	10	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

Time in to prepare speech: _____
 Seven minute prepare time: _____
 Time in to deliver speech: _____

SCORE CARD FOR IMPROMPTU

Name _____ Club _____

Title _____ Age _____ Years in 4-H _____

Fair	Good	Excellent	Percent to Areas	Points to Consider	Comments
			10	Introduction - Interesting, short, gain attention	
			10	Appearance - Dress suitable for work being done. Well groomed, good posture	
			40	Presentation - Voice natural, words distinct, poised, friendly, confident. Time and material well used. Originality shown. Convincing, interest held. Well organized, words well chosen. Skillful workmanship. Work and talk coordinated. Plain view of audience.	
			30	Subject Matter - Important points emphasized. Information accurate and complete. Information usable by others.	
			10	Summary - Important points stressed. Questions answered satisfactorily. Closing definite.	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR VOCAL GROUPS (CHORUS AND ENSEMBLE)

Name _____ Club _____

Chorus/Ensemble Name _____

Number in Group _____

Selections _____

Points to Consider	Judges Comments
Tone Quality * Balance * Blend * Pitch	
Technique * Precision * Articulation * Note and Rhythm Accuracy	
Interpretation * Contrast * Mood * Phrasing * Rhythm * Style * Tempo	
Musical Effect * Fluency * Stage Presence * Appearance * Choice of Music * Memorization	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR VOCAL SOLO

Name _____ Club _____

Title _____ Age _____ Years in 4-H _____

Points to Consider	Judges Comments
Tone Quality * Balance * Blend * Pitch	
Technique * Precision * Articulation * Note and Rhythm Accuracy	
Interpretation * Contrast * Mood * Phrasing * Rhythm * Style * Tempo	
Musical Effect * Fluency * Stage Presence * Appearance * Choice of Music * Memorization	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR ORCHESTRA, BAND AND INSTRUMENTAL ENSEMBLES

Name _____ Club _____

Band/Orchestra/Ensemble Name _____

Number of Group _____

Selections _____

Points to Consider	Judges Comments
Tone Quality * Balance * Blend * Pitch	
Technique * Precision * Articulation * Note and Rhythm Accuracy	
Interpretation * Contrast * Mood * Phrasing * Rhythm * Style * Tempo	
Musical Effect * Fluency * Stage Presence * Appearance * Choice of Music * Memorization	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR INSTRUMENTAL SOLO

Name _____ Club _____

Title _____ Age _____ Years in 4-H _____

Points to Consider	Judges Comments
Tone Quality * Balance * Blend * Pitch	
Technique * Precision * Articulation * Note and Rhythm Accuracy	
Interpretation * Contrast * Mood * Phrasing * Rhythm * Style * Tempo	
Musical Effect * Fluency * Stage Presence * Appearance * Choice of Music * Memorization	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR PIANO

Name _____ Club _____

Title _____ Age _____ Years in 4-H _____

Points to Consider	Judges Comments
General Effectiveness of Performance	
Factors Contributing to the Total Performance – Interpretation * Style * Tempo * Phrasing * Tone * Balance * Dynamics * Sensitivity to Musical Intent	
Factors Contributing to the Total Performance – Technique * Dexterity * Control * Touch * Accuracy * Pedal	
Factors Contributing to the Total Performance – Rhythm * Precision * Accent * Nuance * Flow	
Factors Contributing to the Total Performance – Appearance (Position, Posture, Approach)	
Factors Contributing to the Total Performance – Memory	
Factors Contributing to the Total Performance – Other Factors	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR DANCE

Name _____

Finish: _____

Club _____

Time: _____

Start: _____

Total: _____

Number in Group _____

Points to Consider	Points	Judges Comments
Knowledge * Fundamentals - 25 * Types of Figures – 15	40	
Ability and Coordination * Follow Calls or Directions - 25 * Timing – 15	40	
Appearance * Costuming (originality) - 5 * Style (include footwork, position, carriage, enjoyment) – 15	20	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR ONE-ACT PLAYS

Club _____

Finish: _____

Title _____

Time: Start: _____

Total: _____

Not to exceed 45 minutes

Number in Group _____

Points to Consider	Points	Judges Comments
<p>Presentation</p> <p>* Diction – 20 Could the actors be heard clearly? Was the diction of the actors good? Note: Diction to cover pronunciation, accurate dialect, fitting quality of voice</p> <p>* Acting - 20 Was the individual acting good? Was the acting of the group as a whole good?</p> <p>* Setting - 10 Adaptation of the properties and make-up</p>	50	
<p>Interpretation – Was the interpretation of the play good? Note: Interpretations – the meaning of the play brought out by the actors, and the degree to which the audience realized it.</p>	15	
<p>Selection or Choice of Play – Note: Plays should be worthy of production and should meet standards and ideals of the organization</p>	10	
<p>Stage Business – Arrangements and movement of characters on stage and reason for such arrangement.</p>	25	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR SKITS AND CREATIVE DRAMA

Name _____

Finish: _____

Time: Start: _____

Club _____

Total: _____

Maximum Time: 10 minutes

Points to Consider	Points	Judges Comments
<p>Presentation</p> <p>* Diction – Could the participants be heard clearly? Was the diction of the participants good? Note: Diction to cover pronunciation, accurate dialect, fitting quality or voice</p> <p>* Creativity and Imagination – Note: Originality encourages 4-H'ers to be creative and imaginative</p>	40	
<p>Selection or Choice of Skit – Note: Skit should be worthy of production by 4-H'ers, meet standards of 4-H program.</p>	20	
<p>Interpretation – Was the interpretation of the skit good? Note: Interpretation – the meaning or point of the skit brought out by participants and degree to which the audience realized it</p>	25	
<p>Staging</p> <p>* Arrangement and movement of characters on stage and reason for such arrangement and/or movement</p> <p>* Appropriate costume and/or dress for skit being given</p>	15	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR READINGS

Name _____

Club _____

Title _____

Time: _____

Finish: _____

Start: _____

Total: _____

Age _____ Years in 4-H _____

Maximum Time: 5 minutes

Points to Consider	Judges Comments
Material - Suitable for age and occasion - should meet standards and ideals of 4-H.	
Presentation - Could the participant be heard clearly? Was the diction of the participant good? Note: Diction to cover enunciation of words, accurate dialect, if used, quality of voice, etc.	
Language and Voice	
Pronunciation and Articulation	
Eye Contact and Projection	
Interpretation - Was the interpretation of the reading good? Note: Interpretation - the meaning or point of the reading brought out by the participant and the degree to which the audience realized it.	
Appearance - Appropriate dress for type of presentation. Neat - well groomed.	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

SCORE CARD FOR OTHER TALENT

Name _____ Club _____

Title _____ Age _____ Years in 4-H _____

Points to Consider	Judges Comments
<p>Talent Demonstrated</p> <ul style="list-style-type: none"> * Diction * Interpretation * Stage Presence 	
<p>Showmanship</p> <ul style="list-style-type: none"> * Appearance * Costuming – appropriate and original * Style – carriage enjoyment 	
<p>Choice of Material or Idea</p>	

FINAL RATING:

Top Blue _____ Alt Blue _____ Blue _____ Red _____ White _____

JUDGES INITIALS: _____

GAVEL GAMES SCORE CARD

CLUB NAME _____ JUNIOR _____
 INTERMEDIATE _____
 SENIOR _____

Team Members' Names Age Office (In Presentation) Questions or Test Score

Total Team Score _____

Oral Presentation – 70%	Excellent	Good	Needs Work	Comments
A. Overall Presentation				
a. Pronunciation, Articulation, & Volume				
b. Attitude, Naturalness, & Ease of Presentation				
c. Appearance of Members & Presentation Area				
B. President's use of gavel				
C. Call to Order				
D. Reading of the Minutes				
E. Communications				
F. Treasurer's Report				
G. Committee Reports				
H. Unfinished or New Business (Points determined by Parliamentary Procedure)**				
I. Announcements				
J. Adjournment				

** Scoring for Parliamentary Procedure on next page.

Judges Initials _____

Final Rating: Blue _____
 Red _____
 White _____

SCORING FOR PARLIAMENTARY PROCEDURE

Junior Division will be required to work on problems 1 thru 3

Intermediate Division will be required to work on problems 1 thru 6

Senior Division will be required to work on problems 1 thru 6, plus draw 3 additional problems from numbers 7 thru 18. (Senior Division will have 20 minutes to prepare additional questions.)

Parliamentary Procedure	Excellent	Good	Needs Work	Comments
1. Main Motion				
2. Table a Motion				
3. Division of the House				
4. Amend a Motion				
5. Take from the Table				
6. Withdraw				
7. Division of the Question				
8. Refer to a Committee				
9. Rise to a Point of Order				
10. Appeal the Decision of the Chair				
11. Call for the Previous Question				
12. Rescind a Motion				
13. Reconsider a Motion				
14. Postpone a Motion Definitely				
15. Suspend the Rules				
16. Reconsider & Have Entered in the Minutes				
17. Postpone a Motion Indefinitely				
18. Object to the Consideration of the Question				



Name _____

Age _____

Time: _____

Club _____

County _____

Finish: _____

Start: _____

Total: _____

Up to 10 minutes

Title _____

Fair	Good	Excellent	Points to Consider	Judge's Comments
			Introduction (10) <ul style="list-style-type: none"> •Interesting •Gains Attention •Short •Importance and purpose of subject established 	
			Subject Matter (30) <ul style="list-style-type: none"> •Important points emphasized •Information accurate and complete •Information usable by others •Worthwhile and practical •Suitable for age and ability level of participant 	
			Presentation (30) <ul style="list-style-type: none"> •Voice natural •Words distinct •Poised •Friendly •Confident •Time and material well-used •Originality shown •Convincing, interest held •Well-organized, words well-chosen •Skillful workmanship, if team, good teamwork •Work and talk coordinated •Plain view of audience 	
			Visuals (10) <ul style="list-style-type: none"> •Appropriate and attractive •Incorporated into presentation smoothly •Audio and/or music is clear and does not distract from content •Logical sequence/organized •Audience appeal 	
			Appearance (10) <ul style="list-style-type: none"> •Dress suitable for work being done •Well-groomed •Good posture 	
			Summary (10) <ul style="list-style-type: none"> •Major points emphasized •Questions answered satisfactorily •Closing definite 	

Final Rating: _____ Top Blue _____ Blue _____ Red _____ White

Information assembled February 2007
Updated December 2008

Kansas State University Agricultural Experiment Station and Cooperative Extension Service

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