

# GETTING READY FOR 4-H DAY

A GUIDE FOR LEADERS



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## **INTRODUCTION**

County 4-H Day provides opportunities for 4-H members to further develop their skills, self-confidence, and personal development as they learn and have fun with others in their club and county. Regional 4-H Day is an extension of County 4-H Day, involving four or more counties in each Regional 4-H Day group.

This guide was developed to help you plan, organize, and conduct 4-H Days.

The net result is to help 4-H youths have a good experience, i.e., to feel good about WHO they are and WHAT they have done. This is our ultimate objective for County 4-H Day.

## **REGIONAL 4-H DAYS**

Regional 4-H Day is an extension of County 4-H Day, involving four or more counties in each Regional 4-H Day group. This provides 4-H members additional learning opportunities and experiences beyond the county to further develop and practice their skills while promoting and sharing those things they are learning in the 4-H program.

Currently, there are 15 Regional 4-H Days with 98 counties participating. These are held soon after County 4-H Days are completed. Counties that make up each regional group cooperate in the planning. In order to plan, Extension Agents meet to select host county and to determine division of responsibilities among counties and agents. This needs to be done sometime during the summer and early fall and will vary from one regional group to another.

The regional groups are agreed upon by the counties comprising each group.

## **ALTERNATIVES TO REGIONAL 4-H DAY**

It is not required that we participate in Regional 4-H Day. Therefore, there are options such as inviting purple ribbon winners from 4-H Day to video their presentation and/or to give it at a shopping center or special event.

New activities may be added at anytime to 4-H Days.

## **4-H DAYS - PAST AND PRESENT**

One of the largest and most important 4-H events in 4-H Day. Over the years, it has taken on many faces. 4-H Day started in 1925 as a model meeting contest at Round-up and developed through "Spring Festival" to 4-H Day as we know it today. As interest in model meetings increased, orchestra, band, and choruses were added to the 1928 Round-up. In 1930, the one act play was another addition.

The term "Spring Festival" appeared in 1937. Twelve sub-district spring festivals were held, four in each Extension district. Model meetings, choruses, bands, and orchestras were a part of the spring festival.

In the 1938 Spring Festival, 99 counties participated in 12 sub-district festivals, with one-act plays being added.

Instrumental ensembles became a part of the Spring Festival in 1939, with six of them competing at Round-up.

Another addition to the Spring Festival came in 1940 when vocal ensembles were added. Counties reported 103 vocal ensembles competed in their spring festivals that year.

Because of restrictions during World War II, only sub-district spring festivals were held in 1942. Gasoline was rationed in 1943 and no district festivals were held. District festivals were resumed in 1944 with eleven being held in the state. Project talks and demonstrations became a part of Spring Festivals that year.

Springs festivals were called "County Club Days" for the first time in 1945.

Demonstrations and promotional talks became a part of the Club Day in 1949, and musical games were added in 1950.

District Club Days were discontinued in 1952. Twelve regional club days were held with no competition beyond the regional event. Some of the more outstanding groups were invited to Round-up.

Project and activity talks became a part of Club Day in 1958, and the number of Regional Club Days were increased to 15. In 1960, the state was divided into 16 regions. 4-H Club Day is now called County 4-H Day. Most counties still participate in a Regional 4-H Day although some regionals have been dropped in recent years.

In 1984, 87 counties reported 28,961 4-H youth took part in some phase of 4-H Day activities. This is a substantial participation, making it an important phase of county 4-H programming to encourage growth and development of young people.

This is how Club Day began and how it developed into a major event in the 4-H program.

### **JOB DESCRIPTION FOR ROOM MONITORS/SUPERINTENDENTS TASKS**

- ◆ Introductions are optional. Ask 4-H members if they want you to introduce them or if the introduction is a part of their presentation.
- ◆ Check in 4-H members for their scheduled appearance.
- ◆ Make substitutions when necessary to keep event moving.
- ◆ See that no one enters the room during a presentation.
- ◆ See that 4-H member fills out the score sheet (one for each judge).
- ◆ Present score sheets to the judge when 4-H member is ready to perform.
- ◆ Keep an accurate list of those competing, any cancellations, etc. These should be posted and marked as members complete their presentations.
- ◆ Make any necessary changes to keep event moving smoothly.

- ◆ Take the results to the information desk and post them immediately following the completion of the event. The room monitor/superintendent should keep original rating by judge (optional).
- ◆ Assist the judge in any way possible. Judges may sit any place they desire.
- ◆ Be sure someone is always present.
- ◆ It is helpful for judges to have a scheduled break at mid-morning.
- ◆ Make sure the judges fill out their expense and travel sheets.

## **ORIENTATION FOR JUDGES**

### **Judging Philosophy**

One of the major goals for County 4-H Day is to help each 4-H youth participating have a good experience by the end of each event. The ribbon placing would be secondary to having 4-H members feel good about who they are and what they have accomplished.

In order for this to happen, orientation of judges prior to the beginning of a County 4-H Day is very important. This may be accomplished by requesting your judges to arrive 30 minutes ahead of the starting time for an orientation by an agent, adult leader, or junior leader. Each county program is somewhat different and various things are stressed differently from county to county. Because judges are unaware of things your county may have stressed in the training of your 4-H'ers, they should be informed of these and asked to judge accordingly. Remember—judges are working for you and will follow your instructions and guidelines when given to them. Some of the following items may be discussed with your judges in an orientation prior to judging.

- ◆ As judges, we need to be very sensitive to young people. This is the most important quality of a good judge, ahead of subject matter knowledge.
- ◆ We want young people to have a good experience following an event, to leave feeling good about themselves and to desire a repeat experience.
- ◆ We need to develop self-confidence and self-worth within young people. This is our greatest task and challenge within the 4-H program.
- ◆ A good experience will do more to motivate young people to repeat it again. Conversely, a bad experience will work the opposite.
- ◆ We should be very careful that judging doesn't "tear down" but rather "builds up" young people. We can do so much harm and damage to our youth if we are not careful in our judging. By the same token, we can do and are doing a lot of good with judging.
- ◆ Harm occurs in judging unless we are careful how we make our comments, either written or oral. Comments should be positive and constructive so they will be helpful to a young person. To know that you did something incorrectly yet we're not told how to correct it does not provide help for improvement.
- ◆ We need to realize that judging is not easy, but difficult. It is not an exact science. We must make some judgmental decisions and at times we may not make the correct or most appropriate ones. We simply may not know all the facts! We do the best one can with what facts we are given, hence, the importance of judges' orientation ahead of time.

- ◆ JUDGES ARE PEOPLE. At times people forget that. PEOPLE DO MAKE MISTAKES! However, there are things we can do that may help us make fewer mistakes while judging, and judges' orientation is one of them. Remember: IT'S NOT WHAT YOU SAY, BUT HOW YOU SAY IT, THAT'S IMPORTANT. Comments given orally should start off in identifying something good about what a 4-H'ers has done. We should always be able to compliment the person(s) on something that was done well before we approach those things that may not have been done so well.
- ◆ Instruct your judges on what has been taught/stressed in your county in the training given to 4-H members. There are more ways than one to accomplish any task and all may be correct. There is no such thing as the "4-H way." Then, ASK YOUR JUDGES TO JUDGE ACCORDINGLY. They are working for you and your county on that given day.
- ◆ Allow time for judges to ask questions. Interact with the person giving the orientation and have a cup of coffee before starting to judge.
- ◆ Judges' orientation will pay big dividends in helping your 4-H members to have a good, fun experience at County 4-H Day! THAT IS THE BOTTOM LINE! A good experience will repeat a similar experience. Our belief is that, "It's What Happens to Kids that Really Counts."

Ask judges to introduce themselves and have junior leaders serve doughnuts and coffee as they arrive.

Judges should be briefed on the specifics of judging, i.e., completing score sheets, ribbon placings, writing and giving oral comments, etc. Examples of items that need to be handled are as follows:

1. **Positive Reinforcement**

4-H Day is an excellent learning experience for 4-H members--a time they can receive positive reinforcement.

Conference judging can provide positive reinforcements for 4-H members. If using conference judging, briefly share guidelines with judges as to how this can contribute toward a positive reinforcement. Refer to the section in this guide on the details of conference judging.

2. **Judges Packet**

Give a packet to each judge, reviewing each piece briefly:

- a. New Schedule
- b. Expense Sheets - need to be returned to room monitor prior to departure
- c. 4-H Day Guideline for Events
- d. Score Sheets
- e. Pencil

### 3. **Score Sheet**

Make positive reinforcement and constructive comments so that 4-H members can improve.

Remember, we are working with young people who may be making their first presentation. Occasionally, they may be too timid to speak before an audience. Do what may be necessary to help each 4-H member feel comfortable.

Placings are as follows:

Top Purple(s)

First and Second Alternate Top Purple

P - Purple -- Outstanding quality

B - Blue -- Performance is excellent, but well within the ability level of most contestants

R - Red -- Good quality, but there is room for improvement

W - White -- Need for considerable improvement and below the ability level of most participants

Be sure the title of presentation has been listed on score sheets.

Write "CANCELED" across the top of the score sheets for no-shows.

Double check each sheet before you leave. Be sure each has a ribbon placing; also be sure that Top Blue and First and Second alternates have been marked. It is not necessary to award blues, if you feel there are none deserving.

Identifying those performances suitable for Regional 4-H Day, if your county desires.

### 4. **General Procedures**

A room monitor will be at your door to assist you. If you have questions, need coffee, etc., let the room monitor know. The room monitor will inform you about any cancellations.

Stay on schedule -- do not get ahead of schedule. If cancellation occurs, wait until scheduled time for next performer.

Explain place for lunch, stopping and starting time and plans for lunch today.

Take time to fill in your judges expense voucher. When recording mileage, be sure to include round trip on total mileage.

After judging, turn the packet into the room monitor before leaving.

Do not return any score sheets to the participants. They will be distributed later.

## CONFERENCE JUDGING

Some counties have been doing "Conference Judging" with some of the County 4-H Day events. Conference judging is an excellent experience for 4-H members, if done correctly. Conference judging focuses directly on the personal development of the individual 4-H'er. It involves a consultation (visit) between boys and girls and adults.

### Guidelines in Conducting Conference Judging

1. The first important element essential to the success of the conference (visit) is the ability of the judge to relate to the 4-H'er. A judge must be open-minded, willing and able to (a) listen to the 4-H'er, (b) have a knowledge of what was being taught, and © be able to recognize the individual's ability level. To determine ability is difficult until you visit with a 4-H'er.
2. Success depends on the way the visit gets started. Put the 4-H'er at ease before he or she is expected to relate meaningfully to you. A sincere compliment about what the 4-H'er had done in an event can accomplish this. In some cases, it may take a moment of talking about a topic not related to what the member has done.
3. Always begin the visit on a good and positive note. Talk first about the good aspects of what the member has done. Give members an opportunity to express feelings of satisfaction about what they have done. For example: "Jim, I like the way you brought in your title with the opening introduction."
4. Then, ask a leading question that will give the member a chance to talk about some of the weaknesses. For example: "Jim, if you were to give the same talk tomorrow, what might you do differently." They know where they are weak and when you help them to verbalize these problem areas, it takes on a totally different meaning and situation. They will frequently be more critical of themselves than they often will allow you as a judge or an adult to be and will accept it more readily.
5. The role of the judge (adult) is to listen and help them to explore possible ways they may improve.
6. Be positive and constructive in suggesting ways of improvement.
7. This process may require no more than 3 to 5 minutes, but the time is well spent, with potentially tremendous payoffs for young people.
8. REMEMBER when they leave, they should be feeling good about themselves and what they have done. One good experience will repeat itself. Likewise, one bad experience will not allow another similar experience. A good conference (visit) will allow the opportunity for the member to REPEAT a similar experience.

| 4-H DAY EVENTS  |   |  |   |
|---|---|--|---|
| Category  | Age Level   | Number Each County Can Take to Regionals | Special Notes   |
| Project Talks - Ages 7-13   | Jr. Age 7-9<br>Int. Age 10-13   | 2<br>2                                   | 7 minute time limit – not a State Fair Division   |
| Demonstrations - Ages 7-19  | Jr. Age 7-9<br>Int. Age 10-13<br>Sr. Age 14-19                          | 2<br>2<br>2                              | 0-10 minutes<br>0-10 minutes<br>0-15 minutes  |
| Public Speaking   | Ages 14 and over  | 2  | Maximum time 15 minutes – It is recommended that an outline be provided to the judge.                             |
| Model Meeting   | Any number of club members.<br>All ages.                                | 1  | 35 minutes  |
| Impromptu Speeches  | Sr. Age 14-19   | 2  | 0-15 minutes  |
| Club Chorus   | All ages 16 or more members   | 1 group                                  | Do two numbers*   |
| Band or Orchestra   | All ages 16 or more members   | 1 group                                  | Do two numbers*   |
| Vocal Ensemble  | Small Group 2-6 4-H'ers all ages.<br>Large Group 7-15 4-H'ers all ages. | 1 group<br>1 group                       | Do two numbers*   |
| Vocal Solo  | Jr. Age 7-9<br>Int. Age 10-13<br>Sr. Age 14-19                          | 2<br>2<br>2                              | One number*   |
| Instrumental Ensemble   | Small Group 2-6 4-H'ers any age.<br>Large Group 7-15 4-H'ers all ages.  | 1 group<br>1 group                       | Do two numbers*   |
| Instrumental Solo   | Jr. Age 7-9<br>Int. Age 10-13<br>Sr. Age 14-19                          | 2<br>2<br>2                              | One number*   |
| Piano Solo or Duet  | Jr. Age 7-9<br>Int. Age 10-13<br>Sr. Age 14-19                          | 2<br>2<br>2                              | One number*   |
| Group Dance   | 2 or more   | 1  | Maximum time - 5 minutes  |
| Individual Dance  | Jr. Age 7-9<br>Int. Age 10-13<br>Sr. Age 14-19                          | 1<br>1<br>1                              | Maximum time - 5 minutes  |
| One-Act Play  | Any number 4-H'ers any age.   | 1  | Not to exceed 45 minutes.   |
| Readings - Individual   | Jr. Age 7-9<br>Int. Age 10-13<br>Sr. Age 14-19                          | 1<br>1<br>1                              | Maximum time 5 minutes. May or may not be memorized. A copy of presentation may or may not be presented to judge. |
| Skit, Creative Dramatics  | Any age and any number  | 2  | Maximum time - 10 minutes   |
| Other Talent, i.e., novelty, stunt, puppets, marionettes, etc. – Individual or group. |   | 2  | Maximum time 5 minutes  |

\* Memorization is encouraged but not mandatory. On all music entries, if a photocopy of the music is made for the 4-H'ers use, it must be destroyed after the performance. The original of the music is to be given to the judge before the performance. Accompanist does not have to be a 4-H member. Taped accompaniment is allowed, but you must provide your own CD or tape ~~played~~ **played** December 2007



## Public Presentations

|   |         |
|---|---------|
| Demonstrations for 4-H Members                                    | 4-H 439 |
| Demonstrations...Leader's Guide                                   | 4-H 222 |
| 4-H Project Talks   | 4-H 140 |
| Public Speaking   | 4-H 460 |
| Personal Conference Judging<br>(Project Leader Training Handbook) | 4-H 296 |

### SECTION I - PUBLIC PRESENTATIONS

The primary purpose of the 4-H program is to help each boy and girl reach his or her maximum growth and development, and it's in this area that public presentations makes its greatest contribution.

Public presentations help strengthen the 4-H program by giving members the opportunity to participate. The more often members are involved in demonstrations, illustrated talks, project talks and public speaking, the more interested they become in meetings and in project work; consequently, the longer they remain in 4-H worker.

Public presentations contribute to helping youth achieve the basic life skills of developing self-confidence, making decisions, communicating and relating to others, and encouraging and stimulating their desire to learn. 4-H Day has long sponsored demonstrations and stimulating their desire to learn. 4-H Day has long sponsored demonstrations and illustrated talks, project talks, and public speaking. All are under the umbrella of "Public Presentations."

#### A - Project Talks

**Project Talks** are intended for younger boys and girls up to 13 years of age, to help them gain confidence in expressing themselves before an audience. They tell of their actual project experiences and can promote a project. Visuals may be used but are not required. Questions are not asked of younger members giving project talks. Suggested maximum time limit is seven minutes. There is no Project Talk Division at the Kansas State Fair.

#### B - Demonstrations and Illustrated Talks

**Demonstrations** are defined as a "show-how" process involving doing or making something while giving an explanation. The demonstrator uses actual items, supplies, equipment, people, or animals while going through a process. There is usually a finished product to show, but it is **not** required. Sometimes a finished product is not possible, but it does enhance a demonstration. The demonstration is for any age youth and may be divided into junior, intermediate and senior demonstrations for 4-H Day. The demonstration is a teaching method designed to teach **specifically**.

**Illustrated Talks** are defined as a "tell-how" process where the presenter uses visuals such as posters, charts, models, graphs, etc., to aid in emphasizing a point or to add interest while telling how to do something. Visuals are required in the "telling how." The illustrated talk is for any age youth whose purpose is teaching **specifically**. In 4-H competition, demonstrations and illustrated talks compete together because the line of distinction is sometimes difficult to make;

however, that is not important as long as 4-H members recognize that both the demonstrations and illustrated talks are teaching methods and equal in importance as teaching methods.

Any 4-H'er 10 years of age by January 1 giving a demonstration or illustrated talk that receives a purple at 4-H Day is eligible to enter that division at the Kansas State Fair. However, they must complete a State Fair entry form. These forms will be available at the Sedgwick County Fair. Project Talks are not eligible for State Fair competition.

### **C - Public Speaking**

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

#### **Time Allowed on Public Presentations**

Each category in Public Presentations has a suggested maximum time. There is no minimum time. 4-H youth should use only the amount of time required to present an effective presentation, being careful not to exceed the maximum time.

The two highest ranking purple ribbon presentations at the County 4-H Day in each age group may participate in Regional 4-H Day.

### **D - Impromptu**

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

#### **What is an Impromptu Presentation?**

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

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

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

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

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

- ◆ Stank up Straight
- ◆ Speak Clearly
- ◆ Make Eye Contact
- ◆ HAVE FUN!
- ◆

Each speech needs three parts:

- Introduction:** Get the audience's attention  
Introduce the topic
- Body:** Longest and most important part  
Present three to five main points  
Details about each main point
- Conclusion:** Summarize your speech  
Closing or "punch Line" of your speech

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

## **SECTION II - MODEL MEETING**

Clubs are encouraged to plan a model meeting that depicts a typical monthly meeting of their 4-H club. The meeting may be designed to suit the needs and interest of the 4-H club members.

### **Suggested Guidelines**

1. The group may be composed of any number 4-H members and leaders.
2. A maximum of thirty-five (35) minutes are allowed for a model meeting.
3. During a model meeting, the secretary should take notes. It is recommended that after the meeting, the secretary turn in the model meeting notes. The up-to-date secretary's book may be asked for. These are brief, informal notes of the meeting, not formal, completed minutes.
4. It is recommended that an agenda of the model meeting be presented to judge before the meeting is called to order.
5. Recreation may be at any time during the meeting. Some clubs prefer to have their recreation at the start of the meeting, rather than at the end.

6. In addition to your club's usual meeting practices, references that may be used in planning a model meeting are:

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"The Meeting Will Come to Order"  
4-H 440, County Extension Office

"Steps in 4-H Program Planning"  
4-H 454, County Extension Office

"Out of Ideas? A Leaders Handbook"  
4-H 455, County Extension Office

*Robert's Rules of Order*, Newly Revised  
Scott, Foresman & Co., Chicago, Ill. 1970

*Parliamentary Law At A Glance*, E. C. Utter,  
The Reilly and Lee Company, Chicago, Ill.

### SECTION III - MUSIC

Memorization is encouraged but not mandatory. On all music entries, if a photocopy of the music is made for the 4-H'ers use, it must be destroyed after the performance. The original of the music is to be given to the judge before the performance.

The number of performers does not include director or accompanist.

#### 1. **Chorus**

- A. A chorus may be composed of 16 or more young people from one club or it may be a composite group from two or more clubs. A club chorus may be composed of 12 or more if the club membership is under 16.
- B. Each group will sing two numbers of their own choosing.
- C. The original of selections will be given to judges before performing.
- D. Singing may be with or without accompaniment.
- E. The director and accompanist need not be 4-H'ers, but they cannot sing with the group unless they are 4-H'ers.
- F. It is recommended that selections be memorized.

#### 2. **Vocal Ensemble**

- A. A small Group is composed of 2 to 6 4-H'ers of all ages. A large group is composed of 7 to 13 4-H'ers of all ages.
- B. Each group will sing two numbers of their own choosing.
- C. The original of selections will be given to judges before performing.
- D. Accompanist need not be a 4-H'er.

3. **Vocal Solo**

- A. There are three age groups: Junior - 7-10; Intermediate - 11-13; and Senior - 14-19.
- B. Participant will sing one number.
- C. The original of selection will be given to judges before performing.
- D. Accompanist need not be a 4-H'er.

4. **Orchestra - Band**

- A. Groups may be composed of 16 or more 4-H'ers.
- B. Each group will play two numbers of their own choosing.
- C. The original of the conductor's score is to be given to the judge before playing.
- D. The director is not required to be a 4-H'er; an individual may not play with the group unless he or she is a 4-H'er.

5. **Instrumental Ensemble**

- A. A small Group is composed of 2 to 6 4-H'ers of all ages. A large group is composed of 7 to 13 4-H'ers of all ages.
- B. Each group will play two selections of their own choosing.
- C. The original of selections will be given to judges before performing.

6. **Instrumental Solo**

- A. There are three age groups: Junior - 7-10; Intermediate - 11-13; and Senior - 14-19.
- B. Participant will sing one number.
- C. The original of selection will be given to judges before performing.
- D. Accompanist need not be a 4-H'er.

7. **Piano Solo or Duet**

- A. There are three age groups: Junior - 7-10; Intermediate - 11-13; and Senior - 14-19.
- B. Participant will sing one number.
- C. The original of selection will be given to judges before performing.
- D. Accompanist need not be a 4-H'er.
- E. Duets go into class of older participant.
- F. May do solo **or** duet – not both.

## SECTION IV - DANCE

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

1. **Square Dance**
  - A. The group of 4-H'ers is not to exceed one square of four couples.
  - B. The kind of music is the choice of the group. Either recorded or live music may be used.
  - C. Each group is limited to five minutes performing time.
2. **Folk Step Dance** – This may be a circle dance, line dance, polka, schottische, clogging, etc. Each group of 4-H'ers is limited to five minutes performing time.
3. **Other Dance** - This may be a tap dance, ballet, interpretive, acrobatic dance, break dance, or other type of dance performed by a group of 4-H'ers. Participants are limited to five minutes performing time.

Each county may enter one group dance.

**Individual Dance:** May be an style performed by an individual.

|                    |              |              |
|--------------------|--------------|--------------|
| Age divisions are: | Junior       | 7-9          |
|                    | Intermediate | 10-13        |
|                    | Senior       | 14 and older |

Each county may enter one individual dance per group.

## SECTION V - TALENT

1. **One-Act Play**
  - A. Entries are limited strictly to one-act plays. Only one set is allowed. The curtain may be dropped to denote the passing of time. A change of set is not permitted during the drop of the curtain.
  - B. The maximum time allowed shall be 45 minutes from time of the rise of the first curtain until the drop of the final curtain.
  - C. If a royalty play is used, the group must be responsible for the royalty. Receipt for the payment must be given to the judges before the play is presented. Failure to comply with this rule will be considered as automatic withdrawal.
  - D. Each club will be responsible for all scenery, property, and effects.
  - E. On most stages, all plays will use the same drapes as a background.
  - F. Each club shall be responsible for their own stage crew to pull curtain, and set stage.
  - G. A maximum of 15 minutes may be used by a club to set the stage for its play.
  - H. No play is barred because of previous presentations at 4-H events.

2. **Skit, Creative Dramatics**

- A. This section is designed for creative dramatics or skits. Any size group may participate.
- B. Length should be no more than 10 minutes.
- C. Each county may enter two numbers from this section in the Regional 4-H Day.

3. **Reading**

This may be a musical, dramatic, interpretive, humorous, or other type of reading performed by one person. The presentation should be one that can be done in 5 minutes or less. The selection may or may not be memorized. A copy of the selection may or may not be presented to the judge. Each county may enter one number in each division from this section in Regional 4-H Day.

4. **Other Talent**

This is a miscellaneous grouping that may include talent such as novelty numbers, stunts, pantomime, puppets, marionettes, ventriloquist acts, or other types of talent. May be an individual or a group. A time limit of 5 minutes is suggested. Each county may enter one number in each age division from this miscellaneous grouping in the Regional 4-H Day. Age divisions are: Junior 7-13 and Senior 14 and over. Maximum time limit is 5 minutes.

**SCORE CARD FOR PROJECT TALKS**  
(for those 7 to 13 years of age)

County \_\_\_\_\_ Club \_\_\_\_\_  
 Name \_\_\_\_\_ Time: \_\_\_\_\_ Finish: \_\_\_\_\_  
 Title \_\_\_\_\_ Total: \_\_\_\_\_  
 Maximum Time: 7 minutes

| POINTS TO CONSIDER   | PERCENT | JUDGES COMMENTS* |               |
|--|---------|------------------|---------------|
|  |         | Well Done        | Could Improve |
| <b>Subject Matter</b> <ul style="list-style-type: none"> <li>• Can be covered in 7 minutes</li> <li>• Worthwhile and practical</li> <li>• Related to 4-H Project</li> <li>• Information accurate, complete and up-to-date</li> </ul>   | 40      |                  |               |
| <b>Appearance</b> <ul style="list-style-type: none"> <li>• Well groomed</li> <li>• Good posture</li> </ul>   | 10      |                  |               |
| <b>Presentation</b> <ul style="list-style-type: none"> <li>• Attention gained in intro.</li> <li>• Voice natural, words distinct</li> <li>• Poised, friendly, confident</li> <li>• Originality shown</li> <li>• Convincing, interest held</li> <li>• Visual aids (if used) - neat, attractive, easily seen, effectively used.</li> <li>• Well organized, words well chosen, not memorized.</li> <li>• Personal experience related.</li> <li>• Important points stressed in summary.</li> </ul> | 50      |                  |               |

\* Comments given should be constructive with suggestions of how improvements can be made on this presentation.

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_



## DEMONSTRATION AND ILLUSTRATED TALK SCORE CARD

County \_\_\_\_\_ Club \_\_\_\_\_  
 Name \_\_\_\_\_ Time: \_\_\_\_\_ Finish: \_\_\_\_\_  
 Title \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_  
 Start: \_\_\_\_\_  
 Total: \_\_\_\_\_

Maximum Time: Jr/Int - 10 minutes; Sr - 15 minutes

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

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:**

**SCORE CARD FOR PUBLIC SPEAKING**  
(Contestants 14 and older)

County \_\_\_\_\_

Club \_\_\_\_\_

Name \_\_\_\_\_

Time: \_\_\_\_\_

Finish: \_\_\_\_\_

Start: \_\_\_\_\_

Total: \_\_\_\_\_

Title \_\_\_\_\_

Age \_\_\_\_\_

Years in 4-H \_\_\_\_\_

Maximum Time: 15 minutes

| Speech Contest Form            | Percent | Judges Comments |
|--------------------------------|---------|-----------------|
| Material                       | 15      |                 |
| Organization                   | 25      |                 |
| Language and Voice             | 10      |                 |
| Fluency                        | 15      |                 |
| Pronunciation and Articulation | 10      |                 |
| Eye Contact and Projection     | 15      |                 |
| Appearance                     | 10      |                 |

**FINAL RATING:**

Purple \_\_\_\_\_

Blue \_\_\_\_\_

Red \_\_\_\_\_

White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

## EXPLANATION OF MODEL MEETING SCORE CARD

Note the five main divisions of the model meeting score card and the relative importance given to each division.

1. Business. Follow the order of business as given in *So You Are President of Your Group*, 4-H 471.

Plan the business meeting to display 4-H'ers skill in conducting a meeting and their ability to use correct parliamentary procedure. There will not be time for lengthy discussion of motions. The parliamentary procedure used should expedite, not obstruct business. Naturalness and alertness are as important in the business meetings as in the program.

2. Reports should give interesting, valuable information. They should be complete, but concise.
3. Ceremonies. There should be one major ceremony such as initiation, installation, placing a seal on the charter, older 4-H'er "graduation," leadership recognition, citizenship, or other ceremony in addition to routine opening and closing ceremonies. Ceremonies should be well done and impressive. Originality is desirable, but it is more important to have a ceremony meaningful and impressive. Ceremonies may be used where appropriate in the meeting.
4. Program. Arrangement of the program may be worked out to please the club. "Balance" of program refers to approximately equal participation by boys and girls. The time division between parts of the program should approximate that of a good local 4-H meeting. Time divisions for a model meeting will usually fall within these limits: Opening ceremony and business, 12 to 14 minutes; program, 14 to 16 minutes; recreation, 4 to 5 minutes; and closing ceremony and announcements, 2 minutes.

Songs should, as far as possible, show appreciation of good singing rather than forced gaiety. Parodies are seldom desirable. Games, stunts, and skits should be adapted to the age of the group and should teach teamwork. One game involving rhythm and coordination is desirable.

5. Attitude. Naturalness, alertness, enthusiasm, and teamwork are desired. Forced, unnatural gaiety should be avoided. The presentation should give the impression of an actual 4-H meeting. Look at and talk to 4-H'ers, not to the audience. Each 4-H'ers contribution to the program should be heard by the audience, but not directed to them. The seating arrangement may be as desired for the best hearing, seeing, participating, and effective use of space.
6. The secretary shall give the judges the notes recorded during the meeting. The up-to-date 4-H Secretary's Record Book may be asked for with the notes and minutes.
7. Leader should participate in the meeting as leaders normally do. They need not answer roll call. Advice and counsel will be in order and may include announcements and reports.

**SCORE CARD FOR "TRADITIONAL" MODEL MEETING**  
(County Option)

Club \_\_\_\_\_

35 minutes  
 Finish: \_\_\_\_\_  
 Start: \_\_\_\_\_  
 Total: \_\_\_\_\_

Time:

| Division   | Points | Judges Comments |
|--|--------|-----------------|
| <b>Business</b><br>A. Parliamentary Skill - 20<br>Order of business, making and carrying through motions, reports of committees and correct handling of parliamentary problems.<br>B. Secretary's minutes - 5<br>C. Officers Reports - 10<br>Excellence of oral reports made by secretary, treasurer, reporter, county representative, and other officers. | 35     |                 |
| <b>Ceremonies</b> - Opening and closing, use of 4-H Pledge, flag salute, motto, creed, initiation or installation ceremony, attaching seal to charter, leaders' recognition, citizenship ceremony, and any other suitable ceremonies, especially those showing originality.  | 10     |                 |
| <b>Program</b> - Plan the type of program that best fits the needs and interests of the 4--H'ers. It may include group singing, talks, demonstrations, recreation, talent, or any other area which is meaningful to the membership.<br>A. Balance and Arrangement - 20<br>B. Quality of entire program - 25  | 45     |                 |
| <b>Attitude</b> - Naturalness of meeting - not staged. Response, enthusiasm, dispatch, attentiveness, and posture.   | 5      |                 |
| <b>Leaders' Participation</b> - Brief reports, statements and advice.  | 5      |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

### SCORE CARD FOR MODEL MEETING

Club \_\_\_\_\_

Time \_\_\_\_\_ minutes

County \_\_\_\_\_

| Division   | Points | Judges Comments |
|--|--------|-----------------|
| <p><b>Group Building</b></p> <p>A. Get Acquainted Activities - Use of game or activity to cause members to talk to each other about themselves. Can occur at any point in the meeting.</p> <p>B. Celebration<br/>           Openings: Pledge, flag salute, motto, creed<br/>           Closings: small celebration of meeting accomplishments, including small group exchange of ideas, group hugs, group song or cheer, etc.<br/>           Ceremonies: celebration for long term accomplishments, such as leaders, recognition, installation ceremony, completion of community service project ceremony, recognition of new members.</p> | 30     |                 |
| <p><b>Decision Making</b></p> <p>A. Parliamentary Skills - Order of business, making and carrying through motions, reports of committees, parliamentary problems.</p> <p>B. Group Involvement - Activity to allow all members to have input into a decision.</p> <p>C. Secretary's Minutes - Prepare minutes of presented meeting to give to judge at closing of meeting.</p> <p>D. Officers Reports - Oral reports made by secretary, treasurer, reporter, county council representatives, and other officers.</p>  | 30     |                 |
| <p><b>Program</b> - Program designed to best meet the needs and interests of this club. It may include group singing, guest speakers, project activities, skillathons, films, talent, talks, demonstrations, etc. Clues to effective program selection are the attentiveness or involvement of the group.</p>  | 30     |                 |
| <p><b>Attitude</b> - Naturalness of the meeting. The avoidance of a staged production.</p>   | 10     |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

### SCORE CARD FOR VOCAL SOLO

County \_\_\_\_\_ Club \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_

Title \_\_\_\_\_

| Points to Consider   | Judges Comments |
|--|-----------------|
| <b>Tone Quality</b> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Placement</li> </ul>   |                 |
| <b>Technique</b> <ul style="list-style-type: none"> <li>• Note Accuracy</li> <li>• Articulation</li> <li>• Rhythm Accuracy</li> <li>• Breath Control</li> </ul>                      |                 |
| <b>Interpretation</b> <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Mood</li> <li>• Phrasing</li> <li>• Rhythm</li> <li>• Style</li> <li>• Tempo</li> </ul>           |                 |
| <b>Musical Effect</b> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Stage Presence</li> <li>• Appearance</li> <li>• Choice of Music</li> <li>• Memorization</li> </ul> |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

**SCORE CARD FOR VOCAL GROUPS (CHORUS AND ENSEMBLE)**

County \_\_\_\_\_ Club \_\_\_\_\_

Chorus/Ensemble Name \_\_\_\_\_

Number in Group \_\_\_\_\_

Selections \_\_\_\_\_

\_\_\_\_\_

| Points to Consider   | Judges Comments |
|--|-----------------|
| <b>Tone Quality</b> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Blend</li> <li>• Pitch</li> </ul>  |                 |
| <b>Technique</b> <ul style="list-style-type: none"> <li>• Precision</li> <li>• Articulation</li> <li>• Note and Rhythm Accuracy</li> <li>• Control</li> </ul>                        |                 |
| <b>Interpretation</b> <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Mood</li> <li>• Phrasing</li> <li>• Rhythm</li> <li>• Style</li> <li>• Tempo</li> </ul>           |                 |
| <b>Musical Effect</b> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Stage Presence</li> <li>• Appearance</li> <li>• Choice of Music</li> <li>• Memorization</li> </ul> |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

**SCORE CARD FOR INSTRUMENTAL SOLO**

County \_\_\_\_\_ Club \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_

Title \_\_\_\_\_

| Points to Consider  | Judges Comments |
|---|-----------------|
| <b>Tone Quality</b> <ul style="list-style-type: none"> <li>• Pitch</li> <li>• Intonation</li> </ul>   |                 |
| <b>Technique</b> <ul style="list-style-type: none"> <li>• Placement</li> <li>• Note Accuracy</li> <li>• Attacks</li> <li>• Releases</li> <li>• Rhythm Accuracy</li> <li>• Breath Control</li> </ul> |                 |
| <b>Interpretation</b> <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Mood</li> <li>• Phrasing</li> <li>• Rhythm</li> <li>• Style</li> <li>• Tempo</li> </ul>                          |                 |
| <b>Musical Effect</b> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Stage Presence</li> <li>• Appearance</li> <li>• Choice of Music</li> <li>• Memorization</li> </ul>                |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_



### SCORE CARD FOR PIANO

County \_\_\_\_\_ Club \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_

| Points to Consider   | Judges Comments |
|--|-----------------|
| <b>General Effectiveness of Performance</b>  |                 |
| <b>Factors Contributing to the Total Performance - Interpretation</b> <ul style="list-style-type: none"> <li>• Style</li> <li>• Tempo</li> <li>• Phrasing</li> <li>• Tone</li> <li>• Balance</li> <li>• Dynamics</li> <li>• Sensitivity to Musical Intent</li> </ul> |                 |
| <b>Factors Contributing to the Total Performance - Technique</b> <ul style="list-style-type: none"> <li>• Dexterity</li> <li>• Control</li> <li>• Touch</li> <li>• Accuracy</li> <li>• Pedal</li> </ul>  |                 |
| <b>Factors Contributing to the Total Performance - Rhythm</b> <ul style="list-style-type: none"> <li>• Precision</li> <li>• Accent</li> <li>• Nuance</li> <li>• Flow</li> </ul>  |                 |
| <b>Factors Contributing to the Total Performance - Appearance</b><br>(Position, Posture, Approach)   |                 |
| <b>Factors Contributing to the Total Performance - Memory</b>  |                 |
| <b>Factors Contributing to the Total Performance - Other Factors</b>   |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

**SCORE CARD FOR ORCHESTRA, BAND AND INSTRUMENTAL ENSEMBLES**

County \_\_\_\_\_ Club \_\_\_\_\_

Band/Orchestra/Ensemble Name \_\_\_\_\_

Number in Group \_\_\_\_\_

Selections \_\_\_\_\_  
 \_\_\_\_\_

| Points to Consider   | Judges Comments |
|--|-----------------|
| <b>Tone Quality</b> <ul style="list-style-type: none"> <li>• Balance</li> <li>• Blend</li> <li>• Pitch</li> </ul>  |                 |
| <b>Technique</b> <ul style="list-style-type: none"> <li>• Precision</li> <li>• Attacks</li> <li>• Note and Rhythm Accuracy</li> <li>• Releases</li> </ul>                            |                 |
| <b>Interpretation</b> <ul style="list-style-type: none"> <li>• Contrast</li> <li>• Mood</li> <li>• Phrasing</li> <li>• Rhythm</li> <li>• Style</li> <li>• Tempo</li> </ul>           |                 |
| <b>Musical Effect</b> <ul style="list-style-type: none"> <li>• Fluency</li> <li>• Stage Presence</li> <li>• Appearance</li> <li>• Choice of Music</li> <li>• Memorization</li> </ul> |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

### SCORE CARD FOR DANCE

Club \_\_\_\_\_

Finish \_\_\_\_\_

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

County \_\_\_\_\_

Total \_\_\_\_\_

Maximum Time: 5 minutes

| Point to Consider  | Percent | Judges Comments |
|--|---------|-----------------|
| <b>Knowledge</b><br><ul style="list-style-type: none"> <li>• Fundamentals - 25</li> <li>• Types of Figures - 15</li> </ul>   | 40      |                 |
| <b>Ability and Coordination</b><br><ul style="list-style-type: none"> <li>• Follow calls or directions - 25</li> <li>• Timing - 15</li> </ul>                                | 40      |                 |
| <b>Appearance</b><br><ul style="list-style-type: none"> <li>• Costuming (originality) - 5</li> <li>• Style (include footwork, position, carriage, enjoyment) - 15</li> </ul> | 20      |                 |

**FINAL RATING:**

Purple \_\_\_\_\_

Blue \_\_\_\_\_

Red \_\_\_\_\_

White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

### SCORE CARD FOR ONE-ACT PLAYS

Club \_\_\_\_\_

Time: Finish \_\_\_\_\_

County \_\_\_\_\_

Start \_\_\_\_\_

Total \_\_\_\_\_

Title \_\_\_\_\_

| Points to Consider  | Judges Comments |
|---|-----------------|
| <p><b>Presentation</b></p> <ul style="list-style-type: none"> <li>• Diction - Could the actors be heard clearly? Was the diction of the actors good? Note: Diction to cover pronunciation, accurate dialect, fitting quality of voice.</li> <li>• Acting - Was the individual acting good? Was the acting of the group as a whole good?</li> <li>• Setting - Adaptation of the properties and make-up.</li> </ul> |                 |
| <p><b>Interpretation</b> - Was the interpretation of the play good? Note: Interpretation - the meaning of the play brought out by the actors, and the degree to which the audience realized it.</p>   |                 |
| <p><b>Selection or Choice of Play</b> - Note: Plays should be worthy of production and should meet standards and ideals of the organization. Was the plot age level appropriate? Did it have clear story line and progress logically from start to finish? Did it have adequate introduction story development-climactic point and conclusion?</p>  |                 |
| <p><b>Stage Business</b> - Arrangement and movement of characters on stage and reason for such arrangement.</p>   |                 |

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

### SCORE CARD FOR SKITS

Club \_\_\_\_\_

Finish \_\_\_\_\_

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

County \_\_\_\_\_

Total \_\_\_\_\_

Maximum Time: 10 minutes

| Points to Consider  | Points | Judges Comments |
|---|--------|-----------------|
| <b>Presentation</b> <ul style="list-style-type: none"> <li>• Diction - Could the participants be heard clearly? Was the diction of the participants good? Note: Diction to cover pronunciation, accurate dialect, fitting quality of voice.</li> <li>• Creativity and Imagination - Note: Originality encourages 4-H'ers to be creative and imaginative.</li> </ul> | 40     |                 |
| <b>Selection or Choice of Skit</b><br>Note: Skit could be worthy of production by 4-H'ers, meet standards of 4-H program.   | 20     |                 |
| <b>Interpretation</b> - Was the interpretation of the skit good? Note: Interpretation - the meaning or point of the skit brought out by participants and degree to which the audience realized it.  | 25     |                 |
| <b>Staging</b> <ul style="list-style-type: none"> <li>• Arrangement and movement of characters on stage and reason for such arrangement and/or movement.</li> <li>• Appropriate costume and/or dress for skit being given.</li> </ul>   | 15     |                 |

**FINAL RATING:**

Purple \_\_\_\_\_

Blue \_\_\_\_\_

Red \_\_\_\_\_

White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

### SCORE CARD FOR READINGS

County \_\_\_\_\_ Club \_\_\_\_\_

Name \_\_\_\_\_ Time: \_\_\_\_\_ Finish \_\_\_\_\_

Title \_\_\_\_\_ Maximum time: 5 minutes Start \_\_\_\_\_

Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_ Total \_\_\_\_\_

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

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_

**SCORE CARD FOR OTHER TALENT**

County \_\_\_\_\_ Club \_\_\_\_\_

Name \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_

Title \_\_\_\_\_

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

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS** \_\_\_\_\_

Time in to prepare speech: \_\_\_\_\_  
 Seven minute prepare time: \_\_\_\_\_  
 Time in to deliver speech: \_\_\_\_\_

**SCORE CARD FOR IMPROMPTU**

Name \_\_\_\_\_ Club \_\_\_\_\_

Title \_\_\_\_\_ Age \_\_\_\_\_ Years in 4-H \_\_\_\_\_

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

**FINAL RATING:**

Purple \_\_\_\_\_ Blue \_\_\_\_\_ Red \_\_\_\_\_ White \_\_\_\_\_

**JUDGES INITIALS:** \_\_\_\_\_