**2023 San Bernardino County Field Day**

**SBC Field day will be held at Summit Intermediate School in Rancho Cucamonga. Event starts at 10 am. Check in will start at 9am. Club table set ups will be start at 8:30am.**

**\*\*\*Members must be enrolled and paid to enter Field Day**

For the State Presentation Information: <https://ucanr.edu/sites/sfd/Competitions/State_Presentation_Events/>

For the Interview Contest Manual: <https://ucanr.edu/sites/sfd/files/318455.pdf>

For information on State Presentation Day, go to :  <https://ucanr.edu/sites/sfd/>

For guidelines on the Fashion Revue categories: <https://ucanr.edu/sites/sfd/Competitions/State_Fashion_Revue/>

For Expressive Arts Categories and Judging Criteria: <https://tinyurl.com/SBExpressiveArts>

For State Photography Competition guidelines: <http://4h.ucanr.edu/4-H_Events/SFD/Photo/>

**General Rules and Regulations: San Bernardino County 4-H Field Day**

**I. Contestants and Eligibility**

1. Each club can bring **as many contestants as appropriate**. Only the gold medal and blue winners will be eligible to go on to Southern Area Field Day and only gold medal and blue winners from area field day  go on to State Field Day.

2. Only 4-H members age 9 through 18 on December 31st, 2023 are eligible to receive a medal and move on to the Southern Area competition. Primary members may enter and will be evaluated at a participation level per State 4-H policy.

**II. General Contest Rules**

1. All members, parents, guardians, and volunteers are expected to follow the 4-H Code of Conduct.

<http://4h.ucanr.edu/files/4715.pdf>   <http://4h.ucanr.edu/files/187920.pdf>

2. It is expected that all members participate in all events to the best of their abilities and talents.

3. The decisions of the evaluators and judges are final.

**III. Contest Events**

1. The Field Day Committee will oversee the planning. Committee members may include a volunteer from each club that plans on having 4-H members participate in County Field Day.
2. **Every club** is expected to contribute to Field Day by providing evaluators and sponsoring an activity.

**MATRIX OF 4-H PRESENTATION FORMATS**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Presentation Type | Posters and Slides | Visual Aids | Length | Number of Presenters | Questions | Note Cards | Attire |
| Demonstration | Minimum 4 | Yes | 3-15 min | 1 to 3 | Yes | No | Any |
| Illustrated Talk | Minimum 3 | Yes (not required) | 3-15 min | 1 to 3 | Yes | No | Any |
| Science or Engineering Presentation | Minimum 5 | Yes (not required) | 3-15 min | 1 to 3 | Yes | No | Any |
| Educational Display Talk | 1 | Yes (not required) | 3-15 min total;  3-5 talking | 1 to 2 | Yes | No | No costumes |
| Informative Prepared Speech | None allowed | None | 2-5 min; Maximum 10 min | 1 | Yes | One 5”x7” card | No costumes |
| Persuasive Prepared Speech | Allowed; optional | Yes (not required) | 3-8 min; Maximum 15 min | 1 | Yes | One 5”x7” card | No costumes |
| Impromptu Speech *(age restricted to intermediates and seniors at State 4-H Presentation Day)* | None allowed | None | 2-5 min | 1 | No | One 5”x7” card | No costumes |
| Interpretive Reading | None allowed | None (only reading material) | Maximum 10 min;  reading portion similar to length of introduction and discussion combined | 1 | Yes | Source material | No costumes |
| Share the 4-H Fun Skits | None required | Yes (not required) | Maximum 15 min | No maximum; 2 minimum | No | No | Costumes encouraged |
| Cultural Arts | None required | Yes (not required) | Maximum 15 min | No maximum | No | No | Costumes encouraged |

**DEMONSTRATION**

A demonstration:

* is doing.
* is showing how. As you show how, you tell how.
* is where you make something or do something.

There is a final product.

Posters and Slides: A minimum of four posters or slides should be used. Additional posters or slides are acceptable and encouraged. If double sided boards are used, they count as two posters. The posters should address the following points:

1. Introduction / Title
2. Materials
3. Process
4. Summary

Visual Aids: Visual aids are encouraged. Handing out flyers and samples should not cause a distraction to other presentations. Product labels should be limited to generic names and product names should be covered. The work area and table space used for the presentation should be used to the speaker’s best advantage.

Length: The presentation can range in length from three minutes for an individual primary presentation to 15 minutes for a senior individual or team presentation. The complexity of the topic and the age of participants should dictate the appropriate length. Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: An individual presentation is delivered by one speaker. A team presentation is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation. They are evaluated as a team.

Questions: Anyone may ask questions. Evaluators ask questions first. Time for questions may be limited.

Note Cards: Speakers may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Appropriate attire for the occasion. Costumes may be used.

Other: Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark. If the speaker is questioned concerning the relation of the presentation to a 4-H activity and the presentation is not based on a 4-H activity, the speaker should connect the presentation to a club, project based 4-H presentation program, or 4-H experience.

**ILLUSTRATED TALK**

An illustrated talk:

* is talking.
* is telling how with the aid of visuals.
* is where you use charts, posters, photos, computer programs, slides, pictures, models, or cut outs.
* Each presentation should have clearly identifiable sections including an introduction, main body, and conclusion. Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark.

Posters and Slides: A minimum of three posters or slides should be used. More are acceptable and encouraged. If double sided boards are used, they count as two posters. The posters should address the following points:

1. Introduction / Title
2. Information
3. Summary

Visual Aids: Visual aids are encouraged. Handing out flyers and samples should not cause a distraction to other presentations. Product labels should be limited to generic names and product names should be covered. The work area and table space used for the presentation should be used to the speaker’s best advantage.

Length: The presentation can range in length from three minutes for an individual primary presentation to 15 minutes for a senior individual or team presentation. The complexity of the topic and the age of participants should dictate the appropriate length. Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: An individual presentation is delivered by one speaker. A team presentation is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact the evaluation. They are evaluated as a team.

Questions: Anyone may ask questions. Evaluators ask questions first. Time for questions may be limited.

Note Cards: Speakers may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Appropriate attire for the occasion. Costumes may be used.

Other: Speakers are strongly encouraged to relate the presentation to their current 4-H project work or 4-H activities or spark. If the speaker is questioned concerning the relation of the presentation to a 4-H activity and the presentation is not based on a 4-H activity, the speaker should connect the presentation to a club, project based 4-H presentation program, or 4-H experience.

**SCIENCE OR ENGINEERING PRESENTATION**

A science presentation focuses on making sense of the world by constructing knowledge, and an engineering presentation focuses on finding suitable solutions to problems by weighing design choices.

Science Presentation: A science presentation emphasizes the core process of inquiry to describe, explain, and predict through observation, experimentation, modeling, and other scientific techniques. Science methods may rely on quantitative data (numbers), qualitative data (descriptions), or both. Science presentations do not need to be experimental.

Engineering Presentation: An engineering presentation uses the process of design to plan, build, and test a process, system, or device. Engineers must weigh design choices based on merits, constraints, and aesthetics to meet design specifications (considering both form and function) and be able to justify those choices.

Poster and Slides: A minimum of five slides or posters should be included in your presentation. A science or engineering presentation should address the following points although the order and representation of this information can vary to best reflect the topic at hand.

1. Introduction / Title
2. Background: describe connections to previous efforts; outline the purpose of your work and/or the problem statement and constraints
3. Methods: describe the steps you took and/or your plans to build, test, and redesign
4. Results: provide raw data, testing

 and trial data, or device

1. Discussion: explore the implications of your results

Visual Aids: The speaker may use posters or visual aids to enhance the presentation (not required). The work area and table space used for the presentation should be used to the speaker’s best advantage. Product labels should be limited to generic names. Elevation boards can be used by the speaker to enhance the visibility of the work area.

Length: The presentation can range in length from three minutes for an individual primary presentation to 15 minutes for a senior team presentation. The complexity of the topic and the age of participants should dictate the appropriate length. Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: An individual presentation is delivered by one speaker. A team presentation is delivered by up to three speakers. Team members should divide work and speaking parts equally. An uneven distribution of work or speaking parts will impact scoring of the presentation.

Questions: Anyone may ask questions. Evaluators ask questions first. Time for questions may be limited.

Note Cards: Speakers may not use notes. Posters and/or visual aids should provide any necessary prompting.

Attire: Appropriate attire for the occasion. Costumes may be used.

Other: Speakers are encouraged to relate the presentation to current 4-H activities. School assignments or science fair displays need to be related to 4-H experiences or youth sparks.

**EDUCATIONAL DISPLAY TALK**

An educational display talk is an organized visual presentation of a program or a concept. A display should be designed to convey its message in a limited amount of time. This is a public speaking contest so the speaker should use the time wisely and support the visual presentation. Once the speaker completes the oral presentation, they will have a dialog with the evaluators about the display.

Posters: Educational Displays may exhibit one of the following display formats:

**Card Table Display** (approximately 30”x30”):

This format will feature a tri-fold poster board that includes a title, the member’s name and 4-H affiliation, and a depiction of the program or concept. The table may be used as part of the display.

**Panel Display** (approximately 4’x4’): The panel is presented vertically on an easel. The display will include; as a minimum, a title, the member’s name and 4-H affiliation, and a depiction of the program or concept.

Visual Aids: Display items that are added to the table of an educational display should be kept to a minimum and only included if they are practical to place on the display surface itself. Items must be clearly labeled and self-explanatory. All lettering and visual depictions on the displays will be understandable or readable by an average adult from no less than a four foot distance.

Length: The speaker’s presentation should be three to five minutes and then there will be questions and dialogue with the evaluators.

* Speakers are expected to introduce the educational display with a prepared oral presentation including the title, information about how the speaker belongs to 4-H, how the display is relevant to their 4-H experience or spark, and an overview of the content on the display. The speaker should provide a brief review of the sections on the board but not read the display nor repeat the steps presented in the display.
* Additional topics that the speaker may want to include in the overview are the intended audience for the display, what ideas that the presenter hopes the viewer will learn from the display, and where the display may be used.

Number of Presenters: An individual presentation is delivered by one speaker. A team presentation is delivered by two speakers. Team members should divide work and speaking parts. An uneven distribution of work or speaking parts will impact the scoring of the presentation.

Questions: Evaluators are expected to have an educational discussion that includes questions with the presenter about the display.

Note Cards: Speakers may not use notes during the presentation of the display to the evaluators. The display should provide any necessary prompting.

Attire: Appropriate attire for the occasion. Costumes may not be used.

**INFORMATIVE PREPARED SPEECH**

An Informative Prepared Speech

This format requires that the speaker write and deliver their own speech. The speaker will inform or educate the audience on a single issue or topic. The topic is only limited by age appropriateness of the topic for the member. Advocacy of political or religious views is not appropriate. The purpose of this category is to encourage participants to give a speech in which they seek out accurate information, organize it into a useful form, and competently present the information.

A speech has a clear and understandable theme or thesis. Citing sources can increase the credibility of the speech if it does not interfere with the delivery of the prepared speech. The speaker is expected to discuss the chosen topic intelligently, with a degree of originality, in an interesting manner, and with some benefit to the audience.

A prepared speech should have a clearly defined introduction, body, and summation. The body contains the development of the main ideas of the prepared speech. The summation should not introduce new material but should be used to reinforce the ideas developed in the body and cement the theme and main ideas in the minds of the audience.

Posters and Slides: None Allowed

Visual Aids: No visual aids will be used by the speaker to assist with the delivery of the prepared speech. No props are allowed

Length: A speech generally lasts from two to five minutes and may extend up to 10 minutes based on age or experience. Exceeding 10 minutes in length does not result in disqualification but will be considered when evaluating the presentation. Number of Presenters: Prepared speeches may only be given as an individual activity.

Questions: Anyone may ask questions. Evaluators ask questions first. Time for questions may be limited.

Notes Cards: Notes on a 5”X7” card (single side) may be used by the speaker to assist with the delivery of the speech. The note card should be inconspicuous and not detract from the speech.

Attire: Appropriate attire for the occasion. Costumes may not be used.

**PERSUASIVE PREPARED SPEECH**

A Persuasive Prepared Speech

The purpose of a persuasive prepared speech is to sway, convince, and influence, not simply to argue. Persuading audience members that disagree with you requires that you think about why they disagree with you, identify areas where these audience members can be moved, and speak to those areas in a way that highlights your shared interests. Remember that your credibility plays an important role in persuading audiences such as dealing with oppositional arguments in a fair and convincing way. Good persuaders do not ignore the opposition, nor do they simply attack the opposition; they engage the opposition’s arguments in an even-handed way.

* Select a topic that allows you to persuade.
* Speak to persuade. Address both sides of the argument.
* Use ethos\*, logos\*, and pathos\*. Speak to the audience with knowledge and passion on the subject.
* Citing sources can increase the credibility of the speech. Don’t let them interfere with the speech.

The topic is only limited by age appropriateness for the member. Advocacy of political or religious views is not appropriate.

Posters and Slides: Allowed, not required.

Visual Aids: The speaker may use posters or visual aids to enhance the presentation (they are not required).

Length: A speech generally lasts from three to eight minutes and may extend up to 15 minutes based on age or experience. Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: Persuasive speeches may only be given as an individual

Note Cards: One 5”X7” note card (single sided) may be used; however, it should not be read or relied upon heavily.

Questions: Anyone may ask questions. Evaluators ask questions first. Time for questions may be limited.

Attire: Appropriate attire for the occasion. Costumes may not be used.

Other: Speakers are encouraged to relate the presentation to current 4-H activities or their spark.

**IMPROMPTU SPEECH**

An Impromptu Speech

Impromptu speaking involves speeches that the speaker has developed themselves at the Presentation Day within a three-minute preparation. One at a time, the speakers will randomly draw a piece of paper with a topic on it. The topics will be developed from the pre-announced categories for the event. From the time that the speaker is given the topic, they will have three minutes to prepare a speech.

Guidelines for preparing an impromptu speech:

1. Clearly state the topic as it was given to the speaker.
2. Give a reasonable interpretation of the topic. Neither exaggerate by reading more into the issue than is there, nor understate the issue.
3. Give the speech a clear central purpose.
4. What is the strategy? A speech can inform or persuade. Persuasion is suggested as it provides a direction and purpose to the speech. The evaluators may not consider the position taken by the speaker and will consider how well the position is stated, developed, and supported.

The speaker should incorporate an introduction, a body, and a summation in the delivery of the speech. The body of the speech should be used for the development of the thesis or topic of the speech.

Age Restriction: At State 4-H Presentation Day, participation in Impromptu Speeches is limited to Intermediate and Senior 4-H members.

Posters and Slides: None Allowed.

Visual Aids: The speaker may not use props or costumes in the delivery of the speech.

Length: The speaker’s presentation should be two to five minutes in length. Exceeding five minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: This format is limited to individual participants.

Questions: There will be no questions during this category. The entire category involves the unrehearsed delivery of information and ideas.

Note Cards: The speaker is expected to have completed basic research on the announced topics. The speaker is allowed one 5”x7” note card (single sided) to collect the results of the research on each topic. The speaker may use their 5”x7” note card during the delivery of the impromptu speech.

Attire: Appropriate attire for the occasion. Costumes may not be used.

Other: Some County and Area 4-H Presentation Days may offer an adapted version of impromptu for participation to junior, intermediate, and senior members. Senior and intermediate members in a modified category at a county and/or sectional event are NOT eligible to participate at State 4-H Presentation Day.

**INTERPRETIVE READING**

An Interpretative Reading Speakers may read any published written work that is age appropriate and acceptable for use in a public school classroom. Examples may include: children’s stories, poetry, essays, speeches, articles, and excerpts from novels that stand alone. Political and religious advocacy is not appropriate.

In addition to introducing themselves, the speaker should demonstrate knowledge about the reading selection by describing the title, the author, the characters, the purpose or setting of the writing, and any other introductory information that might enhance the understanding of the piece by the audience. The reading should be completed with a short conclusion that will leave a vivid memory of the selection in the minds of the audience.

The speaker creates the characters and the setting through voice inflection and hand gestures. There is no stage or set, so the speaker helps the audience create a mental picture for the selection. The speaker is presenting the reading as a story hour not acting it out.

Posters and Slides: None Allowed.

Visual Aids: No props such as title cards, costumes, note cards, or materials other than the reading material may be used in the reading.

Length: The presentation should not exceed 10 minutes with the reading portion of the presentation lasting no longer than five minutes. While older speakers may have more complex readings with more characters or more complex ideas, the length of the reading material should not lengthen with the speaker’s age. Five minutes should be adequate for the speaker to demonstrate their range of reading skills.

Exceeding time guidelines does not result in disqualification. An example of an allocation of time might be:

* Introduction: 1-2 minutes
* Reading: 3-5 minutes
* Conclusion: 1-2 minutes

Number of Presenters: This format is limited to individual participants. The speaker may sit or stand during the presentation.

Questions: Anyone may ask questions. Evaluators ask questions first. Time for questions may be limited.

Note Cards: This is not a memorized speech but a dramatic reading. The speaker should have the source material present during the reading and use it during the reading. The speaker may read from either the original publication or a photocopy held in a portfolio.

Attire: Appropriate attire for the occasion. Costumes may not be used.

**SHARE THE 4-H FUN SKITS**

Groups perform acts such as skits and other presentations that focus on health, safety, community pride, citizenship, science, engineering, or technology, or other 4-H projects. The presentation must include a topic surrounding 4-H.

A participant should introduce the activity and its purpose. The sound and visual parts of the presentation should be understandable by the audience. Share the 4-H Fun Skits may but are not required to include audience participation. Participants must provide and set-up any needed audio-visual equipment.

Posters and Slides: None required. No title card is necessary.

Visual Aids: Costumes, props, decorations, and other visual aids are encouraged.

Length: Presentations are not to exceed 15 minutes in length (not including setup and tear down). Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating the presentation.

Number of Presenters: This is a group activity and is not open to individual participants.

Questions: No questions may be asked.

Note Cards: Notes may not be used.

Attire: Appropriate attire for the occasion. Costumes are encouraged.

**CULTURAL ARTS**

Individual participants or groups, projects, and clubs perform a costumed dramatic reading, musical, dance, or other such performing art. Cultural Arts presentations may but are not required to include audience participation. A participant should introduce the activity and its purpose. Participants must provide and set-up any needed audio-visual equipment.

Posters and Slides: None required. No title card is necessary.

Visual Aids: Costumes, props, decorations, and other visual aids are encouraged for this category, but no title card is necessary.

Length: Presentations are not to exceed 15 minutes in length (not including setup and tear down). Exceeding 15 minutes in length does not result in disqualification but will be considered when evaluating.

Number of Presenters: Individual participants, groups, projects, clubs, etc.

Questions: No questions may be asked.

Note Cards: Notes may not be used.

Attire: Appropriate attire for the occasion. Costumes are encouraged.

***State 4-H Presentation Program 2023***

***Impromptu Speech Categories***

Impromptu speaking involves speeches that the speaker has developed themselves at Presentation Events within a three-minute preparation time. One at a time, the speakers will randomly draw a piece of paper with a prompt on it. Prompts will be developed from the pre-announced categories outlined here. From the time that the speaker is given the prompt, they will have three minutes to prepare a speech. Please refer to the Impromptu Speech category description on page 21 of the State 4-H Presentation Manual at <http://4h.ucanr.edu/files/2193.pdf>.

Senior Categories (14-19 years old)

* Civic Engagement: Civility Civility is “more than just politeness, although politeness is a necessary first step. It is about disagreeing without disrespect, seeking common ground as a starting point for dialogue about differences, listening past one’s preconceptions, and teaching others to do the same. Civility is the hard work of staying present even with those with whom we have deep-rooted and fierce disagreements. It is political in the sense that it is a necessary prerequisite for civic action. But it is political, too, in the sense that it is about negotiating interpersonal power such that everyone’s voice is heard, and nobody is ignored.” (The Institute for Civility in Government, 2022). Reflect on a discussion or argument you’ve had in your life when the use of civility might have changed the outcome of the discussion, or changed how people felt at the end of the discussion. Consider how using civility makes a difference in the way people interact with one another and how they feel, especially when discussing sensitive topics. Consider how civility is used in other cultures. Think about ways you might use civility to lead by example in your life, and ways to encourage others to use civility. Potential prompt: what are the impacts on communities when members don’t engage in civility; how might civility be beneficial when used in written communication and social media; what can we learn from other cultures about civility?
* Healthy Living: Physical Fitness 4-H Healthy Living encompasses a holistic approach to health, including physical fitness. The University of California 4-H Youth Development Program is focusing efforts on increasing healthy living opportunities and strengthening the presence of healthy living themes throughout existing programs, activities and curriculum. Reflect upon why physical fitness is important to individuals, as well as communities. Consider how physical fitness impacts emotional and mental wellness, as well relationships. Think about how physical fitness can be added to existing 4-H events and activities and how the addition of physical fitness would enhance the health and wellbeing of participants. Potential prompt: ideas to promote physical fitness in city or community planning; what are the impacts of communities which lack access to physical fitness programming and/or infrastructure; what are ways 4-H can incorporate physical fitness into our communities?
* Leadership: Leadership Competencies The Leadership Competencies are specific skill sets, Advise, Advocate, Mentor, Plan, Promote, and Teach, researched and developed by the University of Illinois 4-H Program. The University of California 4-H Youth Development Program is using these competencies to standardize core leadership programs. For more information, refer to UC 4-H County Ambassador webpage. Reflect on a time when you were in a leadership position and what skills you used when leading. Consider someone you believe to be a good leader, what skills to you value in them and how do they relate to the Leadership Competencies. Think about how the six Leadership Competencies might be used to assist in developing skills in leaders. Potential prompt: Define competency as it relates to leadership; explain what leadership competencies are and which is most challenging for you and which is least challenging; how might focusing on leadership competencies help an individual achieve their goals?
* Science, Technology, Engineering and Mathematics (STEM): Ecosystems An ecosystem is a geographic area where plants, animals, and other organisms, as well as weather and landscapes, work together to form a bubble of life (National Geographic definition). Every part of an ecosystem affects other parts linked through cycles of food/nutrients, water, oxygen, temperature, energy, and other resources. Ecosystems vary in size with some very small and others very large (often referred to as a biome). Humans have had varying impacts on ecosystems, forcing organisms to collapse, thrive, or adapt. Reflect on the importance of different plants and animals in an ecosystem and how they rely on each other for survival. Consider the impact of pollution on local ecosystems and the ways in which we can reduce pollution. Think about the impact of climate change on ecosystems and the ways in which we can mitigate these effects. Potential prompts: what impact does climate change have on marine life and how does that impact us; how should we save water and why is it important; what are the effects of harmful gases on the human respiratory system.

Intermediate Categories (11-13 years old)

* Growth Mindset People with a growth mindset see skills and ability as things that can be improved through practice, effort, and persistence. Research shows that people who have a growth mindset are better able to handle tasks and challenges and are more successful. (iThrive 1- Intelligence, pg. 35) Reflect on a time when something was hard to accomplish. Consider how you feel and react when things don’t go your way. Think about the steps you might take when faced with a challenge. Potential prompt: what is the difference between a fixed mindset and a growth mindset; how might you change your mindset from a fixed mindset to a growth mindset; how might a growth mindset change how we see failure?
* Sparks A Spark is something you’re passionate about; it really fires you up and gives you joy and energy. A spark comes from deep in your gut, and it is an important part of who you are. A spark may be an interest, skill or talent (iThrive 1- Intelligence, pg. 31). Reflect on your own Sparks and what gives you joy. Consider how Sparks can be used in school, 4-H projects, and your life in general. Think about ways Sparks can be used in choosing a college major or a career (job). Potential prompt: how might Sparks be used to make our daily lives more meaningful; how might Sparks be used to bring a positive change to your community; how could your Spark(s) influence your education?

**State 4-H Interview Contest 2023**

The Interview Contest is a popular event that gives 4-H members an opportunity to practice the real-life skills needed to apply for a job. Participants prepare a resumé and cover letter for a job they choose from the job descriptions listed below. Evaluators evaluate their performance during a mock interview and give constructive feedback using a standard evaluation rubric.

Interview Contest participants must do the following:

1. Choose a job: Choose from one of the three jobs listed below in your age category.

2. Develop a resumé: Include real-life experiences (education, work, activities, etc.) that demonstrate your qualifications for the job selected.

3. Write a cover letter: Your cover letter should explain why you should be considered for the job selected.

4. Dress appropriately: Appropriate dress includes 4-H uniform or attire appropriate for a job interview as outlined in the California State 4-H Interview Contest Manual.

Participants are encouraged to review the tips, interview questions, judging rubrics and supporting materials provided in the California State 4-H Interview Contest Manual.

**Fun with Food**

Category 1 – Decorated Cakes

Things needed: Decorated Cake, frosting, recipe.

Prepare and decorate a cake (Styrofoam ok). Select one that fits within your ability to do successfully. Select an appropriate container for presentation. You will be judged on your skills and the presentation of your work.

Category 2 – Food Art

Things needed: Food .

Prepare and create any kind of food art.  Select one that fits within your ability to do successfully. Select an appropriate container for presentation. You will be judged on your skills and presentation of your work. Examples below:

A plate of food

Description automatically generated with medium confidence

A plate with food on it

Description automatically generated with medium confidence

A picture containing plate, food, fruit, decorated

Description automatically generated

Category 3– Cookies

Things needed: Cookies, recipe.

Prepare and bake a batch of cookies. Select a recipe that fits within your ability to do successfully. Select an appropriate container for presentation. You will be judged on your skills and the presentation of your work.

Category 4 – Favorite Desserts

Things needed: Dessert, recipe.

Prepare your favorite dessert. Select one that fits within your ability to do successfully. Select an appropriate container for presentation. You will be judged on your skills and the presentation of your work.

**Expressive Arts**

|  |  |  |
| --- | --- | --- |
| **Category** | **Class #** | **Description** |
| 1.  Fine Arts | 1 | Paintings – Oil or Acrylic |
|  | 2 | Paintings – Watercolor or Tempera |
|  | 3 | Drawings – Charcoal, Pencil, Ink, Crayon, etc. |
|  | 4 | Graphic Arts – Computer Drawn/Generated |
| 2. Photography | 5 | Photography – Color (8X10 Matted) |
|  | 6 | Photography – Black & White (8X10 Matted) |
|  | 7 | Photographic Story – Black & White or Color (5 – 4X6 Matted) |
| 3.  Needlework Crafts | 8 | Embroidery, Needlepoint, Cross-Stitch – Handmade |
| (May not cross enter | 9 | Knitting or Crocheting – Handmade |
| with Fashion Revue) | 10 | Hand Sewn Article |
|  | 11 | Sewing Machine Sewn Article |
|  | 12 | Hand Decorated/Embellished Article - Clothing or Accessory |
| 4.  Clay Crafts | 13 | Painted or Glazed Ceramics |
|  | 14 | Clay or Dough Sculpture |
|  | 15 | Papier-Mâché Items |
| 5.  Arts and Crafts | 16 | Leatherwork |
|  | 17 | Models Made from Kits |
|  | 18 | Paper Crafts (Origami, Cards, Stationery) |
|  | 19 | Woodworking (Burning, Hand or Machine Made, Whittling) |
|  | 20 | Scented Items (Candles, Homemade Lotion, Potpourri) |
|  | 21 | Humorous – Any Craft Entry Meant to Make You Laugh |
|  | 22 | Crafts Made from Recycled Objects |
| 6.  Home Décor | 23 | Wreath, Wall Hanging, Plaque |
| (non-floral) | 24 | Centerpiece |
|  | 25 | Decorative Sets (Ornaments, Candles, etc.) |
| 7.  Floral Arrangements | 26 | Dried Materials |
|  | 27 | Artificial |
|  | 28 | Fresh |

**Judging Criteria:**

Scale: 90 - 100% - Blue; 80 - 89% - Red; 79% and below - White

**Category 1 – Fine Arts**

All exhibits under this class will be judged with the **Photography and Fine Arts** judging sheet based on the following criteria:

* Technical Aspects (Use of Color, Consistency of Color, Brush Strokes, Pencil Shading, etc.) - 50%
* Design/Composition (Subject, Focus, Framing of the Subject) – 25%
* Impact (Creativity, Impression on Viewer) – 15%
* Presentation of your Project (Display or Mounting) – 10%

**Category 2 - Photography**

All exhibits under this class will be judged with the **Photography and Fine Arts** judging sheet based on the following criteria:

* Technical Aspects (Focus, Exposure, Sharpness, Lighting, Printing Quality) – 50%
* Design/Composition (Subject, Focus, Framing of the Subject) – 25%
* Impact (Creativity, Impression on Viewer) – 15%
* Presentation of your Project (Display or Mounting) – 10%

**Category 3 – Needlework Crafts**

All exhibits under this class will be judged with the **Arts and Crafts** judging sheet based on the following criteria:

* Quality of Craftsmanship (Appearance, Neatness, and Quality of Work) – 50%
* Design (Complexity, Usefulness for Intended Purpose) – 25%
* Visual Impact/Appeal (Creativity, Impression on Viewer) – 15%
* Use of Materials (Appropriate for Purpose) – 10%

**Category 4 – Clay Crafts**

All exhibits under this class will be judged with the **Arts and Crafts** judging sheet based on the following criteria:

* Quality of Craftsmanship (Appearance, Neatness, and Quality of Work) – 50%
* Design (Complexity, Usefulness for Intended Purpose) – 25%
* Visual Impact/Appeal (Creativity, Impression on Viewer) – 15%
* Use of Materials (Appropriate for Purpose) – 10%

**Category 5 – Arts and Crafts**

All exhibits under this class will be judged with the **Arts and Crafts** judging sheet based on the following criteria:

* Quality of Craftsmanship (Appearance, Neatness, and Quality of Work) – 50%
* Design (Complexity, Usefulness for Intended Purpose) – 25%
* Visual Impact/Appeal (Creativity, Impression on Viewer) – 15%
* Use of Materials (Appropriate for Purpose) – 10%

**Category 6 – Home Decor Crafts**

All exhibits under this class will be judged with the **Arts and Crafts** judging sheet based on the following criteria:

* Quality of Craftsmanship (Appearance, Neatness, and Quality of Work) – 50%
* Design (Complexity, Usefulness for Intended Purpose) – 25%
* Visual Impact/Appeal (Creativity, Impression on Viewer) – 15%
* Use of Materials (Appropriate for Purpose) – 10%

**Category 7 – Floral Arrangements Crafts**

All exhibits under this class will be judged with the **Arts and Crafts** judging sheet based on the following criteria:

* Quality of Craftsmanship (Appearance, Neatness, and Quality of Work) – 50%
* Design (Complexity, Usefulness for Intended Purpose) – 25%
* Visual Impact/Appeal (Creativity, Impression on Viewer) – 15%
* Use of Materials (Appropriate for Purpose) – 10%

**2023 Fashion Review**

2023 Categories

* Traditional
* Consumer Science Purchased, $50.00 Limit
* Make It With Wool
* Costume Challenge
* Softie Challenge
* Leather Creations
* Quilts

[**2023 State Fashion Revue Category Descriptions**](https://ucanr.edu/sites/sfd/files/377548.pdf)

Age Divisions (Age as of 12/31/22)

* Junior, ages 9-10
* Intermediate, ages 11-13
* Senior, ages 14-18

2023 Entry Requirements

Each entry must include:

* Traditional, Consumer Science Purchased, Costume Challenge, Make it with Wool: A full length photo of the member wearing the outfit, head to toe, including shoes. Optional: One or two additional photos of an accessory or something special about the outfit.
* Softie Challenge, Leather Creations, Quilts: at least one photo of the item.

Additional category submission requirements

* Consumer Science Purchased - submit photos of receipts

Members may enter up to two categories at 2023 Fashion Revue.

All outfits must meet the [4-H Dress Guidelines](https://4h.ucanr.edu/files/210170.pdf).

Eligibility

* All 4-H Members
* Enrollment in Clothing & Textiles and Sewing projects are required for Traditional, Make It With Wool, and Quilt categories only. The other three categories are open to any 4-H member.
* Traditional, Consumer Science Purchased, $50.00 Limit, and Costume entries must have received County Winner at a County 4-H Fashion Revue or other qualifying event.
* Only one County Winner from each age division in the Traditional, Consumer Science Purchased, $50.00 Limit, and Costume categories may enter State Fashion Revue.
* Make It With Wool, Softie Challenge, Leather Creations, and Quilts categories do not need to qualify at a County 4-H Fashion Revue or other qualifying event.

Evaluation

The information submitted in the registration is printed for the evaluation panel.

During the evaluation, each participant gives a short oral presentation about their entry. Presentations are limited to:

* 30 seconds for Juniors and Intermediates
* 1 minute for Seniors

The evaluators will also ask questions and look at the outfits, garments, and/or items.