FORT BEND COUNTY 4-H



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FORT BEND COUNTY 4-H



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Stuffed Animal Presentation A Clover Fid Event



This event is an opportunity for Clover Kids to practice their public speaking and presentation skills with a panel of two judges. Participants will present their stuff animal to judges proceed to tell them about it and then be asked a maximum of four questions.



TEXAS 4-H Talent Showcase





If you have questions pertaining to the rules for the state 4-H Talent Showcase contest contact your local County Extension Agent.

Texas 4-H Talent Showcase Contest Superintendent Ms. Cory Hundl

Extension Program Specialist, 4-H Youth Development 1470 William D. Fitch Parkway, College Station, TX 77845 cory.hundl@ag.tamu.edu Phone: 979-321-5262

Texas 4-H Talent Showcase Steering Committee:

Ms. Phyllis Griffin, Cooke County - District 4 County Extension Agent – 4-H Youth Development

Dr. Tamra McGaughy, Grayson County - District 4 County Extension Agent – 4-H Youth Development

Dr. Laura A. Huebinger Extension Program Specialist – Volunteer Development

Mr. Jason Muchow Associate Director, Rudder Theater Complex

Mr. Jarrett Hervey Senior Stage Manager, Rudder Theater Complex

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 Texas 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.

Please visit our website:

<u>https://texas4-h.edu</u> <u>project - theater and performance arts</u>



FOR CHILDREN TO LEARN TO TRUST their ideas. Themselves. AND TO EXPLORE WHAT IS POSSIBLE. -MARYANN F. KOHL

ART IS A PLACE





Category Descriptions

- All acts can consist of one (1) to nine (9) members
- Acts will have 4 minutes for set-up/tear down and 6 minutes for their performance.
- 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-H SKIT

4-H based story line, promoting 4-H, community service, a project or activity. This category may also address a specific youth issue and present ways in which this issue can be addressed through 4-H efforts.

Acts may incorporate music, vocal selections, and/or choreographed routines (not the primary focal point) through character dialogue, interaction and storytelling. Skits can be humorous, creative and make fun of but not degrade Extension employees or the 4-H program.

All 4-H members entered in the category must be a part of the act. Judged on material chosen, talent, creativity, showmanship, costumes and props.



VARIETY SHOW

This is an **acting** category. Variety show, also known as variety arts or variety entertainment, is entertainment made up of a variety of acts including sketch comedy, magic, acrobatics, juggling, and ventriloquism and other acts that do not fit into the other six categories.

Acts cannot incorporate 4-H related material or theme. (Otherwise, it would be categorized as 4-H Skit.) Creativity is encouraged, but the degradation of any individual or organization is not permitted.

Acts may incorporate music, vocal selections, and/or choreographed routines, not the primary focal point. Judged on material chosen, talent, creativity, showmanship, costumes, and props.

Category Descriptions

- All acts can consist of one (1) to nine (9) members
- Acts will have 4 minutes for set-up/tear down and 6 minutes for their performance.
- 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.

VOCAL

Vocal presentation may be done a cappella or with accompaniment music (via a USB, mp3 or mp4). No accompanist will be allowed for this category.

All members in the act must be singing. No lip sync will be allowed. Contestants may not present skits, poetry or other speaking during the act. They may, however, move around the stage and incorporate choreography with their presentation for the purpose of enhancing their showmanship.

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.



SOLO/ BAND

- 3 -

This act incorporates a combination of vocal and musical/instrumental talents. Acts that are vocal only or musical/instrumental only are not to be entered in this category.

All 4-H members entered in the category must be a part of the act by playing a musical instrument, singing, or both (solo performance must play an instrument and sing).

Participants MUST incorporate singing in the acts, but cannot incorporate skits, poetry, or prose. They may, however, move around the stage and incorporate choreography with their presentation for the purpose of enhancing their showmanship. Judged on talent, showmanship, musical presentation, vocal presentation when applicable, and material chosen.

Category Descriptions

- Åll acts can consist of one (1) to nine (9) members
- Acts will have 4 minutes for set-up/tear down and 6 minutes for their performance.
- 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.

<text>



POETRY/PROSE

Acts which showcase poetry or prose are required. The act may NOT incorporate vocal, musical, and/or choreographed routine. This category does not require 4-H related material, however, if an original poem or prose piece showcasing 4-H is written, this would be acceptable.

Every 4-H member entered in the category must be a part of the performance on stage. All material must be memorized. No script may be used during the performance. Judged on material chosen, message, talent, presentation style, props/costuming.

Defining Poetry and Prose: Poetry is generally characterized by structured meter and rhyme that tells a story or provides a message to the reader. Prose is distinguished from poetry by its greater variety of rhythm and its closer resemblance to the patterns of everyday speech. Another description might be an excerpt from a larger piece such as a play or book.

Category Descriptions

- All acts can consist of one (1) to nine (9) members
- Acts will have 4 minutes for set-up/tear down and 6 minutes for their performance.
- 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.

CHOREOGRAPHED ROUTINE

The act requires choreography which can be demonstrated through twirling, pom pom squad routines, jump rope teams, basketball dribbling exhibitions, or dance (jazz, tap, country & western, ballroom, etc.). No speaking to form a skit or story line.

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.

All 4-H members entered in the category must be a part of the act. Acts may use recorded music (via a USB or digital means) but may not use an accompanist. Judged on material chosen, talent, creativity, showmanship, costuming, and material chosen.



QUALIFYING FOR TEXAS 4-H ROUNDUP

Senior Division 4-H members only (9th to 12th grade)

- The first and second place district winners in each of the seven (7) categories qualify for Texas 4-H Roundup.
 - The first and second place entries in each category from District advancing to Texas 4-H Roundup may be from the same county. *If a county has an entry in each category at District and each win first or second, then they can all advance to Texas 4-H Roundup.*
 - Rule update of 2013: 4-H members MAY enter the same category in which they have previously been part of a first-place entry at Texas 4-H Roundup.
- Participation on Both Days. 4-H members will be able to participate in one 4-H Talent Showcase category on Wednesday (*Choreographed Routines, Variety Show, Musical/Instrumental, and Vocal*) AND one 4-H Talent Showcase category on Thursday (*4-H Skit, Poetry/Prose, and Solo/Band Performance*).
 - Choreographed Routines, Variety Show, Musical/Instrumental, and Vocal; there will be an optional walk-thru on Tuesday of Texas 4-H Roundup. This will also be the time for prop drop-off.
 - 4-H Skit, Poetry/Prose, and Solo/Band Performance; there will be an optional walk-thru on Wednesday of Texas 4-H Roundup. This will also be the time for prop drop-off.
- There will be an Online Orientation for all qualifying teams prior to Texas 4-H Roundup (two listening options to choose from) for all categories. Contestants will be notified via email in May with the link for the orientation.
- There will be an Awards Assembly on Wednesday night of Texas 4-H Roundup for Choreographed Routines, Variety Show, Musical/Instrumental, and Vocal and an Awards Assembly on Thursday night of Texas 4-H Roundup for 4-H Skit, Poetry/Prose, and Solo/Band Performance.

Presentation Material. PARTICIPANTS MUST COMPETE WITH THE SAME MATERIAL AT ALL LEVELS OF COMPETITION – COUNTY, DISTRICT, AND STATE.

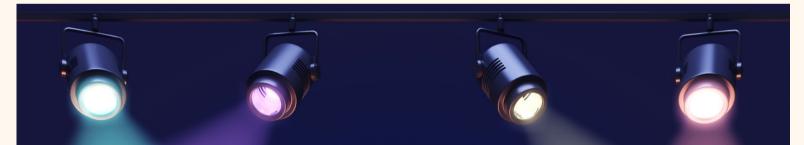
For example, you cannot choose one song for your act and then change songs between District and State. Acts may fine-tune performances based on critiques from county and district judging, but changing material completely is prohibited. VES MAYBE

Introduction of the Act. Contestants do not need to introduce themselves. At Texas 4-H Roundup, each act will be introduced individually, immediately prior to their performance by the announcer. The introduction/description will be submitted as part of the Required Information Form that is due prior to Texas 4-H Roundup. Anything that needs to be said should be included in the introduction to be read by the announcers. A link will be provided to all advancing participants to provide the required information.

If you choose to add information in your act, it will count against your performance time and may confuse judges depending on the delivery method. This ruling may vary at County and District, so contestants should contact their County Extension Agent to determine what is appropriate for County and District performances.

Judges/Superintendent will determine the following (All decisions by the judges will be final)

- a. If an entry is in the correct category.
- b. Placings of all acts/performances.



<u>Props.</u> Regulations for props should be followed. Props utilized must be able to go through doors that are 6 ft. wide and 7 ft. tall. Each entry will be allowed to bring props that will be able to be stored in a space that is 3 ft. X 8 ft. Space at the state contest is LIMITED!

Prohibited Materials. The following materials may not be used in any category: talcum powder/baby powder, flour, pies, food, water, oil, loose feathers, flower petals, hay, straw, helium balloons, glitter, sand, confetti, open flames, or other substances which are hard to clean up, may cause damage, or be dangerous to participants. No roller skates, shoes with spikes, cleats, motorized vehicles or live animals will be allowed. Any prop resembling a firearm must receive prior approval.

The Rudder Stage Manager reserves the right to prohibit the use of any materials before or during the performance.

Definitions of Terms for Score Sheets

The information below is a guide for scoring. Each term used on the score sheets is defined in an effort to clarify what is expected in each performance category. There is a score sheet for each of the six (7) 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. The target audience should be around 13 years of age and be PG or G rated.
- TALENT This is the performer's actual ability to do what the activity or skill requires. In any musical classification, this includes items such as the quality of music tones, intonation, manner of uttering tones with regard to rise, fall, pitch, harmony, rhythm and any other attributes of an artistic presentation. In choreographed routine, 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 always the performer's communication with the audience. 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. This term is used on several of the scoresheets and therefore the concept of showmanship will vary for each category.
- COSTUME AND PROPS Costume and props should be appropriate and supportive of the act. For some acts, street clothes may be the most appropriate costume. If the special costumes are used, they should contribute to the effectiveness of the act. Props are the backdrop and/or other items used to add character and meaning to the presentation. See rules #8-10 under "General Rules & Information" 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.
- AUDIENCE APPEAL Evokes reaction from audience that is desired from the performance (laughter, clapping, serious, quiet)

Sample Act Descriptions

4-H Skit:	Title: Hopeless Otis Paints the Town Green Description: Hopeless Otis and his side-kick Homer are invited to participate in a 4-H Community Service Project. His reluctance soon turns to active participation and interest as he learns that community service is more than just painting a houseit's touching the lives of those you help. Sit back and enjoy this humorous presentation by the Happy County 4-H Players from District 1.
Choreographed Routines:	Title: Texas Prairie Toe Tappin' Fun! Description: The Clover County Senior Dance Team from District 6 is dancing their way across Texas! This group has performed at local competitions, banquets and parades. Their presentation today will feature a medley of Texas Prairie Folk Dances with authentic costumes made by the clothing project team.
Variety Show	Title: Matthew the Magician Description: Now you see it, now you don't, Matthew from Green County, District 7 will amaze you with objects vanishing into thin air and then make them reappear. He has more tricks up his sleeve, so sit back and wait to be mesmerized.
Musical/Instrumental:	Title: Ye Olde Irish Tunes Make You Smile! Description: Jane Thompson, member of the Good Clover 4-H Club in Heart County, District 3, will perform a clarinet solo featuring "I'm Looking Over A Four Leaf Clover" and "Irish Eyes Are Smilin", Irish pieces by Michael O'Grady.
Poetry/Prose:	Title: Shake, Rattle & Roll Description: Tommy Lee Pigg, member of the Shooting Stars 4-H Club in Sunshine County, District 8, will recite a blank verse rhyming poem entitled "Shake, Rattle & Roll" written by Henry Fickelwinker that displays an unusual twist on words.
Solo/Band Performance:	Title: Rockin' The 80's Description: Clover County, District 9 is taking us back in time to the 1980's with their medley of songs from cover bands from that era. This 6-member team of musicians and vocalists will wow you with their big hair and awesome performance!
Vocal:	Title: Marchin' With Maureen, The Jazz Queen! Description: Maureen Lucille Bordeaux will jazz it up New Orleans style as she sings "Oh When the Saints Go Marchin' In." Maureen is an 8-year 4-H member from Green County, District 7 and has been performing in her local church choir and school ensemble for 4 years.

Rudder Theater Complex Information

Rudder Theater	Rudder Auditori um	
Wednesday: Variety Show, Musical/Instrumental	Wednesday: Choreographed Routines, Vocal	
Thursday: Solo/Band Performance, Poetry/Prose	Thursday: 4-H Skit	
 Raised Stage: approximately 30' wide and 15' deep 	 Raised Stage: approximately 50' wide and 25' 	
 Curtains will NOT open/close between acts 	deep	
 Theatrical lighting; no spotlights 	 Curtains will NOT open/close between acts 	
Piano	 Theatrical lighting; no spotlights 	
Tables	Tables	••••
Stools	Stools	
Chairs	Chairs	
 Microphones and inputs based upon individual needs 	 Microphones and inputs based upon individual needs 	
	 Floor microphones 	



Dressing Rooms. Dressing rooms will be provided at Texas 4-H Roundup

- Those performing in Rudder Theater (Solo/Band, Poetry/Prose, Musical/Instrumental and Variety Show) are located in the basement below the Rudder Theater. The entrance into the dressing rooms is in the hallway behind the theater where props will be stored.
- Those performing in Rudder Auditorium (4-H Skit, Vocal and Choreographed Routines) will use the dressing rooms behind the Auditorium Stage.

Map/Directions to Rudder Theater Complex Loading Dock <u>http://aggiemap.tamu.edu/?Bldg=0446</u>

·Drive northeast on Joe Routt Boulevard (in between Rudder Tower and the University Center Parking Garage).

Joe Routt Blvd will turn left and become Coke Street (one-way street).

·Coke Street will turn left and become Lamar Street (one-way street).

·Lamar Street will "T" into Throckmorton Street (one-way street). Turn left.

·(You will have just made the block around the Utility Plant and the Military Sciences Building.)

•The loading dock will be on your right before you come to the stop sign at the intersection of Throckmorton Street and Joe Routt Blvd.



Additional Talent Showcase Details



- NO Accompanist will be permitted for any category. If music is required, it must be submitted on the Required Information Form or performed by the contestant. See Category Descriptions for specific rules for each category.
- Practice/Warm Up. There will NOT be a location for warm-up or practice. 4-H members should rehearse and come prepared to present a top-notch performance. The Roundup schedule does not allow time for practice. A brief amount of time will be permitted to view stage, backstage, etc. at a designated time on Tuesday and Wednesday afternoons.
- Audience Participation. Acts are not allowed for a member of the audience to come up on stage or participate in a performance in any way. (Example: Magic Act any help or assistance with a trick in the act; that helper must be a registered participant as a team member for that specific category/act.)
- Adult Assistance Set-up. Only adult coaches and/or agents will be allowed backstage, in the vicinity of the storage area of props, and to assist the 4-H members with set-up and break down of props and equipment. 4-H members or other youth who are not a part of the team will not be allowed to assist with set-up or take down. One person should be designated by the group to work with the stage manager when it is your turn to set up for your performance. This person should know exact locations for all equipment, props, etc. on stage and be able to give clear instructions.
- Adult Assistance Performance. During a performance adult coaches may give cues for music backstage and help with costume/prop changes backstage. They are NOT allowed to participate in any other form in the act while the act is going on. Any voices heard during the performance from backstage must be either a participant OR a recorded voice.

Texas 4-H Roundup Specifics

- Registration: Qualified youth will be required to register via 4-H Online, check with your county extension agent
 All entries will be required to submit additional information via an online form that will be emailed to all qualifying participants
- Recording and Photos: No photography or videotaping will be permitted in any contest category. NO EXCEPTIONS. This includes photography and video of you own county entry.
- Awards: The top five placing entries in each category as determined by the judges will receive awards provided by Texas A&M AgriLife Extension Service / Texas 4-H Program.
 - Contest Awards assemblies times and location will be announced in late May
 - 1st Place entries will be provided the opportunity to perform at the evening assemblies.



AG PRODUCT ID

Resource Guide

2023

The Agricultural Product Identification contest is designed to enhance participants' knowledge about agricultural products, their characteristics, uses, and industry-related information. It also provides an engaging way to learn and interact with various agricultural products commonly found in Texas.

The contest was established under the leadership of Dr. Chris Boleman, Dr. Amy Dromgoole Mehaffey and Jodi McManus, District 11 4-H Specialist in 2011 as part of the Houston Livestock Show and Rodeo. 50 4-H members and FFA students made up the 14 teams from around the state that competed. Since then, the contest continues at HLSR but is also now also offered at the State Fair of Texas, Heart of Texas Fair and Rodeo, Rio Grande Valley Livestock Show and Houston Livestock plus many District and County Extension Programs host contest as well as the Texas 4-H Roundup state contest for senior level 4-H members.

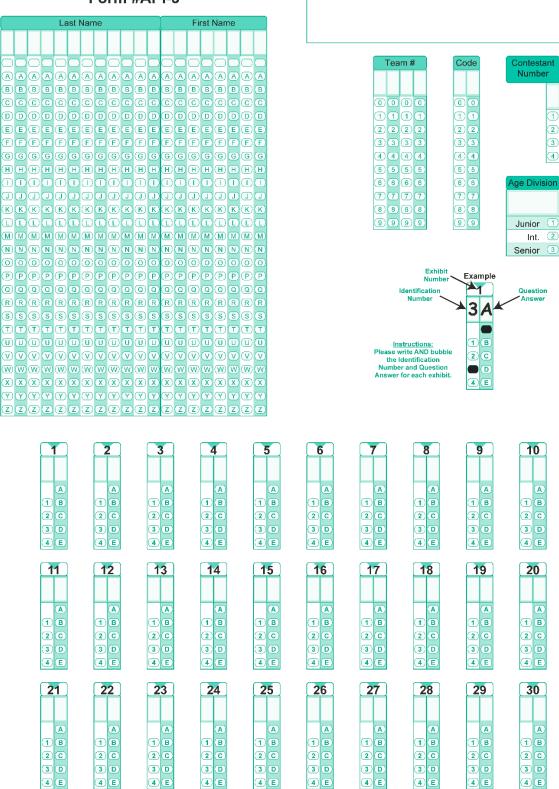


Photo from the 2011 HLSR inaugural contest (left to right) Jodi McManus, Dr. Chris Boleman and Dr. Amy Mehaffey

Contest Rules:

- 1. Up to 30 agricultural products are chosen and displayed at separate stations from the 2023-2027 Ag Product ID Guide.
- 2. Contestants need to correctly identify each product from four possible answers.
- 3. Additionally, each station has a multiple-choice question related to the product on display.
- 4. These questions cover both general industry knowledge and specific details about the product such as but not limited to
 - a. Texas' national ranking in Production
 - b. Economic impact
 - c. Nutritional content
 - d. Cooking methods
 - e. Uses
 - f. Growing season
 - g. Specific nutrition
- 5. Questions are 5 points each.
 - a. Contestants will receive five (5) points for each product that is correctly identified and five (5) points for each question that is correctly answered.
 - b. Points will only be awarded on the follow up questions (pertaining to the product displayed) if the product is correctly identified.
- 6. Contestants have 30 seconds at each station to answer both the identification and the multiplechoice questions.
- Seven (7) stations will be selected as tie breakers in advance of the contest. The highest cumulative scores for these classes followed by the lowest standard deviation of all classes will be used for both individual and team ties.
- 8. The products selected for the contest can vary widely, from items like garlic to a rib-eye steak based on the contest coordinator's preferences.
- 9. Resources related to the contest may be found at https://texas4-h.tamu.edu/events/roundup/under Ag Product Guide. Teams will also benefit from their own web searches and by visiting supermarkets to view products.

Agricultural Product Identification Form #API-3



Team Name / Additional Info

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Texas 4-H Public Speaking Project

Project Description

The 4-H Public Speaking project is designed to provide young individuals with the necessary tools and encouragement to enhance their competence and self-assurance when speaking in public.

Throughout this project, youth will acquire the skills to effectively prepare their self through research and organization, and subsequently deliver presentations on a wide range of subjects. As this project concludes, youth find their self capable of addressing captivating topics with confidence and elegance.

Overcome any apprehensions about public speaking and shine as a standout presenter after participating in this project throughout a 4-H career. As this project reaches its culmination, youth will possess the ability to confidently tackle presentations on diverse subjects. Youth also learn leadership skills, critical thinking, teamwork, and conflict resolution through this project.

Basic

- **Confidence Building**: Focus on boosting selfconfidence and overcoming stage fright.
- **Topic Selection**: Choose simple and familiar topics to practice delivering a speech.
- **Structure:** Understand the basic structure of a speech introduction, main points, conclusion.
- **Delivery**: Work on clear articulation, appropriate pacing, and maintaining eye contact.
- **Practice**: Rehearse regularly in front of mirrors or with friends and family.

7ntermediate

- Advanced Topics: Begin exploring more complex and diverse subject matters.
- **Research Skills**: Develop better research techniques to gather accurate and relevant information.

Advanced

 As you progress through these levels, your public speaking skills will evolve, helping you become a more confident and effective communicator. You may choose to compete at livestock shows, Roundup, and more to put your ability to the test.

TAKE PUBLIC SPEAKING FURTHER

Project Learning Opportunities:

- Take advantage of county and district workshops.
- Practice speaking at county or club meetings via presentations or leadership opportunities.
- Practice speaking at local Lions Club meetings, VFW gatherings, etc.
- Public Speaking Contests at County, District, State, and National levels
 - Participants present individually typically a persuasive type speech about current events or issues
 - Visual aids and props are not allowed in this contest.
- Educational Presentations
 - You can present alone or with a fellow 4-H member
 - Visuals should be included and incorporated into their presentation style
- 4-H Science Fair
 - Participants can showcase their scientific investigations and discoveries
 - Presenters learn how to explain complex scientific concepts in a clear and concise manner.
- School Public Speaking contests
 - Many opportunities are hosted through UIL
- Major Stock Show Public Speaking contests.

Resources:

- https://texas4-h.tamu.edu/projects/public-speaking/
- https://texas4-h.tamu.edu/wp-content/uploads/Educational_Presentations_Information.pdf
- https://texas4-h.tamu.edu/wpcontent/uploads/2015/09/publications_public_speaking_presentation_guide.pdf
- Explore Guide: Public Speaking

Did you know?

4-H is a club for kids and teens to develop life skills and make friends. Youth can join 4-H in all 254 counties. Everybody ages 8-18 and in 3rd-12th grades can join 4-H. Kids in Kindergarten to 2nd grades can join as Clover Kids. There are 43 different project areas in five project categories: Agriculture & Livestock, Family & Community Health, Leadership & Citizenship, Natural Resources, and STEM.

Want to get started?

First...Contact your County Extension Agent!

 Contact information can be found at texas4-h.tamu.edu > contacts information at the bottom of the page > county offices

Explore more at texas4-h.tamu.edu

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.



September 2023

4-H EDUCATIONAL PRESENTATIONS

A Texas 4-H educational presentation is a structured demonstration of knowledge and skills in a specific project area conducted by a 4-H member. It is designed to showcase the member's ability to effectively communicate information on a particular topic to an audience. These presentations can take various forms, including:

Method Demonstration: In a method demonstration, 4-H members showcase their knowledge and expertise by physically performing a skill or process. They use props, materials, and equipment to demonstrate how a particular task is accomplished. **Illustrated Talk:** An illustrated talk involves 4-H members delivering a presentation that combines spoken communication with visual aids like posters, slides, or multimedia materials. During the talk, they explain a specific topic while using visuals to enhance audience comprehension.



Why Should I Do An Educational Presentation?

Engaging in an educational presentation offers an excellent opportunity to enhance your public speaking abilities. It allows 4-H members to stand before a group of fellow 4-H members or adults and demonstrate their expertise. In addition to fostering the development of strong public speaking skills, it cultivates self-assurance, organizational capabilities, and the aptitude to effectively convey a message. What's particularly enjoyable about educational presentations is that they are incredibly enjoyable! You can undertake them individually or collaborate with one of your 4-H peers. It's a fantastic way to join forces with friends from the same 4-H project group or club and proudly exhibit what you've learned in your project to others.

How Do I Develop An Educational Presentation?

Developing an educational presentation should be an enjoyable process. Here are the steps:

- 1. Select a Relevant Topic: Choose a topic related to a 4-H project you're passionate about. Ensure it's something that interests you and can evolve as you gain more knowledge and experience.
- 2. Research: Gather scientific research-based facts from credible sources like government websites, unbiased research firms, and reputable organizations. Your information must be accurate and supported.
- 3. Choose Your Presentation Style: Decide whether you'll present your topic as a method demonstration, or an illustrated talk.
- 4. Prepare an Outline: Create a detailed outline for your presentation. Younger 4-H members may need to write out their entire speech, while older members can use a detailed outline.
- 5. Practice: Regardless of your presentation style, practice is key to success. Rehearse your presentation until you're confident and can deliver it effectively.
- 6. Gather Resources: Compile a list of your information sources, including references, citations, and a bibliography. Be prepared to defend the accuracy and reliability of the information you present.
- 7. Seek Feedback: Before your actual presentation, seek feedback from mentors, 4-H leaders, or peers. They can provide valuable insights and suggestions for improvement.
- 8. Final Revisions: Based on the feedback you receive, make any necessary revisions to your presentation, including clarifying points, adjusting visuals, or refining your delivery.
- 9. Rehearse Again: Practice your revised presentation to ensure it flows smoothly and confidently. Pay attention to timing, transitions, and your overall presence.

Where Can I Get More Resources?

The Texas 4-H Youth Development Program offers valuable resources for developing method demonstrations, illustrated talks, and speeches. You can find printed materials on their website. Additionally, you can explore resources at libraries, on the internet, at your county Extension office, or seek assistance from teachers, parents, and professionals in your community. It's crucial to defend the information presented in your presentation, ensuring its factual and reliable. For further guidance on developing an educational presentation, contact your local county Extension office.

Publications currently available online are:

Public Speaking Explore Guide

CONTEST RULES GUIDELINES

CATEGORIES:

- Agriculture & Natural Resources
- Animal Science
- Beef
- Health & Wellness
- Horse*
- Family and Consumer Education*

- Open
- Promote 4-H
- Safety & Injury Prevention
- STEM
- Sheet & Goat
- Swine

*National Contest advancement opportunity from State Level

4-H members may be asked to provide the title of their presentation and a short statement related to what their presentation is about at the time of registration.

ELIGIBILITY:

Educational Presentations may be an individual effort or conducted by a team of two 4-H members.

ORIGINALITY:

Educational Presentations MUST be the original work of the 4-H member. 4-H members may NOT share/utilize the same presentations delivered by other members/siblings/family members.

TOPIC SUBJECT: Subjects in the educational presentations should address emerging or current issues in each of the contest areas. Some contests provide a suggested list of topics that the educational presentation may cover along with a resource list. Senior contestants are encouraged to research these emerging and/or current issues to develop presentations.

ACCURACY OF INFORMATION/RESOURCES: With the computer and internet being used heavily in educational presentations, 4-H members must know the difference between research and non-research based information. Contestants are required to use information that is factual and can be supported through adequate documentation. Examples of such websites are federal, state, and local governments, independent research sites, and Texas A&M AgriLife Extension Service websites. Internet information that is questionable includes personal documentation sites, chat rooms, message boards, etc. 4-H members must prepare a list of references (i.e. bibliography, works cited) for their presentation.

SUBJECT MATTER: The skills and knowledge used in any 4-H contest should be the result of experiences in a project in which the member has participated. A presentation must relate to the contest entered, contain current information, and not be better suited for another contest. It should also be appropriate for the member's age and experience. Appropriate credit must be given for references used.

TIME LIMITS: A time limit of 12 minutes will be allowed for each educational presentation. An additional nine minutes will be provided for on-stage arrangements and cleanup in connection with the presentation. A penalty of two points per minute or partial minute overtime will be deducted from the final score. Following the presentation, there may be up to 5 minutes of question and answer period by the judges.

VISUALS: The use of charts, photographs, computer graphics/programs, and other visual materials are permitted. Visuals should contribute to the presentation. Each presentation is an example of the participant's ability to communicate an idea. No firearms, weapons, fireworks, open flamed burners, live ammunition or live animals are allowed to be used by a contestant in any Roundup contest. However, posters and pictures of such items are allowed and encouraged. We encourage all visuals to be appealing to the audience and easily read/seen by the audience. Choose your visual taking that into consideration.

JUDGES' QUESTIONS: Judges may ask contestants questions at the end of their presentation. Following the presentation, there may be up to 5 minutes of question and answer period by the judges. Only official judges and superintendents may ask questions of the contestants.

SCORE SHEETS: 4-H Educational Presentation Score Sheet, V 2023 will be used by contest judges in scoring educational presentations regardless of presentation style (method demonstration, illustrated talk, or speech). Separate score sheets are used in public speaking and Share-the-Fun. All score sheets are available on the Texas 4-H Youth Development website.

JUDGES GIFTS/HANDOUTS: Gifts of any kind MAY NOT be presented to the judges in any contest. Handouts may be made available to the entire audience.

VIDEO, AUDIO, AND DISPLAY EQUIPMENT: The contest officials will provide laptops, screens, extension cords and projectors. Youth should have all presentations in some form of Microsoft Office (PowerPoint, Word, or Excel). All fonts used must be true type. These fonts specifically include Arial and Times New Roman. If contestants decide to use any other program or fonts, they will be responsible for bringing all equipment that is compatible with their presentation.

Take into consideration that Internet connectivity may not be available. Be prepared to incorporate any video or other graphics that may require Internet to be directly embedded in the presentation. Make sure the image/ video is included as part of the thumb drive or method used to provide your presentation to the contest Superintendent/Coordinator.

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation, gender identity, or any other classification protected by federal, state, or local law and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife

FAMILY & COMMUNITY HEALTH

Do you like to be creative in what you wear and the space around you?

The 4-H Fashion and Interior Design program is perfect for you. You can work on your own or with a group.

You'll learn:

- Machine and hand sewing techniques
- Consumer shopping skills
- To design and construct clothing and home decor
- To create environmentally friendly projects
- Personal style and care

Learning experiences focus on:

- Sewing basics
- Recycle, repurpose and upcycle textiles
- Fabric science
- Elements and principles of design
- Design sketching
- Clothing care
- Wardrobe planning

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Skills Learned:

• Responsibility

Fashion

- Decision Making
- Public Speaking
- Leadership
- Community Service
- Communication
- Teamwork
- Skills used in FID careers

Project Learning Opportunities:

- Entrepreneurship
- Workshops
- Industry Professionals
- Tours
- Contests
- Virtual Experiences

Exploration Opportunities:

- Attend project meetings
- Complete a clothing or home decor item
- Do online research related to FID

or Design

- Organize a service learning event such as a a clothing drive
- Give a presentation to a group or develop a video to demonstrate a skill learned
- Experiment with new sewing or sketching technique
- Assemble a portfolio of design sketches



Want to learn more? Visit | texas4-h.tamu.edu/projects/fashion-interior-design/ Contact | your County Extension Agent



FAMILY & COMMUNITY HEALTH Fashion & Interior Design

CONTESTS

Duds to Dazzle

During Duds to Dazzle, teams of 3 to 5 receive textiles and each team has 60 minutes to create a new product using item from the supply closet. Each team provides their own supply kit. The teams then present their item to a team of judges.

Fashion Show

The Fashion Show is designed for individuals to showcase their skills in buying and/or construction. Individuals create a clothing or fashion item, complete paperwork and interview with a panel of judges, and last but not least, model the outfit on the runway. Knowledge of natural fibers such as cotton and wool/mohair may also be showcased in the Natural Fibers Contest portion of the Fashion Show.

Educational Presentation

An Educational Presentation is a fun way to share fashion and interior related knowledge through public speaking/presentation experience. 4-H members may do an Educational Presentation by themselves or with a friend.

Storyboard

The 4-H Storyboard is an industry-inspired method of displaying original designs. The storyboard "tells the story" of the designer's idea. The storyboard includes original illustrations, flats, and more to promote the design.

Basic	Intermediate	Advanced
Learn parts of the sewing machine	Create machine top and decorative stitches	Insert zippers, darts and such in sewing projects
Learn basic hand stitches	Learn to hand sew buttons	Create decorative hand stitching
Learn the difference between types of fibers	Learn characteristics of different fibers and fabrics	Complete fabric science experiments
Learn basic seam finishes	Learn new seam finishes like French or clean seams	Complete seam finishes on difficult to work with fabrics
Create basic hand- drawn sketches	Create hand drawn sketches	Create original digital designs.
Learn to read a pattern	Modify patterns	Tailor garments

EXPLORE GUIDES

Each guide has been developed to support volunteers, County Extension Agents, and even 4-H members, in leading project experiences for youth. There are six lessons in each book that follow the "do, reflect, apply" model of learning, providing guidance for hands-on exploration and learning about a specific topic.

Fashion & Interior Design specific guides are:

- Clothing & Textiles Duds to Dazzle
- Clothing & Textiles Sewing Basics
- Housing & Home Environment
- Public Speaking

For more information on Fashion & Interior Design projects visit: https://texas4-h.tamu.edu/ projects/fashion-interior-design/





FAMILY & COMMUNITY HEALTH Food & Nutrition

Do you love food or cooking?

If you want to be a star in the kitchen and become healthier, try the food and nutrition project!

You'll learn:

- To make healthy food choices
- How nutrition affects health
- How to prepare nutritious meals and snacks
- To prepare and store foods safely

Learning experiences focus on:

- General nutrition
- Meal planning
- Food purchasing and budgeting
- Food preparation
- Food safety
- Food and nutrition related careers

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Skills Learned:

- Responsibility
- Nutrition
- Decision Making
- Public Speaking
- Leadership
- Community Service
- Communication
- Teamwork

Project Learning Opportunities:

- Workshops
- Project Meetings
- Industry Professionals
- Tours
- Contests
- Virtual Experiences

Exploration Opportunities:

- Attend project meetings
- Plan and prepare meals for your family
- Do online research related to health and nutrition
- Organize a service learning event such as a food drive
- Give a presentation to a group about a nutrition topic
- Experiment with altering recipes for better health
- Assemble a portfolio of healthy recipes
- Volunteer to help with local food and nutrition events
- Share healthy tips via social media







FAMILY & COMMUNITY HEALTH Food & Nutrition

CONTESTS

Food Challenge

At the Food Challenge, teams of 3-4 students receive a list of ingredients and have 40 minutes to create a dish. The teams then present their dish to judges are scored on preparation, serving size, food safety concerns, nutritional value and cost.

Family & Community Health (FCH) Quiz Bowl

A "Quiz Bowl" is a quiz game that tests teams of 4 on their knowledge of basic nutrition, consumer information, food and kitchen safety, food preparation skills and storage, and health. Up against the clock, the 4-Hers buzz in to answer a question and earn points for correct answers. Teams advance in a tournament-system bracket to win the competition.

Food Show

At the Food Show you choose a recipe from the contest categories and then prepare and present it to a panel of judges. During your interview with the judges, you will show how you prepared it, the nutrients and ingredients, personal dietary needs, healthy substitutions, and a cost analysis.

Opportunities for all skill levels

Here are some ideas for all skill levels. These are only suggestions, learning should occur based on your interest, experience, and ambition!!

Basic	Intermediate	Advanced
Learn how to read a recipe	Understand food labeling	Analyze foods for nutritional value
Learn how to properly measure	Prepare a healthy meal	Plan, purchase, and prepare a daily menu
Make healthy snacks	Conduct food experiments	Become efficient at advanced culinary skills
Learn about MyPlate and healthy eating patterns	Learn about the science behind ingredients	Design service learning opportunities for your club or county
Classify foods into appropriate food groups	Apply nutrition principles to what you eat	Lead food and nutrition lessons at workshops or online for younger members

EXPLORE GUIDES

Each guide has been developed to support volunteers, County Extension Agents, and even 4-H members, in leading project experiences for youth. There are six lessons in each book that follow the "do, reflect, apply" model of learning, providing guidance for hands-on exploration and learning about a specific topic.

Food & Nutrition specific guides are:

- Food & Nutrition Cooking in the Kitchen
- Food & Nutrition Dollars & Sense
- Food & Nutrition Food Challenge
- Food & Nutrition Keeping Food Safe
- Public Speaking

For more information on Food & Nutrition projects visit: https://texas4-h.tamu.edu/ projects/food-nutrition/







Texas 4-H Photography & Videography Project

Project Description

The Texas 4-H Pbotography project nurtures young photographers, providing them with the skills and insights to capture the world around them through the lens, emphasizing both technique and artistic expression.

The Texas 4-H Photography project offers budding photographers a platform to explore the captivating world of photography. Participants learn the nuances of framing, composition, and lighting, laying the foundation for their photographic journey. As they delve deeper, they are introduced to various genres of photography – from landscapes and portraits to wildlife and macro. Through interactive sessions and hands-on challenges, they not only hone their technical skills but also develop their unique artistic voice. The project encourages participants to tell stories through their photographs, emphasizing the power of visuals in conveying emotions and narratives.

Basic

- Introduction to camera components and functions.
- Understanding the basics of framing and composition.
- Familiarity with different shooting modes (Auto, Manual, Shutter Priority, etc.).
- Basics of lighting and its impact on photography.
- Introduction to post-processing using simple tools like smartphone apps or basic software.

Intermediate

- Delving into various genres of photography
- Introduction to advanced camera settings
- Basics of photo editing using software
- Techniques for shooting in challenging conditions
- •

Folyanced

- Mastery of advanced post-processing techniques.
- Exploration of specialized photography
- Understanding studio lighting setups.
- Insights into the business and ethics of professional photography.

TAKE PHOTOGRAPHY & VIDEOGRAPHY FURTHER

Project Learning Opportunities:

- Junior Master Photography Workshops
- Photography field trips
- Guest lectures, project meetings, editing sessions
- Aperture Academy (beginners summer camp)
- Studio and camera shop tours
- Texas 4-H Photography Ambasssadors
- Texas 4-H Photography Contest (County, District, and State opportunities)

Resources:

- Texas 4-H Photography web page
 https://texas4-h.tamu.edu/projects/photography-video/
- Texas 4-H Photography Explore Guide
 - https://texas4-h.tamu.edu/wp-content/uploads/explore_book_series_photography.pdf
- 4-H Guide to Digital Photography Paperback
 - ISBN: 9780760336526
- National 4-H Photography Curriculum (Levels 1-3)
 - https://shop4-h.org/pages/curriculum
- Exposure Triangle Simulator
 - https://dima.fi/exposure/
- Shot Hotspot suggests places to take photos
 - https://www.shothotspot.com/

Did you know? 4-H is a club for kids and teens to develop life skills and make friends. Youth can join 4-H in all 254 counties. Everybody ages 8-18 and in 3rd-12th grades can join 4-H. Kids in Kindergarten to 2nd grades can join as Clover Kids. There are 43 different project areas in five project categories: Agriculture &

Citizenship, Natural Resources, and STEM.

Livestock, Family & Community Health, Leadership &

Want to get started?

First...Contact your County Extension Agent!

 Contact information can be found at texas4-h.tamu.edu > contacts information at the bottom of the page > county offices

Explore more at texas4-h.tamu.edu

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FAMILY & COMMUNITY HEALTH Consumer Education

Do you like to shop?

Learn how to save money while shopping in the consumer decision making project.

You'll learn:

- Budgeting
- Savings plans
- Price comparison
- Product quality
- Decision Making
- Consumer facts and research

Learning Experiences Focus on:

- Money management skills
- Saving money
- Smart purchasing skills
- Decision making
- Goal setting
- Planning for the future

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Skills Learned:

- Responsibility
- Financial Planning
- Consumerism
- Decision Making
- Public Speaking
- Leadership
- Community Service
- Communication
- Teamwork

Project Learning Opportunities:

- Workshops
- Project Meetings
- Industry Professionals
- Tours
- Contests
- Virtual Experiences

Exploration Opportunities:

- Go on a comparison shopping trip
- Do online research prior to making a major purchase
- Visit a local financial institution
- Give a presentation to a group on a consumer topic
- Create a personal or college
 budget
- Track personal spending and savings
- Volunteer to help with a college financial aid meeting at a local school
- Share money management tips via social media



Want to learn more? Visit | texas4-h.tamu.edu/projects/consumer-education/ Contact | your County Extension Agent



FAMILY & COMMUNITY HEALTH Consumer Education

CONTESTS

Consumer Decision Making

This contest is based on the skills of consumer observation, comparison, and the ability to make a fact-based purchases. Teams of 3 to 4 are provided classes to "judge" based on a consumer scenario. Four options are provided for each class and teams must rank those options accordingly. Older age divisions provide a defense of their rankings through oral reasons in front of a panel of judges. Consumer classes may include such items as bottled water, earbuds, cell phones, deodorant, or other items that are normally purchased in the real world.

Educational Presentation

An Educational Presentation is a fun way to share consumer education related knowledge through public speaking/ presentation experience. 4-H members may do an Educational Presentation by themselves or with a friend.

Opportunities for all skill levels

Here are some ideas for all skill levels. These are only suggestions, learning should occur based on your interest, experience, and ambition!!

Basic	Intermediate	Advanced
Understand wants and needs	Develop SMART goals	Career Planning
Learn ways to use and save money	Create a spending and savings plan	Solve real world financial problems
Purpose of financial institutions	Learn about financial services	Manage credit
Start record keeping	Manage financial records	Help others to keep financial records.
Learn consumer decision making skills	Practice using consumer decision making skills	Understand financial responsibility
Set and reach a savings goal	Identify careers in finance	Understand taxing strategies
Identify sources of income	Distinguish between good and bad uses of credit	Explain identity theft and fraud prevention strategies
Identify types of financial institutions in community	Explain concept of insurance	Understand credit and credit protection

EXPLORE GUIDES

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Consumer Education specific guides are:

- Consumer Education
- Food & Nutrition Dollars and Sense

For more information on Consumer Education projects visit:

https://texas4-h.tamu.edu/ projects/consumer-education/





FAMILY & COMMUNITY HEALTH Health & Personal Safety

Safety First!

The kitchen, the car, playing outside, near water – there are so many places you need to be safe. And safe practices help you have more fun!

You'll learn to:

- Prevent accidents and injuries
- Recognize and remove safety hazards
- Keep your family, friends, and yourself safe
- Practice safety in all areas of your life

Learning experiences focus on:

- Healthy eating
- Physical activity
- Social and emotional well-being
- Vehicle and driving safety
- Internet safety
- Home safety
- Sports Safety
- Farm safety

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Skills Learned:

- Responsibility
- Healthy Eating & Physical Activity
- Decision Making
- Public Speaking
- Leadership
- Community Service
- Communication
- Teamwork
- Safety & Injury Prevention

Project Learning Opportunities:

- Workshops
- Project Meetings
- Industry Professionals
- Tours
- Contests
- Virtual Experiences

Exploration Opportunities:

- Attend project meetings
- Plan and prepare meals for your family
- Do online research related to health and personal safety
- Organize a service learning event such as a blood drive
- Give a presentation to a group about a health & personal safety topic
- Experiment with altering recipes for better health
- Assemble a portfolio of healthy recipes
- Volunteer to help with local health & personal safety events
- Share health & personal safety tips via social media
- Want to learn more? Visit | texas4-h.tamu.edu/projects/safety/ Contact | your County Extension Agent





FAMILY & COMMUNITY HEALTH Health & Personal Safety

CONTESTS

Healthy Lifestyles Invitational

Test your health and safety knowledge with this contest! Teams of 3 to 4 are provided eight classes to "judge" based on a scenario and four options provided. Teams must determine what the best options or course of action is related to health and safety and rank those accordingly. In the presentation portion, teams must work together to analyze a problem, develop a solution and make a presentation to the judges.

Educational Presentations

An Educational Presentation is a fun way to share health & personal safety related knowledge through public speaking/presentation experience. 4-H members may do an Educational Presentation by themselves or with a friend.

Opportunities for all skill levels

Here are some ideas for all skill levels. These are only suggestions, learning should occur based on your interest, experience, and ambition!!

Basic	Intermediate	Advanced
Know when and how to call 911	Understand the benefits of healthy eating and physical activity	Communicate knowledge of safety with others
Identify warning labels on a product	Identify safety equipment for sports and recreation	Understand the science behind accidents/injuries
Learn about MyPlate and ways to be physically active.	Promote safe use of the internet and technology.	Become First Aid/CPR certified.
Demonstrate correct hand washing.	Explain ways to prevent fires and other accidents.	Understand safe driving and passenger safety.
Become familiar with kitchen safety, fire safety, and home alone safety.	Understand safety on a farm and in a rural area.	Identify and address safety hazards in your community

EXPLORE GUIDES

Each guide has been developed to support volunteers, County Extension Agents, and even 4-H members, in leading project experiences for youth. There are six lessons in each book that follow the "do, reflect, apply" model of learning, providing guidance for hands-on exploration and learning about a specific topic.

Health & Personal Safety specific guides are:

- Leadership Within a Group
- Public Speaking
- Food & Nutrition Cooking in the Kitchen
- Food & Nutrition Dollars & Sense
- Food & Nutrition Food Challenge
- Food & Nutrition Keeping
 Food Safe

For more information on Healthy & Personal Safety projects visit: https://texas4-h.tamu.edu/ projects/safety/







Quiz Bowl

Contest Rules and Guidelines

Updated August 2023



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INTRODUCTION

The quiz bowl contests provide an opportunity for youth enrolled in 4-H projects to demonstrate their knowledge on a specific subject matter in a competitive setting where attitudes of friendliness, cooperation, and fairness prevail. Quiz bowl guidelines can be adapted and used for any 4-H project or officer training, or as a tool to teach knowledge and skills about 4-H in general.

A quiz bowl is not meant to be a memorization process, in that members only study questions and know the answers to those questions. It is a motivational tool to provide a FUN way to encourage members to learn project information.

Quiz bowls teach such life skills as self-discipline, observation, listening, and making and defending decisions. They teach members to:

- Develop reasoning and critical-thinking abilities;
- Make sound decisions;
- Improve their personal skills;
- Develop quick and accurate powers of observation;
- Express themselves concisely;
- Develop poise, self-discipline and self-confidence;
- Develop project knowledge and skills; and
- Participate as a member of a team, thus developing cooperation and teamwork among project members.

TEAM SELECTION

Leaders should develop a systematic way to track each 4-H member's progress. Establish written guidelines to select the teams and make them available to each interested project member at the beginning of the project. These guidelines should set a time-line for selecting teams and clarify requirements for participation on a county team (attend practice sessions, attend contests, etc.).

Some suggestions include (but are not limited to):

- Conduct county contest, utilize results to determine team rankings
- Conduct county contest, keeping individual scores on each participant. The top scores in each age division will form the county team.
- Prepare and give written quizzes, with the high-scoring individuals in each age division to constitute the teams.
- Members should not be excluded or included on a team based on whether the leader/coach dislikes or likes the member.

CONTEST RULES

Contestant Age & Team Structure

- 1. Texas 4-H Quiz Bowl contests can be divided into three divisions based on the member's grade as of September 1 of the 4-H year the contest is held
 - a. Juniors: 3rd 5th grades
 - b. Intermediate: 6th 8th grades
 - c. Seniors: 9th 12th grades

NOTE: Some county and district level contest may combine Juniors/Intermediates on teams. Please contact your county office for specific rules.

- IMPORTANT 2. Quiz Bowl Teams will be comprised of <u>four</u> (4) members. This is to ensure teams advancing to National contests have the minimum number of contestants (4) required at all National contests.
 - a. For contests where individual high points are tracked, contestants must remain in SAME seat number (1, 2, 3, 4) throughout entire tournament.
 - 3. There will be only **ONE COACH** designated for a team for the entire duration of the tournament. Counties with more than one team competing must identify different coach to accompany each team in contest room. Additionally, once contest has begun, members/coaches of different teams must remain seated away from each other during the entirety of the quiz bowl tournament. The coach shall sit in an area designated by the moderator. The coach's role in the match is only as an observer. One time-out may be called by a coach during a match for the sole purpose of positive reinforcement of their team members.

Reference Material

All questions used in the quiz bowl contest will come from the official sources. See the individual contest supplement for a complete list of reference materials.

Question Types

- 1. There will be three types of question used, 1) One-on-One, 2) Toss-Up, and 3) Bonus
 - ONE-ON-ONE questions are those to which only <u>one member</u> of <u>each team</u> may respond in a headto-head match between the acknowledged members of each team. These points will count toward individual and team scores.
 - b. **TOSS-UP** questions are open to response by all contestants. These points will count toward individual and team scores.
 - c. **BONUS** questions are attached to toss-up questions and are given to the team that correctly answered the toss-up question. These points will count toward a team scores only and do NOT count towards individual points. No more than 25% of toss-up questions will have a bonus question attached and in general will be somewhat more difficult.
- 2. The number of questions used per round will be up to the contest management but must include at least eight (8) one-on-one questions, sixteen (16) toss-up questions, and two (2) to four (4) bonus questions.

- a. The number of questions asked during one-on-one play must be evenly divisible by 4 to assure each team member an opportunity to respond to the same number of questions.
- b. No more than 25% of all toss-up questions should have a bonus attached.
- 3. The number of questions may be increased in later matches. **For state contests**, it is recommended that the following strategy is utilized in developing question sets:
 - a. For rounds 1-4 of the contest, use the scenario laid out in #1 above.
 - b. When 8 or fewer teams remain in contest, increase number of questions in each set to include at least sixteen (16) one-on-one questions, twenty (20) toss-up questions, and up to five (5) but not fewer than three (3) bonus questions.

Match Procedures

- 1. **Double elimination** For district and state contests, each contest is a double elimination tournament where a total of two losses are needed to eliminate a team from further competition.
 - a. Order of teams will be drawn at random. A bye system should be used if an odd number of teams enter. The number of teams participating, and the time allowed for the contest will determine the exact procedure followed.
 - b. County, invitational, and other contests may choose to use a single elimination tournament but should consider using double elimination whenever time and space permit.

2. Starting the Contest

- a. The bowl coordinator or moderator chooses which team is Team A and which is Team B.
- b. The designated team captain is seated at in position number one.
- c. Teams are assembled and seated at their respective panels and each contestant given the opportunity to check the equipment.

3. Reading & Answering of Questions – General Overview

- a. The moderator will read all questions, indicating the question number and, when applicable, designating the chairs eligible to respond.
- b. No part of the question (one-on-one, toss-up, or bonus) will be repeated, nor will any additional information be given to the contestants relative to the question.
- c. Before play, the moderator will announce the method by which they will acknowledge contestants.
 - i. A **one (1) point penalty** will be deducted from the individual and team score if a contestant answers a question **before** being acknowledged, even if the given answer was correct.

MPORTANT d. If a question was read to COMPLETION, contestants have five (5) seconds to buzz in to indicate they want to answer the question.

- i. If no contestant activates their buzzer within the time (5 seconds), no contestant or team shall lose or gain any points. After the response time has elapsed, the answer will be given, and the next question read.
- ii. If a contestant activates their buzzer within the time (5 seconds), they must be ACKNOWLEDGED before they can answer the question. After being acknowledged, the contestant has <u>five</u> (5) seconds to start a valid answer. It is the responsibility of the acknowledger to determine if an actual answer was started within the 5-second time limit.

This ruling cannot be protested.

- 1. Since the question was read to completion, the moderator/judge(s) may ask the contestant to explain, expand, be more specific, or clarify their answer.
- 2. Based on the contestants answer, points will be awarded or deducted accordingly, correct answers will be given accordingly, the score will be announced, and the next question read (in no instance will the same question be turned over to the other team).
- e. If a question is INTERRUPTED by a buzzer being activated DURING the reading of the question, the moderator will immediately cease reading the question. The contestant responding has <u>five</u> (5) seconds, after being ACKNOLWEDGED, to begin their answer.
 - i. Since the question was interrupted, the moderator/judges will not be allowed to ask for any type of clarification of the answer given.
 - ii. If the answer given is correct for the entire question (both read and unread portions), it will be accepted. If the answer given is correct for the portion of the question read aloud, but wrong for the remainder of the question, the answer will not be accepted.
 - iii. Based on the contestants answer, points will be awarded or deducted accordingly, correct answers will be given accordingly, the score will be announced, and the next question read (in no instance will the same question be turned over to the other team).
 - f. The first answer(s) given by contestant will be accepted as the official answer, including multiple response questions. Repeating the questions will not be considered the initiation of the answer.
 - i. If the answer given is the same as the expected answer OR implies the same as the expected answer, it will be accepted and points awarded accordingly. If the answer is different than the expected answer, it will be referred to the judge(s) for a decision.
 - ii. If the answer given is incorrect or incomplete (or not attempted after activating buzzer), points will be deducted accordingly.

IMPORTANT g. The correct answer will be given for any question answered incorrectly, incompletely, and those not attempted by either team. Additionally, alternate acceptable answers will be given when more than one answer was available.

- h. The judges and/or moderators will be allowed to verify an answer, or the validity of a question. If verification cannot be made, the question will be replaced.
- i. If a question is thrown out, either due to poor reading by the moderator or a decision of contest officials (referee/judge, timer, scorekeeper), it will be replaced by another question so that the total number of questions to be asked remains consistent.
- j. At the end of each question, the **scorekeeper announces the gain or loss of point**, as well as the total of each team. At this time, a coach may request a review of the score.
 - i. See Section titled "Scoring" for point values
- 4. Reading & Answering of Questions By Question Type
 - a. **One-On-One questions** are those to which only <u>one member</u> of <u>each team</u> may respond in a **head-to-head match** between the acknowledged members of each team. These points will count toward individual and team scores. One-on-One questions are the first type of questions (usually 8 or more) asked during a match.
 - i. The moderator shall clearly indicate the start of one-on-one play.

- ii. Prior to reading the question, the moderator shall indicate which two contestants are eligible to respond.
- iii. Each question shall be addressed to only **one member** of **each team**, beginning with the number 1 contestant of each team and progressing with subsequent questions to the number 2, 3 and 4 contestants, respectively.
 - 1. If any contestant other than the two designated contestants responds, that individual and the team will lose one (1) point
 - a. If any contestant responds more than twice to questions directed to another contestant, they could be disqualified from the game play. The remainder of the match will be played with less than the full team, and all questions normally addressed to the eliminated contestant will be addressed only to the opposing contestant.
- iv. There will be an equal number of one-on-one questions per contestant per match.
- v. There will be no toss-up or bonus questions asked during the one-on-one period.
- vi. The **scorekeeper announces the gain or loss of point**, as well as the total of each team at the end of each question.
 - 1. The point value of a response to a one-on-one question will be as follows:
 - a. Correct response = +1 points (individual and team)
 - b. Incorrect response = loss of 1 point (individual and team)
 - c. If both contestants to whom a question is addressed fail to signal to attempt an answer in the 5-second allowed time, neither contestant nor team shall lose or gain any points. The answer will be given, and the next question read.
- b. **Toss-Up and Toss-Up with Bonus questions** are open to response by all contestants. These points will count toward individual and team scores. Toss-up and Toss-up with Bonus questions are asked after One-on-One questions have been asked in the match.
 - i. The moderator shall indicate clearly the start of toss-up questions.
 - 1. The point value of a response to a toss-up question will be as follows:
 - a. Correct response = +1 point (individual and team)
 - b. Incorrect response = loss of 1 point (individual and team)
 - c. If no contestant signals to attempt an answer in the 5-second allowed time, neither contestant nor team shall lose or gain any points. The answer will be given and the next question read.
 - ii. The moderator shall indicate clearly when a bonus question is attached to a toss-up question.
 - 1. If a team correctly answers a toss-up question that has a bonus attached, the team will have an opportunity to answer a bonus question.
 - 2. The moderator reads the bonus question and a <u>10-second discussion period</u> is permitted for team consultation to determine the answer. The end of the 10-second period is signaled by the timer. At the signal from the time, a <u>5-second period</u> is then permitted for the designated <u>team captain OR designee</u>, chosen by the team

during consultation, to BUZZ IN and begin answering the bonus question AFTER BEING RECOGNIZED.

- 3. All parts of bonus questions must be answered correctly with no partial points permitted, regardless of the number of parts of the question answered correctly.
- 4. The point value of a response to a bonus question will be as follows:
 - a. Correct response = 2 points (Does not count toward individual points or towards team participation reward points)
 - b. Incorrect response = no points lost
 - c. No answer = no points lost

5. Team Participation Reward Points

- a. In order to encourage full team participation, Team Participation Reward Points will be awarded in each match to teams that meet the criteria. During play, a two (2) point Team Participation Reward will be given to teams that have each team member correctly respond to a one-on-one or toss-up question (not bonus question).
- b. To obtain Team Participation Points, each member of the team must have correctly answered a question OTHER than a bonus question.
- c. Once a team has earned the Team Participation Points, they may then begin repeating the process to earn additional Team Reward Points. There is no limit to the number of times a team is eligible for Team Reward Points.
- a. No team will be credited toward a Team Participation Reward with a member's second correct response until the first Team Participation Reward has been awarded.

6. Tie-breaker for Contest

- **a.** In the event of a tie after the designated number of questions, five (5) additional toss-up questions will be asked.
- **b.** If a tie still remains after the five-question overtime, the moderator will continue to read toss-up questions, each being worth one point. The first team to win a point (or because of a loss of a point by the other team has a 1-point advantage) will be declared the winner.
- **c.** Points for Team Participation Rewards will NOT be given during the overtime period, nor will Bonus questions be asked in the overtime period.
- MPORTANT d. Tie breaker points do NOT get added to individual scores, nor do they provide credit towards Team Participation Reward Points. They are used to break match ties only.
 - 7. Completing the Contest: Following the final question, the team with the highest number of points shall be declared the winner of that match.
- IMPORTANT
- a. Once the moderator has declared a winner based on the scores, there shall be no protest.
- b. There shall be no protest of any questions or answers following the declaration of the winner.
- c. Winners of each match advance to the next round of competition.

Spectators & Viewing

1. Only the contestants, each team's coach, and contest officials are allowed in the contest room during the preliminary matches. If facilities permit, others attending the contest may watch the final match. Any

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audience member making excessive noise or movement that could influence a team answer will be asked to leave the contest.

2. Contestants and/or coaches are not allowed to bring any items into contest room with them, including but not limited to, phones, smart devices, recording devices, or scribing materials.

Equipment Failure

- 1. It shall be the responsibility of each contestant to assure themselves that all equipment is operating correctly at the start of the match.
- 2. If the device being used ceases to function during a match or is believed to be malfunctioning, a "time out" may be called by **any contestant and/or the moderator**
- 3. If after checking it is determined that there is an equipment malfunction, the faulty part(s) will be replaced and play resumed.
- 4. Scores accumulated up to the point of the "time out" shall stand and all further points awarded during the remainder of the match added to or subtracted from this total.
 - a. If both referee judges or one referee judge and the moderator deem it advisable, points awarded for the two (2) questions asked immediately prior to determination of equipment failure may be recalled and two (2) additional questions used.
- 5. Under no conditions shall there be a replay of a match in which there was equipment failure.

Time Outs

- 1. Time outs, of any type, are allowed only after a question is answered and before the next question is started.
- 2. Any **contestant** or the **moderator** may call for a time out for equipment failure, for clarification of a rule, or to allow for unexpected problems.
- 3. **Team captains** are given unlimited 1-minute time-outs, which can be used for rule clarification, equipment check, to boost team morale, discuss team strategy, etc.
- a. **Coaches** are allowed one, 1-minute time-out during the match to visit with their team. A "coach's time out" should be used as a way to preserve the positive youth development experience of the quiz bowl. A coach is NOT allowed to encourage their team to protest during their coach's time out, and any coach that does so will be dismissed from the contest. If during a "coach's time out," the coach behaves in a way that undermines positive youth development or is unsportsmanlike, the coach will be dismissed from the contest.
- MPORTANT b. Coaches may also call a time out for <u>clarification of a rule</u>. There is no limit on the number of times a coach can call this type of timeout (see abuse provision below)
 - c. Teams may NOT call a protest (unofficial or official) immediately following a coaches time out.
 - 4. Abuse of time-out provisions may result in one or more of the following:
 - a. Dismissal of team member and/or coach.
 - b. Dismissal of entire team with forfeiture of any points or standing.

Protesting

- 1. Any team member may declare an <u>unofficial</u> protest to a question or answer to a question, but only at the time a particular question is read or the answer is given. Once an <u>unofficial</u> protest has been made, the team lodging the protest has a 10-second consultation period to declare an official protest. The team captain buzzes in and announces the team's intent to lodge an official protest.
- 2. When an official protest is made, play will be suspended until the protest is resolved.
 - a. If the protest focuses on contradicting information from the official references, contest officials bring the official references to the contest room for the teams use. *Any type of question (one-on-one, toss-up, or bonus), or the answer to any type of question may be protested.*
 - i. Once official references are present, the protesting team will then be given 2 minutes to support their protest.
 - b. If the protest focuses on game play rules, equipment failure, or other issues, contest officials will refer to the Texas 4-H Quiz Bowl Guide for instruction and may defer judgment to contest superintendents.
- 3. A protest committee will consider the protest. Their decision in all cases is final. The moderator and the referee judges will consider the protest and must agree on the acceptability or rejection of any question and/or answer and the subsequent actions to be taken. If no referee judge is present, both the moderator and at least one other contest official (scorekeeper, timer) must agree on the actions to be taken.

IMPORTANT a. A one (1) point team penalty will be assessed if the protest is not upheld.

- 4. Depending on exact situation, the moderator will take one of the following actions as is deemed appropriate:
 - a. A **question** is protested *before an answer* is given, and the protest sustained -- discard the question. A substitute question will be read.
 - b. A **question** is protested *after* an answer is given (correct or incorrect) -- the moderator and referee judge(s) determine the validity of the protest of the question. The question may then be discarded at no loss of points and a substitute question will be read, or the question may be allowed with the appropriate gain or loss of points.
 - c. An **answer** is protested (either correct or incorrect) the moderator and referee judge(s) determine the validity of the protest. Points will be added or subtracted as appropriate.

d. There shall be no protest once the moderator has declared a winner based on the scores.

- 5. Abuse of protest provisions may result in one or more of the following:
 - a. Dismissal (or replacement) of team captain.
 - b. Dismissal of entire team with forfeiture of any points or standing.

No source of information is infallible. There may at times be answers given to questions, which are in agreement with the recommended sources, which are in fact erroneous or out of date. Every effort shall be made to eliminate such questions, but in the event of such occurrence, the referee judges and moderator may agree to:

- c. To accept the answer and give an explanation of the correct or up-dated information for future use of the question.
- d. To accept only the correct answer.
- e. Replace the question to the appropriate contestants

- f. In an instance where there is a conflict of information between sources, the most recent source (publication date) will prevail.
- 6. Spectators, parents and visitors may not protest any question, answer or procedure during the course of play. They may, however, submit in writing to the contest officials any suggestions, complaints or protests at the conclusion of the contest. Unseemly behavior, unsportsmanlike conduct or any actions, which are generally accepted as detrimental to the contest, may subject the perpetrators of such actions to dismissal from the immediate area of the contest.
- 7. If a score is protested, the official scorekeeper's records are reviewed. If used, the scoreboard attendant's record is unofficial and posted merely as convenience for the participants and coaches where appropriate.

Code of Conduct

- 1. Unsportsmanlike conduct may result in one or more of the following:
 - a. A warning;
 - b. Dismissal of the team member;
 - c. Dismissal of the coach; or
 - d. Dismissal of the whole team.
- 2. The moderator, judge(s), timer, and/or scorekeeper will decide what action to take.
- 3. Spectators demonstrating unseemly behavior, unsportsmanlike conduct or any actions, which are generally accepted as detrimental to the contest, may subject the perpetrators of such actions to dismissal from the immediate area of the contest.

Cell Phones and Other Electronics

- 1. NO recording equipment, including but not limited to, cell phones, tablets, video cameras, movie cameras, tape recorders or any other type of camera may be used during the competition.
- 2. Cell phones and other electronics will not be allowed in the contest room. Violation of this rule will result in dismissal from the game of the team member.
- 3. Transcribing contest questions by any means is prohibited. There will be NO handwriting, typing, recording or computer use in the contest rooms. Affiliated teams will be eliminated from the competition for violation of this rule.

Scoring

1.	. One-On-One Questions			
	a.	Correct+1 individual and team		
	b.	Incorrect		
	c.	A contestant other than the two designated contestants responds		
2.	Toss-U	Questions		
	a.	Correct+1 individual and team		
	b.	Incorrect		
3.	Bonus	uestions		
	a.	Correct		
	b.	Incorrect		
4.	Miscellaneous			
	a.	Answering without signaling (buzzing in)		
	b.	Answering without being acknowledged by moderator		
5.	Team Participation Reward Points			
	a.	. Each member of team correctly answers a ONE-ON-ONE or a TOSS-UP question		
		i. A team member does NOT get credit towards Team Participation Points for correctly answering a Bonus question		
	b.	No answers will accumulate toward a second team reward for that team until the first team reward points have been given		
6.	Protest	Protesting		
	a.	Not upheld1 team only		
	b.	Upheld		
	c.	AbusedDismissal of team and loss of all points		
7.	7. NOTE for National Participants: Point values may be different at National contests			
Av	vards	Placings		
1.	Team A	wards: The number of placings will be determined by contest superintendents		

- a. The rank of teams will be determined on the basis of their position within the double elimination brackets. After two losses, the teams eliminated in the same round will be placed on the basis of the higher score in the eliminating round.
- b. **TIES** for team awards will be broken on the basis of: first, higher score in the eliminating round, second, high average score for the entire contest; third, highest match score in entire contest.
- 2. Individual Awards: State contests will give individual awards in addition to team awards. County and District contests are not required to do so but may consider giving individual awards.
 - a. Scores will be kept for each individual contestant. The number of placings will be determined by

contest superintendents.

IMPORTANT

- b. Only those contestants who have participated in **THREE OR MORE** matches will be considered for the top individual awards (may be modified for Invitational & District Contests).
 - i. The rank of individuals will be determined on the basis of their THREE (3) highest match scores during the contest.
 - ii. **TIES** for individual awards will be broken on the basis of: first, high average score for the entire contest; second, highest individual match score; and third, total number of points earned in the contest.

Game Officials Job Descriptions

- 1. **Bowl coordinator** The bowl coordinator must have organizational skills and be able to work well with people. He or she should also be able to delegate responsibility to others. Knowledge of the subject matter helps, but is not required. The bowl coordinator should study the bowl rules and information to be as knowledgeable as possible about the bowl. This person should be willing to ask questions and have a positive, open attitude.
- 2. **Moderator-** The moderator shall assume the direction of the matches within that particular room, ask all questions, and designate contestants to answer questions, and accept or reject all answers unless the questions and/or answers are challenged. The moderator may indicate when a contestant has exceeded the allocated time for a question. The moderator will declare the match winner and shall at all times be in control of the matches.
- 3. **Referee Judges** At least two referee judges are recommended and must be knowledgeable on the subject matter. When a team protests a question or answer, the referee judge(s) must agree on the acceptability or rejection of any question and/or answer and subsequent actions to be taken. They may consult with the moderator and bowl resource publications if any question arises about a team's answer. In all cases, the referee judge serves as the final authority and their decision cannot be protested. At county and district contests, moderators with appropriate subject matter expertise may serve as a referee judge when there are limited personnel available.
- 4. **Time Keeper** Unless this duty is assumed by the moderator or by a referee judge, the time keeper will monitor all time intervals and designate when time of response has been exceeded and will handle all controls of the game equipment. It is strongly recommended that neither the moderator nor a referee judge be used as a time keeper.
- 5. **Score Keeper** One person records all points gained/lost and the running tally on the official score sheet. After each question they verbally announce the running, even when there is no change in points. At county and district contests, this duty may be assumed by the moderator, referee judge or by coaches. It is strongly recommended that the time keeper not assume this duty.

QUESTION DEVELOPMENT

- 1. Whether developing questions for county, district, or state contests, keep the following in mind:
 - a. All questions should come from the list of approved reference materials ONLY
 - b. Question should avoid being one-line questions that create buzzer races, which test reflexes and memorization skills and rather, should be developed to test deep, relevant academic knowledge.
 - c. Questions should be realistic and based on relevant and academically important knowledge rather than "details" found in reference material. When writing question, ask yourself "would the coach or county agent know the answer?" If not, the question should be discarded.
 - d. Do not record information word-for-word from reference material.
 - e. Make questions innovative and interesting and the answers accurate and complete. If a question has several potential answers, all should be listed.
 - f. Try to put the "key word" of the question towards the end.
 - g. Questions can be asked in several formats, including open-ended, definitions, multiple choice, fill in the blank, and true/false. For senior level contests at district and state, avoid true/false questions.
 - h. Questions should be appropriate for the age division of the contest. When developing question sets for junior/intermediate contests, consider utilizing more multiple choice and/or true/false questions. Also consider the appropriateness of the subject for that age group.
- 2. To ensure high quality, questions should:
 - a. Be clear and free from ambiguity.
 - b. Be concise and unencumbered by superfluous words and phrases. Do not make a question so long or complex as to make it difficult for the 4-H'er to recall the question.
 - c. Be grammatically correct and free from spelling and typing errors.
 - d. Use vocabulary appropriate to the age/educational level of 4-H participant.
 - e. Avoid stereotyped or slang language.
 - f. Avoid "trick" questions that are intentionally misleading.
- 3. Questions should be of varying difficulty levels, both within age groups and across age groups. Some may be entirely appropriate for seniors based on difficulty and/or subject matter but would not be appropriate for junior contestants. Conversely, not all junior questions should be easy. However, all junior-level questions should be considered "fair game" as senior-level questions as well.
- 4. Who develops the questions?
 - a. Questions may be developed by project leaders, youth members, Extension staff or others.
 - b. To further involve project members in the learning process, a project leader could assign each member to develop a certain number of questions from a specific reference. Ideally, the assignment should relate to a topic addressed at that particular meeting, or the next one, to reinforce the materials taught/or to be taught.
- 5. Questions should be reviewed by one or more individuals to ensure they are relevant and up-to-date with the newest information, that all acceptable answers are included, and are not ambiguous or misleading.

EQUIPMENT & EQUIPMENT SOURCES

A quiz bowl can be held without electronic equipment. However, electronic equipment does add more excitement and accuracy to the event. Additionally, all District and State competitions will utilize electronic equipment.

- 1. Game panels An appropriate device will be used which will provide a clear indication of the first contestant to respond to a question.
- 2. Time Recorders If game panels do not have timers, a stop watch or other appropriate time device will be required.
- 3. Score Keeping Devices Printed score sheets will be used to maintain official record of individual and team scores. An oral tally will also be given after the official scorekeeper completes each question. Contest coordinators may choose to also utilize a visual scoring device, such as a blackboard, flip chart or electronic light display, so that team scores are visible to the contestants at all times. The visual scoring device can be maintained by the official score keeper or by a second score keeper.

Electronic equipment is available from commercial sources or may be built by a local resource person. Costs range from \$450 to more than \$700 to either build or buy quiz bowl equipment. To make equipment last longer, we recommend use of a heavy-duty carrying case to protect it from dust, transport damage, etc. There are different types of electronic equipment, some are simple table top buzzers without timing devices and others are sophisticated systems with up to ten handheld signaling devices. Study information on potential equipment choices carefully before making a final selection. Below is description of equipment used at State 4-H quiz bowls:

- Four (4), hand held signaling units for each team, total of eight (8) units needed for contest (wired or wireless options are both used)
- Built in timing clock display, with 5-second and 10-second timers
- Indicates first player to signal and locks out future signals until being reset

For general descriptions and current prices on quiz bowl equipment the following is a suggested vendor. Others may be available. This list does not imply endorsement of any of the products nor of the equipment sources by the Texas A&M AgriLife Extension Service. It is provided for reference only.

ZEECRAFT, INC. Rt. 2, Box 157H New Milford, PA 18834 1-800-662-7474

CONTEST MANAGEMENT INSTRUCTIONS

Site Criteria

If a quiz bowl is used to supplement your 4-H project meetings, you can conduct it in an informal environment a leader's house, school, etc. However, as a competitive event on the county, district or state levels, a more formal environment is needed.

Space requirements and set-up

- 1. Check-in area should be located in a hallway near contest rooms
- 2. Holding room large enough to seat entire participation list plus parents/coaches
- 3. Contest rooms large enough for moderator table/chairs and contestant table/chairs while leaving space between the contestants and the judge/moderator, and the judge/moderator and the audience
 - a. The number of contest rooms needed depends on the number of teams competing. Events with more than 6 teams competing will benefit from two or more contest rooms.
 - b. If final round is conducted before an audience will need at least one contest room large enough to accommodate seating for audience
- 4. Restrooms should be close to contest area
- 5. Provide appropriate area to conduct the awards presentations, possibly the holding room

Equipment and Supplies Check-List

- □ Tables and chairs for the moderator, judge(s), contestants and check-in area, chairs for the audience if spectators are allowed to watch the final round
- Electronic buzzer set for each contest room AND spare sets of buzzers, check to ensure working
- **L** Extension cords, power strips or a multiple outlet cord, electrical adapter for three-prong plugs
- Contest bracket, can use on-line bracket systems and/or paper brackets posted on walls
- General supplies (Pens/pencils, tape, scissors, etc.)
- Clip boards, one per contest room plus extra
- **Quiz Bowl score sheets for each round**
- □ Signs to identify rooms: Check-in/Registration, Orientation/holding rooms, Contest rooms, Committee Orientation, Awards/Recognition Program, and others as needed.
- **Question packets for each age division for each round, tie-breaker questions, extra questions**
- **Complete set of reference materials**
- □ Orientation sheets and/or contest rules
- Awards and certificates/participation ribbons for all participants (optional)
- Table tents identifying team members by number and letters (ie 1A, 1B, 2A, 2B)
- Objects used to track individual points (ie token, beads, turning of table tent, etc)

Management Team Prep Meeting

To prepare agent and volunteer workers, assign duties (moderator, judge, buzzer operator) prior to contest day and arrange to have a volunteer orientation meeting on the contest day. All agents and volunteers working the contest should attend this meeting, even if they have extensive quiz bowl experience. Schedule enough time to answer questions, practice a mock bowl contest, and work with equipment.

- 1. Welcome and thank volunteers for their participation, check to see that all workers are present. Make introductions if needed.
- 2. Explain how the contest will be run.
- 3. Review job description for all workers, including registration/check-in, moderator, judge, timer/buzzer keeper, scorekeeper
- 4. Give basic reminder of rules
- 5. At the county level, keep the bowl low-key and fun! Give the judge(s) instructions on how lenient to be (especially for junior division).
- 6. Demonstrate how to use equipment and then conduct a mock contest using equipment.
- 7. Let the volunteers know that bowl coordinator is available if they need help.
- 8. Give directions to rooms where the bowl games will be held.
- 9. Explain the brackets and the how the order of games will be played.
- 10. Explain the awards/recognition procedures/program.

Participant & Coaches Meeting

Hold this meeting between registration and the start of the bowl contest, allow enough time to review basic rules and answer questions from participants and coaches.

- 1. Welcome the participants and coaches and give overview of basic rules
 - a. Double elimination tournament, must lose *twice* before done. Participants may leave the bowl when their last game is over, or may stay to watch final round (if applicable). Describe how/where brackets are posted
 - b. Types of questions
 - c. Process for buzzing in and answering questions
 - d. Scoring system
 - e. Time-outs
 - f. Protests
 - g. Tie-breakers
- 2. Give instructions for the awards/recognition ceremony.
- 3. Give instructions for lunch, snacks, building rules, etc.
- 4. Stress fun and learning rather than competition!
- 5. Answer questions from participants.

2024 4-H Roundup Science Fair Guidelines

The 4-H Roundup Science Fair provides youth the opportunity to showcase their 4-H project work through the application of scientific research, engineering, technology and/or experimentation. Participants will 1) construct a poster, 2) deliver a short oral presentation, and 3) respond to judges' interview questions. Projects should follow either the Scientific Method or Engineering Design Process and the poster formatted accordingly.

Posters will be set up for public viewing, followed by judges' interviews and scoring.

ELIGIBILITY

The 4-H Roundup Science Fair is open to Senior Division 4-H members only. Science projects may be an individual effort or conducted by a team of two 4-H members.

ENTRY PROCEDURE AND DEADLINE

To enter, complete the **Entry Form** located on page 7 and upload the form when you register on 4-HOnline.

PROJECTS

Participants may enter science projects focused on any of the Big Five 4-H Project areas:

- 1. Agriculture & Livestock
- 2. Family & Community Health
- 3. Leadership & Citizenship
- 4. Natural Resources
- 5. STEM (Science, Technology, Engineering and Mathematics)

Participants may enter previous projects from other events such as major livestock shows, science fairs, school events, etc., provided they conform to the guidelines of the 4-H Roundup Science Fair.

JUDGING CRITERIA

The contest requires a **research poster**, **oral presentation and interview**. No written report is required. All entries will be judged as a group with top three finalists announced during Roundup assembly to receive final placement and awards. The judges' rubric is provided on page 5.

The members of Texas A&M AgriLife will provide equal opportunities in programs and activities, education, and employment to all persons regardless of race, color, sex, religion, national origin, age, disability, genetic information, veteran status, sexual orientation or gender identity and will strive to achieve full and equal employment opportunity throughout Texas A&M AgriLife.

POSTER GUIDELINES

Projects should follow either the Scientific Method or Engineering Design Process and the poster formatted accordingly.

Posters should include the following sections: **Descriptive title**, **list of authors**, **abstract**, **problem** statement or question, **hypothesis or prediction**, **experimental design**, **procedure**, **results**, **discussion**, **conclusions**, **and references**.

What is the Scientific Method?

The scientific method is a process for experimentation that is used to explore observations and answer questions. Scientists use the scientific method to explore relationships in nature.

Steps of the Scientific Method

- 1. Ask a question
- 2. Investigate previous research on the topic
- 3. Construct a hypothesis
- 4. Test hypothesis by performing an experiment
- 5. Analyze data and formulate results
- 6. Interpret results and draw a conclusion
- 7. Communicate results

What is the Engineering Design Process?

The engineering design process is a series of steps that engineers follow to find a solution to a problem.

Steps of the Engineering Design Process

- 1. Define the problem
- 2. Do background research
- 3. Specify requirements
- 4. Brainstorm solutions
- 5. Choose the best solution
- 6. Develop the solution
- 7. Build a prototype
- 8. Test and re-design
- 9. Communicate results

Posters should be no larger than 48 inches wide by 30 inches deep (the distance from front to back) 108 inches high (from floor to top, includes table if project is on tabletop). Note that tables are generally 24 inches wide but can vary with convention location. Items that do not adhere to the poster must fit on the tabletop within the dimension of the unfolded poster. Avoid lights, banners, shelves, etc. that are outside of the poster dimensions.

Following are suggestions for your poster:

- Your title is an attention getter. A good title should simply and accurately introduce your project and its nature. Limit the title to 10 words or less.
- Use quality visuals. Include photographs, drawings, charts and/or graphics as appropriate to effectively communicate your project. All visuals should be clear and easy to interpret. Include headings and labels on graphs, charts, diagrams and tables.
- Your poster should be logically organized and easy to follow.
- Font size should be large enough to read from 3 feet away. The poster should include the information the judges need without being crowded.

PRESENTATION AND INTERVIEWS

Contestants will give a 7 to 10-minute presentation and have a short interview with judges. If contestants enter as a team, both team members must have an equal speaking role during the presentation.

Following are suggestions for presenting your poster:

- Be sure to state the title and purpose of your project. Provide a brief explanation of why you selected the topic and why it is important to you.
- Speak in a loud and clear voice.
- Use vocabulary which demonstrates knowledge of the subject matter.
- Stay relaxed and use good posture. Avoid fidgeting and maintain eye contact with judges.
- Practice your presentation and anticipate the types of questions a judge may ask.

PROJECT AND POSTER EXHIBIT SAFETY

Safety should be a primary concern for every science experiment. Almost any tool or technique, no matter how safe, can be used in an unsafe manner. At the same time, many potentially dangerous tools are perfectly safe if they are used in the proper way. All projects involving humans as subjects must involve minimal risk. Unacceptable risks include ingestion of any substance or physical contact with any potentially hazardous materials, as well as unnecessary physical, psychological, or emotional stress, including invasion of privacy. Even if you are simply surveying other students, you should review your questions in advance and decide if the questions meet this test and determine if a

parent/guardian's consent is needed for any students that are participating. If you are not sure, do not hesitate to ask your County Extension Agent, parent, or mentor to help you decide.

Exhibit

- **1.** If an exhibit becomes unsafe or unsuitable for display, it will be removed and deemed ineligible for any awards.
- Projects which involve vertebrate animal subjects must conform to the following statement: Experiments on live animals involving surgery, the removal of parts, injection of harmful chemicals, and/or exposure to harmful environments, are not acceptable. Live vertebrates are not permitted.
- **3.** Toxic and hazardous chemicals are prohibited.
- **4.** All necessary chemical glassware must be displayed in a stable manner. The items must be back from the edge of the table and may not be operational at any time.
- 5. 4-H Member should substitute colored water, photographs or drawings for chemicals.
- **6.** Crystals, other than sucrose (sugar) and sodium chloride (salt), may not be displayed. Projects involving crystals can be represented by pictures or other three-dimensional models.
- 7. Hypodermic needles and syringes may not be displayed in any exhibit.
- 8. It is critically important that no person be exposed to any bacteria that are considered pathogenic. Therefore, the following two rules are very important: No wild cultures incubated above room temperature; no cultures taken from humans or other warm-blooded animals may be used. This includes, but is not limited to skin, throat and mouth.
- **9.** Plastic petri dishes must be sealed.
- **10.** Lasers may not be used in any exhibit.
- **11.** Dangerous and combustible materials are prohibited.
- **12.** No exhibit shall have open flames. Any part of an exhibit that can get hotter than 100 degrees Celsius (boiling water temperature) must be adequately protected from its surroundings.
- **13.** If an exhibit includes electrical wiring or devices, they must be safe. For voltages above 20 volts, special precautions must be taken. All connections must be secure and provide suitable protection against short circuits, etc.
- 14. All wiring carrying more than 20 volts must be well insulated. Also, the connections must either be soldered or secured by UL approved fasteners. The wire used must be insulated adequately for the maximum voltage that will be present and the wire must be of sufficient size to carry the maximum current you anticipate. Open knife switches or doorbell-type push buttons in circuits using more than 20 volts may not be used.
- **15.** If the exhibit will be connected to 120-volt AC power (plugged into a wall outlet) fuses or circuit breakers must be provided to protect not only the exhibit but also any others that may share the same sources of power. The power cord used must be UL approved for the voltage and current it will be carrying, and it must be at least 1.8 meters (6 feet) long. Science fair staff must be notified of the need for power at the time of certification so power can be ordered in advance.
- **16.** Exhibits requiring voltage in excess of 120 volts AC are not allowed.

Texas 4-H Roundup Science Fair – Judge's Rubric

4-Her's Name(s):	
County/District:	
Project Title:	

		Possible	Points
		Points	Earneo
• Cle	ear and focused purpose		
• De	escription of practical need or problem to be solved		
• Ide	entifies contribution to the field of study		
• Ex	planation of constraints		
• Te	stable using scientific or engineering design methods	10	
Comment	S:		
art II: De	sign and Methodology		
		Possible Points	Points Earne
• W	ell-designed plan and data collection methods	1 01113	Laine
	ploration of alternatives to answer need or problem		
	ariables and controls defined, appropriate and complete		
	entification of a solution (<i>engineering design</i>)		
	evelopment of a prototype/model (<i>engineering design</i>)	15	
Comment	S:		
	ecution: Data Collection, Analysis and Interpretation ion and Testing (engineering design)	Possible	Point
		Points	Earne
-	stematic data collection and analysis		
	producibility of results		
	ppropriate application of mathematical and statistical methods		
	ifficient data collected to support Interpretation and conclusions		
	ototype demonstrates intended design (<i>engineering design</i>)	20	
	ototype has been tested in multiple conditions/trials (<i>engineering design</i>) ototype demonstrates engineering skill and completeness (<i>engineering design</i>)		
Comment	s:		

Part IV. Creativity		
	Possible	Points
	Points	Earned
Project demonstrates significant creativity in one or more of the above criteria		
Comments:	20	
Part V. Poster Presentation		
	Possible	Points
	Points	Earned
Logical organization of materials		
 Clarity of graphics and legends 		
 Citations and references displayed 		
	15	
Comments:		
Part VI. Interview		
	Possible	Points
	Points	Earned
 Clear, concise, thoughtful responses to questions 		
 Understanding of basic science relevant to project 		
 Understanding interpretation and limitation of results and conclusions 		
 Degree of independence in conducting project 		
 Recognition of potential impact in science, society and/or economics 		
Quality of ideas for further research		
• For team projects, contributions to and understanding of project by all members	20	
Comments:		
TOTAL SCORE:		
IOTAL SCORE.		

Additional Comments

Texas 4-H Roundup Science Fair Entry Form

Scan and upload this form when you register at 4-HOnline.

Contest Name and Location:

4-H Member(s) Name:		
Project Title:		
County:		
District:	CEA Name:	
4-H Club Name:		

Project Abstract: Write neatly below or attach a typed copy with your name and problem on it. Be sure to include your research hypothesis or problem statement and objective(s).

4-H Member(s) Signature(s):	County Extension Agent Signature:
Date:	Date:
Parent/Guardian Signature:	Date Entry Received:
Date:	



Texas 4-H Veterinary Science Skill-a-thon

2023 Invitational Contest Rules & Guidelines Thursday, June 8, 2023

OVERVIEW

The Veterinary Science Skillathon is a competitive event designed to test the knowledge and skills that a 4-H member can gain through his or her involvement in a Veterinary Science project. There are several components to the contest. The Written Exam is to test the participant's subject matter knowledge. The Skills Exam tests the hands-on or experiential learning and is the largest component of the contest. The Identification (ID) Exam will include Veterinary Instruments, Breeds (cattle, horses, sheep, goats, swine, dogs, and cats), Parasites, and Internal Organs. Finally, the Communication portion of the contest helps to develop research and public speaking skills.

OBJECTIVES OF THE 4-H VETERINARY SCIENCE PROJECT

- 1. Utilize career-oriented resource material and supplements that provide lessons, questions, and activities.
- 2. Develop the interest, knowledge, skills, and experiences of youth in veterinary science for a career in veterinary medicine (veterinary assistant, veterinary technician, or veterinarian), human medicine (paraprofessional or physician), or allied health fields (diagnostics, therapeutics).
- 3. Prepare youth in workforce development, prepare youth to pursue an associate degree college program, and prepare youth to pursue a professional degree college program.

ELIGIBILITY AND GUIDELINES

- 1. Skill-a-thon signup Participants will sign up through 4-H CONNECT
- 2. <u>Project enrollment</u>. Participants must be active Texas 4-H members currently enrolled in the 4-H.
- 3. <u>Age</u>. Participants must be Senior aged 4-H members as of September 1, 2022 school year.
- 4. <u>Contest participation</u>. This will be an individual contest.
- 5. <u>Agent certification</u>. Applications must be signed by the County Extension Agent to certify current membership, grade in school, and project experience.

Educational programs of the Texas AgriLife Extension Service are open to all people without regard to race, color, sex, disability, religion, age, or national origin. The Texas A&M University System, U.S. Department of Agriculture, and the County Commissioners Courts of Texas Cooperation



CONTEST COMPONENTS

There will be four (4) components to the contest. Each component will be weighted in the following manner for scoring purposes:

Written Exam	300 points	(30%)
ID Exam	150 points	(15%)
Skills Exam	400 points	(40%)
Communication	<u>150 points</u>	(15%)
Total	1000 points	(100%)

All participants will compete and earn points in the first three (3) components of Written Exam, Identification Exam, and Skills Exam, for a maximum of 850 points. The top three (3) participants earning the most points in the first three (3) components will then advance to the Communication round. Total scores to establish final ranking will be determined by adding points earned in all four (4) contest components, for a maximum of 1000 points.

Written Exam

Questions will be written regarding information selected from the *Veterinary Science: Preparatory Training for the Veterinary Assistant*. Questions will be derived from the lessons in the reference book, as well as, from the knowledge that can be obtained by participating in activities of the veterinary science project. Questions may be multiple choice, true/false, matching, identification, or short answer. There will be 100 questions, each worth 3 points, for a total of 300 points.

Identification Exam

Identification Exam: The Identification Exam will include Veterinary Instruments, Breeds (cattle, horses, sheep, goats, swine, dogs, and cats), Parasites, and Internal Organs. This portion will be made up of 50 questions worth 3 points each for a total of 150 points.

<u>Skills Exam</u>

The Skills Exam will be the hands-on component of the contest. Participants will perform the skills individually. The ability to perform these skills will come from working as trainee under the supervision of a veterinarian.

At each skills station, instructions and time constraints will be provided. The skills will be judged using a rubric for thoroughness, safety, and overall completion of the skill in the allotted time. The Skills Exam will be worth 400 points total. Each skill may be weighted with different point values depending upon the complexity of the skill. Refer to the link below for skills rubrics. <u>http://aevm.tamu.edu/4-h-veterinary-science/contest-resources/</u>

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Communication

Three (3) participants earning the highest total points from the first three (3) contest components (Written Exam, Identification Exam, and Skills Exam) will individually present a 3-5 minute informative speech related to the specified topic without using any outside materials. Each year, a list of five (5) possible topics will be identified so that preparation may begin prior to the contest. From these five (5) topics, one will be selected by contest officials as the Communication round topic for the contest. Participants will receive the selected speech topic the day of the contest and will have no less than 15 minutes to prepare. Judges may ask questions. Spectators and eliminated participants may watch the Communication round, but may not speak, signal, or otherwise communicate with participants. Spectators and eliminated participants. Spectators and eliminated participants.

For the 2023 Invitational 4-H Veterinary Science Skillathon, the possible topics are as follows:

- Genetics
- Vital Signs
- Breeds of Livestock
- Animals & Society
- Economic Losses
- Disinfectants
- Rabies control Program
- Drug Residue Avoidance Program
- Food Safety Program
- Nutritional Diseases

CONTEST SCHEDULE

Please note: This schedule will be determined after the initial sign up of participants.

CONTEST RESOURCES

- <u>Veterinary Science: Preparatory Training for the Veterinary Assistant</u> Author: Floron C. Faries, Jr. <u>http://aevm.tamu.edu/4-h-veterinary-science/handbook-information/books/</u>
- <u>Partnership for Environmental Education and Rural Health</u>. Use the Identification Power Points under the FFA State Veterinary Science Clinic and CDE section for the Identification Exam. <u>http://peer.tamu.edu/VBB/AgTeacherResources.asp</u>

HELP NEEDED CONDUCTING THE CONTEST

County Extension Agents and screened volunteers will be needed on the day of the contest to help. Assistance will be needed for many different parts of the contest including check-in, group leaders, score keepers, tabulation, etc. If interested, contact one of the Contest Superintendents.

CONTEST SUPERINTENDENT

If you have any questions, please contact one of the following:

Nikki Boutwell Veterinary Science Certificate Program Coordinator 2471 TAMU College Station, TX 77843 979.458.2375 Nikki.Boutwell@ag.tamu.edu