ACADIA PARISH

2013-2014 LEADER HANDBOOK

18 USC 707

LSU AgCenter Research & Extension
Dear 4-H Volunteer:

Congratulations and thank you for agreeing to serve as a 4-H Volunteer Leader for the 2013-2014 school year. Your job is an important one as you will enable many youth to learn from the wonderful experiences of being a 4-H member. Without you and other volunteers, the 4-H program would not exist.

It takes a combined effort of the 4-H agents, 4-H leaders and many other volunteers to reach approximately 1,000 youth involved in Acadia Parish 4-H.

This handbook was compiled as an aid to you in your job as a 4-H volunteer. It is hoped that the information will be beneficial to both new and experienced volunteers.

We hope that this guide will help to make this 4-H year a very positive experience for both you and your 4-H members. If at any time during the year you have questions or need additional assistance, please call 337-788-8821 or contact us at khaydel@agcenter.lsu.edu or msarver@agcenter.lsu.edu.

Sincerely,

Acadia Parish 4-H Agents

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Acadia Parish 4-H
Acadia 4-H
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## Acadia 4-H Contest Rules & Regulations

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Resources that can be checked out from 4-H Office:

- Lesson Plans (Many subject areas)
- Parliamentary Procedure Guide
- Whale Done (leadership)
- Jr. Master Gardener Books
- Character Education
  - Bullying
- Learning and Leading
- Afterschool Activities
- Health Rocks
- Youth Voice
- Service-learning/Community Service
- Youth Wetlands
4-H Club Organization Leader Position Description

**Purpose:** Coordinate (by managing and facilitating) the volunteer team providing support, guidance and direction to 4-H members and their club.

**Responsibilities/Duties:**
Men and women and mature 4-H junior leaders, may serve as club organizational leaders as the primary contact person for the club with the parish 4-H staff. Make arrangements for regular meeting facilities, coordinate new membership drive, order and distribute project manuals and work with members to plan the club calendar for the year. Oversee election of officers, train officers and meet with them prior to meetings to plan the agenda. Inform and involve parents, recruit club project and activity leaders. Conduct a range of activities including recreation, fund raising, community service learning activities and participation in parish events and programs. Help members and officers evaluate the club program and communicate its activities to the community. Maintain communications between the 4-H club and the parish 4-H program including regular conversations with parish staff, report enrollment and other data to the parish staff, see that annual financial statement is completed and complete Club Organizational Leader Impact Report each Spring.

**Skills/Knowledge/Experience Needed:**
- a knowledge of and interest in youth and youth programs
- a willingness to devote time and energy to the task
- the ability to share decision-making and responsibilities with youth, and with other volunteers
- the ability to organize and manage a team effort
- a knowledge of the community and its resources

**Resources and Support Available:**
- Assistance from retiring organizational leader and/or an experienced leader in the parish
- Guidance and support from parish Extension staff
- Parish, district and state training sessions
- Printed materials from parish and state 4-H program
- Supplies from National 4-H Supply Service

**Benefits:**
- Satisfaction of significant contribution to growth of members
- Respect and gratitude of parents and community
- Recognition of accomplishments by club and parish
- Opportunity for continued personal growth
- Learn more about youth development research, experiential learning and activities that compliment classroom learning

**Time Required:**
- 8 club meetings per year (4-6 hours per month)
- 8 meetings per year to organize and plan with leadership team

**Expected Results:**
- Members, their parents and other volunteers are kept informed
- Officers are prepared and run efficient meetings
- Members feel ownership for the club and are involved in the decision-making of dues, fund-raising efforts and activities planned for the year
- Young people learn new things, feel good about themselves and have fun in 4-H
Using the 4-H Name and Emblem

The 4-H Youth Development Program is the youth outreach from the Land Grant Universities, Cooperative Extension Services, and the United States Department of Agriculture. The 4-H Name & Emblem is intended to represent the ideals of the program with its focus on Head, Heart, Hands, and Health. Today, it is one of the best-known and most valued images emblematic of a century of 4-H achievement. The 4-H Name & Emblem is very important to us as an organization because it represents who we are.

What is the 4-H Name & Emblem?

The official 4-H Emblem is a clover with four leaves and an “H” on each leaf. The clover’s stem must point to the right as you look at the image. The 4-H Emblem is not a plain four-leaf clover. The 4-H Emblem should appear in specific colors and in its entirety. The 4-H Name & Emblem belongs to the 4-H Youth Development Program, under the authority of USDA and anyone wishing to use it must obtain permission to use it ahead of time.

How Do I Get Permission to Use the 4-H Name and Emblem?

It depends on who you are and for what reason you wish to use the 4-H Name & Emblem: 4-H Club or Program member or volunteer leader? Commercial vendor? Event, activity or program affiliated with 4-H? Private, non-profit organization?

If you are a 4-H member or volunteer, you are permitted to use the 4-H Name & Emblem once your program is chartered with the official 4-H Charter from National 4-H Headquarters at the Cooperative State Research, Education and Extension Service (CSREES), within the United States Department of Agriculture (USDA). If you are a commercial vendor, private organization or any other entity, you need to contact either the local Cooperative Extension Service office or the State 4-H Office to determine what steps you need to take for your use of the 4-H Name & Emblem. Anyone wishing to use the 4-H Name & Emblem in a way that does not specify a local or state program, should seek authorization to use the 4-H Name & Emblem from National 4-H Headquarters at USDA.

In all private and commercial use of the 4-H Emblem, the statement “18 USC 707” must legibly appear either to the right of the base of the stem or below the lower right leaf of the clover. In use internal to the Cooperative Extension System (all 4-H Youth Development programs and clubs duly given authorization to use the 4-H Name & Emblem) use of the statement is at the discretion of the State 4-H Program Leader, or for those uses that are multi-state, regional, or national in scope, at the discretion of National 4-H Headquarters.

Whoever uses such emblem or any sign, insignia, or symbol in colorable imitation thereof, or the words “4-H Club” or “4-H Clubs” or any combination of these or other words or characters in colorable imitation thereof, without being duly authorized, shall be fined not more than $5,000 for individuals and $10,000 for groups, or imprisoned not more than six months, or both.

Did You Know? The 4-H Name & Emblem is a highly valued mark within our country’s history. As such, it was granted a very unique and special status; it is in a category similar to the Presidential Seal and the Olympic Emblem. This federal protection makes it a mark into and of itself with protection that surpasses the limited authorities of both a trademark and a copyright. As a result, responsibility and stewardship for the 4-H Name & Emblem were not given to the U.S. Patent Office but were given to a higher level of the federal government, a member of the Cabinet, the Secretary of Agriculture. The Secretary has responsibility for the 4-H Name and Emblem, at the direct request of Congress. The “18 USC 707” is the statement in the United States Code that outlines the protection of the 4-H Name & Emblem.
Using the 4-H Name & Emblem: Graphics Basics

The Official 4-H Emblem
The Official 4-H Emblem is a 4-leaf clover with an H in each leaf, the stem turned to the right. The Emblem may be two-dimensional (flat) or three dimensional (with shadows that show depth and perspective). Authorized users of the 4-H Emblem should take care to ensure that when they use the Emblem, they have done the following:
1. They have obtained the Official 4-H Emblem and are using it in its entirety.
2. They do not “flip” the image to create a framed look. The stem on the 4-H Emblem must point to the right as you look at the image. Under no circumstances should the stem be changed to point to the left.
3. They are familiar with resizing graphics through the software application being used, and do not distort or warp the dimensions of the Emblem.
4. The 4-H Emblem is never used to imply endorsement of any product or material.
5. They follow the graphic use guidelines outlined in this document, or for additional information, contact National 4-H Headquarters.

Use the Whole Emblem
The 4-H Emblem should always appear in its entirety - meaning it should always appear as a whole and complete image - the image recognized by millions of people. This means:

Don’t remove any leaves. If you are using a clover image that has an “H” on each leaf, the leaves cannot be removed or have another image superimposed over the top of one of the leaves. Other images should be moved and appear completely separate from the 4-H Emblem. This also means you shouldn’t “cut off” a leaf by running it off the edge of the paper in print media or other designs.

Don’t place text or other images over or on top of the 4-H Emblem. The 4-H Emblem should not appear screened under words or graphics. No photo, drawing, symbol, word or other figure or object may be placed on or obscure the 4-H Emblem. This includes on web pages, where it should not appear as a “watermark” behind other information.

Keep it Upright
In general, the 4-H Emblem should not be rotated or turned on its side. There are some exceptions, such as on fabric where the emblem is scattered randomly across the fabric or in other random designs. If you are considering an exception, please contact the National 4-H Headquarters.

Color
The 4-H Emblem should never be screened, shaded, gradated, or appear in a multi-colored hue. The official and preferred color of the 4-H Emblem is 100 percent PMS 347 green. (The H’s reversed out to the color of the paper on which the emblem is printed). The clover can also be white, black, or metallic gold. The H’s on the clover can be white, metallic gold (only a green clover), green (only on a white clover), or black. The clover can be outlined in green (for white clover) or white (for green clover) to add prominence to the image and make the emblem stand out from the background.

One-color printing requires either PMS 347 green or black. For commercial applications, the “18 USC 707” notice should be the same color as the clover leaves. Black is the only acceptable alternative to green for one-color printing and should be used only when cost prohibits green ink or color photocopies.

Two-color printing—Only PMS 347 green may be used for the leaves and “18 USC 707” notice—the H’s will be reversed out of the PMS 347 to be white or the color of the paper on which the emblem is printed. The H’s may also be printed in metallic gold (PMS 873) on a green background.

Four-color process (full color printing)—In four-color process printing, PMS colors are approximated using a particular combination of the standard four-color process printing inks. The four-color process percentages required to match 4-H’s PMS 347 green are: cyan 100%, magenta 0%, yellow 90%, and black 0%. There is no CMYK equivalent to PMS 873.
Video and Computer Screen Colors (Electronic Media) The colors transmitted by electronic media are created using precise combinations of RGB (red, green, blue). The correct RGB values for the 4-H green are: R=51, G=153, B=102. No other colors are acceptable.

For exceptions to the guidance provided regarding color, especially in non-print or corollary materials, please contact National 4-H Headquarters.

Distortion and Proportion
The appearance, shape, and proportion of the 4-H Emblem should never be distorted to fit in an imprint space. Do not make the 4-H Emblem longer, taller, wider, angled or squarer. Do not alter the shape in any way. The overall size of the 4-H Emblem may be changed, but the proportions must remain intact. All standard word processing software applications allow you to scale an image while maintaining its original proportions. Before rescaling the 4-H Emblem, please consult your software manual for proper instructions. Do not make the 4-H Emblem so small that the H’s are no longer clearly legible.

Using the 4-H Name
The official 4-H Name includes 4-H, 4-H Youth Development, or 4-H Youth Development Program. When using the term “4-H” it must conform as follows:

• Numeral “4” separated from a capital “H” with a hyphen (not a dash, slash or space).
• It is well documented in English usage, as well as in the most familiar style manuals, that you should never begin a sentence with a numeral. To comply with this rule, you would need to begin a sentence using “Four-H.” This language rule, however, is contrary to the regulations set down for use of the 4-H Name & Emblem; if such a situation arises in writings, it is far better to re-word the sentence slightly to avoid the language rule. An exception to this would be in writing news headlines where the 4-H name would be better served by using the familiar numeral-hyphen-letter combination to provide instant recognition.
• Do not use the 4-H Emblem in place of the word “4-H” in a title or text.
• Avoid separation of any of the elements of the 4-H Name at the end of sentences. This can sometimes be difficult because some software programs override user commands. Often, these overrides do not become visible until after printing or posting to a web page: careful scrutiny of text after trial printing or posting is advised. If such overrides occur, try rewording your sentence to keep the entire name on the same line or add a small word or space between words to force the separated portions together on the next line.

Using the 4-H Emblem on Collateral Items
The 4-H Emblem can be used for collateral materials such as jewelry or fine art and may be made of metal (e.g. copper, bronze, gold or silver), glass, leather, or wood without conflicting with the color specifications for the 4-H Emblem. Ceramic, plaster, paper, fabric or any materials that are colored or painted must comply with the color specifications and all other guidelines.

Use of the emblem on fabric, whether painted, screen printed, embroidered, appliquéd, or some other technique, must accurately represent the 4-H Emblem in authorized colors and adhere to all other use guidelines.

The 4-H Emblem is not open to reinterpretation or reconfiguration, regardless of its intended use, including the development of materials such as jewelry, sculpture, furniture, signage, crafts, or other fine art.

Using the 4-H Emblem in Animation
Animation of the 4-H Name & Emblem is allowable provided that the animation is in keeping with the guidelines, and that at the end point of the animation (where the animated loop begins to repeat, if an ongoing loop), the 4-H Name & Emblem appear in a manner that meets all guidelines for its use. Effects that may be used as part of an animation loop include: swivel and rotate, transition and dissolve, fly-by, layer, and posterization.
Animation may also show the 4-H Emblem on a waving flag, on a float that is partially hidden by crowds watching a parade, being placed in a box or behind a curtain, twirling as if “dancing,” separating as it forms the doors opening to welcome you to the 4-H Program, being partially hidden as it forms the backdrop for a youth speaking about 4-H. Slowly come into focus or formation as the 4-H Emblem from an amorphous or other background, or completing itself as the clover leaves are added one by one to form the 4-H Emblem and each “H” is explained. In each of these cases, the 4-H Emblem may be temporarily blocked, in whole or in part, or have its shape altered. The end point of the animation must still comply with the guidelines.

For additional information or guidance related to animation applications for the 4-H Name & Emblem, contact National 4-H Headquarters.

Using the 4-H Name & Emblem in Partnership with Others

The 4-H Name & Emblem may be used in conjunction with the names, emblems, and word marks of other organizations and programs when 4-H is a partner, co-author, sponsor, or supporter in some other official relationship. When feasible, the nature of the relationship among the organizations or programs should be clearly defined (e.g., in partnership with, sponsored by, etc.), and the 4-H Emblem should be given prominence consistent with its role in the relationship.

The 4-H Emblem should not be used or integrated into a larger design in such a manner that it becomes difficult to recognize or distinguish, or that is not consistent with the graphic guidelines for use of the 4-H Emblem.

To avoid the appearance of endorsement of a program, product, or service, the 4-H Emblem may not be incorporated into a larger design of a program, product, or service that is protected by trademark, service mark, copyright, or other similar laws. It is not acceptable to incorporate the 4-H Emblem into any other organization’s logo or emblem. The authority for determining the proper display and use of the 4-H Emblem rests with National 4-H Headquarters.

Permission to use the 4-H Name & Emblem is not required when the 4-H Name & Emblem is used to link to an official 4-H website in keeping with the policies and guidelines of National 4-H Headquarters.

Downloadable Graphics

The official 4-H Emblem and versions for print and the web are available for download at: http://www.national4-hheadquarters.gov. Each of the download files contains both black and white, and two-color and three-color versions of the 4-H Emblem in EPS, TIFF and GIF formats, for Mac and PC. The EPS files are especially suited for “Postscript” printers and Mac-based units. In general, TIFF files may be used with any printer type. Test both formats with your software and printer to find which yields the best results.

Making 4-H Name & Emblem Decisions

This document is meant to be a quick reference for using the 4-H Name & Emblem. The National 4-H Headquarters at CSREES, USDA provides further documentation on the official headquarters web site: http://www.national4-hheadquarters.gov.

If your questions are not answered here, please go to the URL above and click on the 4-H Name & Emblem link. Carefully researching the 4-H Name & Emblem section of the National 4-H Headquarters website should answer your questions. If you need more information or clarification contact National 4-H Headquarters for help at (202) 720-2908.

Portions of the content and graphics used in this document were taken from “4-H Emblem Use and Graphic Standards,” http://4h.ifas.ufl.edu/newsandinfo/ClipArt/4hemblem.htm, Ami Nieberger-Miller, University of Florida, Gainesville, FL. Special thanks: Laura Stone and Dallas Woodrum, N4-HYTLT, for publication design, and to the 4-H Name & Emblem Working Group.

The 4-H Name & Emblem is protected under “18 USC 707.”

The U.S. Department of Agriculture (USDA) prohibits discrimination in all its programs and activities on the basis of race, color, national origin, sex, religion, age, disability, political beliefs, sexual orientation, and marital or family status. (Not all prohibited bases apply to all programs.) Persons with disabilities who require alternative means for communication of program information (Braille, large print, audio tape, etc.) should contact USDA's TARGET Center at (202) 720-2600 (voice or TDD).

To file a complaint of discrimination, write USDA, Director, Office of Civil Rights, Room 326-W, Whitman Building, 14th and Independence Avenue, SW, Washington, DC 20250-9410 or call (202) 720-5964 (voice or TDD). USDA is an equal opportunity provider and employer.
Overview
The Louisiana State University AgCenter takes seriously its obligation to provide a safe, positive environment for the youth served in 4-H programming. Throughout the year, adults serve as overnight chaperones for parish, regional and state 4-H events. In an effort to provide adults, paid staff and volunteers with a set of tools to complete the job assigned effectively and safely, 4-H Overnight Chaperone Training was developed. 4-H Overnight Chaperone Training provides a standard set of policies and training. This process has enabled overnight 4-H events to run more smoothly, chaperones to perform their duties more efficiently and 4-H’ers to be cared for in a positive and safe environment. The curriculum includes adult behavior guidelines, working with youth, discipline procedures, handling accidents and injuries as well as working with sensitive issues.

Procedures
All leaders (paid staff and volunteer) chaperoning youth overnight must complete the 4-H Overnight Chaperone requirements.

Chaperone requirements include:
• Chaperone must be removed from the Youth Program for at least 2 years.
• Completion of application.
• Completion of an Overnight Chaperone Application with attached Fair Credit Reporting Act Disclosure Statement.
• Review and completion of the 4-H Overnight Chaperone Code of Conduct.
• Participation in the Overnight Chaperone Orientation.

Process
Chaperones for local and parish events should apply through the Acadia Parish LSU AgCenter Office. Chaperones for statewide events should apply through the sponsoring faculty member with notification of the local parish 4-H agent(s). Volunteers who are interested in serving in an overnight chaperone role should participate in an Overnight Chaperone Training Program. During the training, the volunteer should fill out an Overnight Chaperone Application with the attached Fair Credit Reporting Act Disclosure Statement. To respect the volunteer’s privacy, the application and fair credit reporting act disclosure statement should be placed in an envelope marked “confidential.” Sponsoring staff should mail or fax the confidential material plus the Overnight Chaperone Training Checklist to the State 4-H Office.

Once an application for 4-H Overnight Chaperone Application and Fair Credit Reporting Act Disclosure Statement are received, the State 4-H Office will submit the form to the Verifications, a contracted background check company.

Approximately three weeks later, the State 4-H Office will receive a report. When a report comes back clear, the State 4-H Office will mail a congratulatory letter and Overnight Chaperone Card to the 4-H volunteer with a carbon copy to the area and parish staff.

If the report has a discrepancy, the State 4-H Office will request additional information. A review panel made up of a few, selected State 4-H Staff, Regional 4-H Coordinator and HRM personnel will look at the nature of the concern as well as when the concern occurred as it relates to the duties of the Overnight Chaperone. Following a review, a volunteer might be approved as an Overnight Chaperone with conditions. An example of this would be: If the volunteer had drunk driving violations, he or she will not
be allowed to operate a motor vehicle transporting 4-H members, volunteers or staff. The volunteer and parish office will receive a letter congratulating them on their new role while outlining the conditions on the approval. If the discrepancy causes concern for the volunteer and the youth potentially in their care, the volunteer will be turned down from serving in an overnight chaperone role. Both the volunteer and parish will receive a letter turning down the volunteer for the role of overnight chaperone. No details will be present in the letter as to respect privacy for the volunteers. If a volunteer would like to appeal, then he or she can contact the State 4-H Office for an additional review process.

**Record Keeping**

*Parish Office Records*
Parish staff should keep the completed Code of Conduct Form in a filing cabinet. The parish staff should make sure that the volunteer is enrolled in the 4-H Volunteer Enrollment database under the role of Overnight Chaperone. Unless the volunteer attends a statewide training, parish offices should enter the date of training under both the role and training.

*State 4-H Office*
The State 4-H Office will keep information in the background check in a locked file. The State 4-H Office will enter the screening date once the volunteer’s background check is cleared.

*4-H Volunteer Database*
All information should be updated within the 4-H Volunteer Enrollment database by the appropriate party.
- ★ Training Records – by Parish Staff
- ★ Background Check – by State 4-H Office

**Re-Training**
Following certification, a leader’s certification will be good for up to five years. Within a five-year period, applicants will go through another background check. Retraining and periodic updates may be necessary as changes are made in existing guidelines and new resource materials are developed. This training is now offered online. For more information on the online version see your parish 4-H agents.
BEFORE EACH MONTHLY MEETING

- Announce meeting time, date, and location over school P.A. system.

- Post meeting notices on 4-H bulletin board or in centrally located place.

- Cut apart and distribute NEW BUSINESS and OLD BUSINESS slips to 4-H members to read during the appropriate part of the meeting. This information is attached to your monthly leader letter.

- Meet with club officers as a group or individually to make sure that everyone is prepared for the upcoming meeting.

- Remind demonstration volunteers and project report volunteers to be prepared for meeting presentations.

RESPONSIBILITIES:

President: Must have Order of the Meeting and all other necessary materials such as the flags and gavel. Should ask members to lead the pledges prior to the meeting.

Vice President: Must have arranged for a special program to be presented. May ask for volunteers to present demonstrations, present reports on their project work, or present a poem, game, skit, etc. Should also have Order of the Meeting in case President is absent.

Secretary: Must have minutes of the previous month’s meeting written in complete sentences to read at the meeting. Should have pencil and paper to take notes during the meeting.

Reporter: Must have a short written report on some club activity since the last meeting. If possible, submit monthly reports to 4-H newsletter or school newspaper. May also make posters or a bulletin board in order to promote the club’s activities and recognize club members for their achievements.

Treasurer: Prepare a summary of income and expenses to be presented at each meeting. Ensure that all dues are collected.

Community Service Officer: Coordinate, plan, and organize community service learning project with help of club leader. Should be prepared to give a report on club community service learning focused activities of the club since the last meeting.

Demonstration Volunteers: Selected members must be prepared to present a short demonstration or presentation on their 4-H project. Teams of two may be selected at each meeting for presentation at the following month’s meeting.

Project Report Volunteers: Selected members must be prepared to give a short summary of what he/she has done in the 4-H project book. Two members may be selected to give project reports for each meeting.
POINTS TO LOOK FOR IN A GOOD 4-H MEETING

This sheet can be used to evaluate all your meetings. You should be able to answer Yes to most of the questions. The ones you answer with a No are areas you will want to improve.

_____ 1. Do the officers and leaders check meeting plans beforehand?

_____ 2. Was the meeting room prepared prior to the meeting?

_____ 3. Are all officers present? If not, are there substitutes in their places?

_____ 4. Does the president call the meeting to order on time, keep the meeting rolling, and close it on time?

_____ 5. Do all officers use correct parliamentary procedure?

_____ 6. Are all reports given and up-to-date?

_____ 7. Is the business part of the meeting short and snappy?

_____ 8. Are guests introduced and made to feel at home?

_____ 9. Is there a special program (guest speakers, educational lesson, etc,) in addition to the business meeting?

_____10. Is at least one project talk given at the meeting?

_____11. Is there an opportunity for members to get to know each other?

_____12. Are all announcements short and to the point?

_____13. Do officers avoid doing all of the talking?

_____14. Do leaders avoid doing all of the talking?

_____15. Do all or most of the members take part in the meeting?

_____16. Is there a common courtesy shown between officers and members?

_____17. Are leaders given a chance to voice their opinions?

_____18. Are all members well-behaved and well-mannered?

_____19. Is there fun, learning, and fellowship at the meeting?
Organizational Leader Report

Each Organizational Leader is to keep a tally of the following activities:

| **Communication** Skills - Number of youth giving club and parish demonstrations, visual presentations and speeches. |
| **Club Communication** Skills - Number of youth actively involved in reporting/discussing at club meetings. |
| Community Service Project - Number of youth involved in a one-time community service project |
| **DEFINITION:** |
| **CS** - Community Service Project - a one time activity, i.e. single visit to a nursing home, litter pick-up, collecting canned goods for homeless or needy families. |
| Community Service Learning - Number of youth **involved in 6 or more** sessions of a CSL project |
| **DEFINITION:** |
| **CSL** - Community Service Learning - 4-H’ers are involved in 6 or more sessions, i.e., Reading Buddies, Adopt-A-Grandparent, maintaining a recycling project. |
| Youth Leadership Development - Number of youth **who assumed club officer** responsibilities or a leadership function at the parish level. |
| Youth Leadership Development - Number of youth **assuming leadership for other club activities**, i.e. chaired committee, coordinated activity or otherwise demonstrated increased leadership capacity during the club year. i.e. quiet kid was active in a committee for first time, member coordinated club event. |

A tally mark is to be placed by each member’s name that falls into the above categories. The report is to be kept for the entire school year and turned into the 4-H agent. The agent will tally the marks.
## Organizational Leader Report

### Club Member Name

<table>
<thead>
<tr>
<th>Communication</th>
<th>Club Communication</th>
<th>Community Service (Project/Participant)</th>
<th>Community Service (Learning/Participant)</th>
<th>Club Official or Parish Leadership</th>
<th>Committee Chair or other club activities</th>
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### Totals

Club Name ___________________________   Leader ___________________________

Revised 8/24/05  
Page 1 of __________
Acadia Parish Boards, Clubs & Committees

**Advisory Leadership Council**
- Identify issues and opportunities that serve as a basis for the 4-H program’s content and emphasis by:
  - Helping set priorities and goals for the 4-H program.
  - Implementing the 4-H program and its activities.
  - Evaluating the 4-H program and its activities including the impact which the 4-H program and its activities make upon the participants, stakeholders and Parish.
  - Explain and promote 4-H programs, procedures and opportunities to the youth, organizations and governing bodies of the Parish.
  - Ensure that a broad-based 4-H program is available to all youth.

**Events and Activities Committee**
- Committee of Acadia Parish Advisory Leadership Council
- Meet annually to plan 4-H calendar year activities that meet issues addressed by Advisory Leadership Council
- Plan contest day locations, volunteer help and assist agents with training workshops
- Introduce new ideas to enhance the Acadia Parish 4-H program.
- Committee made up of members, parish leaders and volunteers

**Food and Fitness Board**
Those who have an interest in making healthy living decisions and are currently enrolled in 4-H and classified in the 7th - 12th grade the year they serve.

**Membership, Tenure and Selection:**
- Tenure is one year.
- Board Members may serve unlimited terms, but must reapply each year.
- May have up to 15 members (discretion of the advisors). Alternates (depending on the number of applicants) may be selected.
- Selection will be from written application and interview.

**Members will be required to:**
- Attend regular Board meetings.
- Attend, help plan, and conduct Board events as specified.
- Serve as a parish liaison in the school they represent
- Check email for board announcements and updates
- Correspond promptly with advisors and officers

**Objectives:**

*Members will:*
1. Plan and promote healthy living-related programs that provide for life skill development related to food, nutrition, fitness, and overall health (including food prep, food safety, basic nutrition, healthy choices, physical activity, etc.). In addition, opportunities for the development of decision-making, communication, planning and organization, problem-solving, leadership and service will be promoted.

2. Gain skills necessary to make and teach healthy food choices in a variety of settings; mastery of skills which lead to a healthy lifestyle.

3. Gain knowledge about the sciences of food/nutrition, exercise/fitness, and understand the scientific methods used in research.
**Junior Ambassadors**
This leadership position will be selected through the use of an application form and interview. Interested 8th-12th grade club members must submit a completed application form. *See Form and Application Section. No more than 10 youth will be selected.

Ambassadors will be required to spend a minimum of three hours per month promoting 4-H. Specifically, we envision the newly appointed Junior 4-H Ambassadors speaking on a parish and local level at different civic organizations, other 4-H clubs and presenting radio spots.

The agents will only serve as advisors to these junior 4-H Ambassadors. This is meant to imply that we are looking for outstanding club members who meet the following profile: Independent, Excellent Communicator, Excels in 4-H project work and Possesses a clear 4-H Vision. In other words, Ambassadors will be responsible for writing their own presentations and providing their own transportation to the 4-H promotion activities they have arranged.

As an Ambassador one must complete the following activities:
1. Police Jury Reception
2. Attend at least one School Board Meeting
3. Farmers Appreciation Dinner
4. Preside at Achievement Day
5. Preside at Outstanding Member Reception
6. Serve on Parish 4-H Committees if asked
7. Promote 4-H at least one parish 4-H club meeting
8. Assist with parish livestock show sale
9. Present 4-H program in one form of media such as newspaper, radio and television

**Junior Leadership Club**
This club is open to all 7th-12th grade 4-H members and meets on the first Monday of every month at 6:00 p.m. Junior Leaders have fun helping younger 4-H’ers with their project work and assisting the less fortunate in their communities. This club also participates in numerous activities where our members meet and make friends with other teenagers from throughout the state. Responsibilities include: Media relations, community service learning projects, hosting 4-H dances, assisting with preparations for contests, teaching workshops and serving as leaders at local community events.

Each May an Outstanding Jr. Leader Member is selected based on involvement in the Jr. Leadership program through activities and services. A $150.00 scholarship is awarded to this individual. This award can be received by any paid Jr. Leader member. Once an individual receives the award, they are no longer eligible to qualify for the award.

The award is chosen by the 4-H agents, parish staff and Jr. Leader Advisors based on the following criteria:
- Brings a positive attitude to the club and represents the club in a positive manner.
- Active member by participating in as many activities and meetings as possible.
- Goes the extra mile by voicing opinion and ideas and taking the initiative to take on tasks.
- Participates and contributes to community service activities.
- Promotes Jr. Leadership Program.
- Recruits others to participate in program.
Livestock Advisory Committee
The purpose of the livestock advisory committee is to plan, implement, evaluate and advise on any beneficial actions that would improve the Livestock Program. The purpose of the advisory board will be to make decisions on matters concerning the Livestock Program. Financial matters and decisions would be the responsibility of the Livestock Board.

This board will be made up of elected parents or legal guardians of cattle (beef and dairy), poultry, sheep/goat, and swine exhibitors; and one at-large representative from a breed association or agricultural industry. This consists of:

- 2 - Representatives from sheep/goat exhibitor families
- 2 - Representatives from swine exhibitor families
- 2 - Representatives from cattle (beef and dairy) exhibitor families
- 2 - Representatives from rabbit exhibitor families.
- 2 - Representatives from poultry exhibitor families
- 1 – At-Large Representative from a breed association or agricultural industry.

*Acadia Parish County Agents and FFA Instructors will serve as ex-officio members

Outdoor Skills Club
The 4-H Outdoor Skills Program strives to assist young people in personal development, in establishing a personal environmental ethic and in exploring life-long vocational and vocational activities through the use of experiential learning and positive interactions with youth and adult role models. It is open to all 4-H members. The club consists of shooting sports for youth. This program is conducted by volunteers.
Summary of Event Days

Circle of 4-H Day
- Dog Show
- Duct Tape Contest

Commodity Cookery & Contests Extravaganza
- Commodity Cookery
- Public Speaking
- Journey Into Jobs

Fall Contest Day
- Demonstrations
  - Agriculture Demo Individual
  - Agriculture Demo Team
  - Family and Consumer Science Individual
  - Family and Consumer Science Team
  - Food Demonstration Individual
  - Food Demonstration Team
  - General Individual
  - General Team
- Meat ID
- Poultry Judging

Achievement Day
- Club Meeting Performance Award
- Club Reporter’s Scrapbook
- Skill-a-thons
  - Food & Fitness
  - Livestock
  - Outdoor
  - Compact Tractor
  - Fishing Sports
- Song Contest
- Wildlife Habitat
- Dog Care/Pet ID

Summary of Camps
- 4-H Camp
- Challenge Camp
- Lost Camp
Acadia 4-H Contest Rules & Regulations

**CLUB DIVISIONS:**
Elementary (4-5 grades) Church Point, Iota, North Crowley, South Crowley, and Ross
Junior I (4-8 grades) Branch Jr., Egan Jr., Estherwood Jr., Evangeline Jr., Mermentau Jr., Morse, Northside, St. Francis, Mire, OMP, Rayne Catholic, Redemptorist, Richard, and St. Michael
Junior II (6-8) Armstrong, Church Point Middle, Crowley Middle, Iota Jr.,
Senior (9-12) Church Point, Iota, Notre Dame, Rayne, Midland, Crowley

I. Contest Division Categories
Individual: 4th Grade
5th Grade
6th Grade
7th - 8th Grade
9th - 12th Grade
Teams: 4th and 5th Grade
6th, 7th and 8th Grade
9th - 12th Grade

II. Team Contests Include: Horticulture Judging and Livestock Judging

**CONTEST PLACING AND AWARDS:** 1st Place will receive a medallion- 2nd Place will receive a Red Ribbon – 3rd Place will receive a White Ribbon- 4th Place will receive a Pink Ribbon- 5th Place will receive a Yellow Ribbon. Any child in grades 6th thru 12th receiving a score of 80% or higher, but are not in the top five will receive Blue Ribbons. No placing will be given for scores under 80% even if there are less than five participants in that contest. For youth in grades 4th thru 5th, they must receive a 50% or higher to receive a placing.

**Contest and Activities**

**Separate Contests**

**NATIONAL 4-H WEEK SCHOOL DISPLAY AWARD:**
- Open to all 4-H Clubs.
- Display must be set outside of school for general public to view.
- School display should be displayed during National 4-H Week. To submit club entry, a photo(s) should be sent via email to 4-H agents by designated deadline on calendar.
- Displays are awarded based on creativity and visibility.
- Contest Description: To promote awareness to the community that the school supports the 4-H Youth Development Program.

**LIVESTOCK JUDGING:**
- Open to all 4-H members.
- Held in January during parish livestock show.
- 4th - 12th grade club members will be required to judge at least one class of sheep, beef, and swine.
- Each class will be comprised of four animals.
RECORD/PROJECT BOOKS
Books Due by 4:00 on Date stated on 4-H Calendar

General Rules:

- Club leaders can submit all books turned in at their school for parish competition.
- Each contest is limited to those enrolled in the project.
- Club members must fulfill all contest requirements in order to receive a blue ribbon placing.
- The project work described in a 4-H member’s record book should be true and it should be the work of the club member.
- Books submitted for current without current year’s work will be disqualified.
- 4th-8th Grade members are allowed to type record sheets. All 9th-12th Grade books must be typed for competition.
- If applicable, please show three years’ worth of work.

All record books should be assembled with the 4-H Portfolio Form and the project book(s). Place in a 3 ring binder or use a standard Acco-type fastener in a stiff 8½ X 11” binder.

1. 4-H Portfolio Guidelines:
   Section 1 – Personal Data, 4-H and You Information Page
   Section 2 – 4-H Leadership
   *A Section 2 summary sheet is required. (Only one leadership summary sheet per year is allowed.) Summary sheets may be typed or handwritten. Do not alter or add additional forms.
   Section 3 – Citizenship/Community Service
   *(Only one leadership summary sheet per year is allowed.
   Summary sheets may be typed or handwritten. Do not alter or add additional forms.
   Section 4 – 4-H Awards and Recognition
   Section 5 – Non-4-H Experience/Leadership & Non 4-H Awards/Recognition
   Section 6-4-H Story
   *4-H Story is limited to six (6) typed or handwritten pages.
   Section 7-Supporting Materials and Photos
   *Ten page limit. May include letters of recognition, awards, etc. Layering is not allowed.
   *Project pictures are one side only. Photos should reflect project work, leadership and citizenship activities. Mount photos with rubber cement or art corners and label with a caption. You may crop pictures, but remember that “postage stamp” size photos are difficult to see. The recommended number of photos is 4-6 per page.

Section 8 – 4-H Project Focus
*Place one in front of each project book.
*Livestock Records are placed in front of each project book.

PORTFOLIO CONTEST

- Open to all 4-H members.
- Must be submitted in by 4:00pm on the date stated on 4-H calendar.
- Club member must complete all eight sections.
- Members are encouraged to show 4-H growth
- All portfolios must be placed in a 3 ring binder.
- If applicable, please show three years’ worth of work.
- Please do not include project books. If you wish to talk about previous project work please summarize it in section 8.
- Portfolios will be judged in the following categories
  o 4th grade division
  o 5th grade division
  o 6th grade division
Please Note: Record portfolios can only compete at the parish level. Not eligible to compete for state unless a project book is submitted with portfolio.

**PROJECT BOOKS**

- Open to all 4-H members.
- Must be selected on enrollment card
- Club member is allowed to choose one project book on the enrollment card with the exception of livestock exhibitors and shooting sports members.
- All 4\textsuperscript{th} graders and first time 5\textsuperscript{th} graders are required to choose the Discovering 4-H project book.
- All livestock exhibitors can select the livestock project book on their enrollment cards (this includes 4\textsuperscript{th} graders).
- Members are encouraged to do more than one project book but are required to purchase additional books directly through the 4-H office.
- All record books should be accompanied with a portfolio in a 3-ring binder.
- Please complete an adequate amount of work in project book according to guidelines listed within the project book.
- **NOTE** Members interested in Shooting Sports Program must have written parental consent and contact the Shooting Sports Coordinator for registration. The book will be issued by the Coordinator. No Shooting Sports Books will be received in the schools. Shooting Sports may be selected on the enrollment card but registration through the program is also required.

**OUTSTANDING 4-H MEMBERS:**

Outstanding members - (Boy or Girl) - Ten percent of the total enrollment for each club may be turned in. It will be the discretion of the leader to determine the number of boy and girl entries for the club. Areas for judging Outstanding Boy or Girl include 4-H project work, contest participation, community service, leadership activities, and enthusiasm for the 4-H program. Emphasis is placed on quality and not necessarily quantity of activities done or prizes won. **Application found at back of handbook.**
Circle of 4-H Day

**DOG SHOW:**
- Open to all 4-H members.
- Participants may not enter more than one pet and enter more than two categories.
- Contest Description: Registration will begin at 8:30 a.m. and the show starts at 9:00 a.m. The pet show is only open to dogs. All dogs must be up to date on their shots. **All animals must remain on a leash at all times.** Please call if you have any questions.

You may enter the following categories:
- (1) Best Trick
- (2) Exhibitor Look-Alike
- (3) Best Tail Wagger
- (4) Best Dressed-Sports Theme
- (5) Most Creative Hair Cut
- (6) Most Obedient

**Please Note:** Categories and characteristics to be judged in the pet show will vary. We may add or delete categories depending on the number of pets registered.

**DUCT TAPE CONEST:**
- Open to all 4-H members.
- Elementary and Junior entries submitted prior to Circle of 4-H Day and winners are announced at Circle of 4-H Day.
- Schools in the Elementary and Junior divisions will submit the first place winners in each category after holding a school contest.
- Senior division entries should be submitted at Circle of 4-H Day.
- Projects should be student created.
- May not duct tape on top of a pre-existing item.
- May use cardboard, wire, and clips ONLY.
- Categories: **Clothing**- belts, vest, hats, shoes; **Accessories**- wallets, purses, hair bows, key chains, etc.; **Room Decorations**- photo frame, flower arrangement, etc.
- Each participant may enter ONE item in each category.
Commodity Cookery and Contests
Extravaganza

COMMODITY COOKERY: (rules are subject to change based on district contest)

- MAY ONLY ENTER ONE DISH IN EACH COMMODITY (BEEF, SUGAR, SEAFOOD & RICE)
- Any 4-Her that wishes to participate in the contest is able to register the day of the contest. No pre-registration forms are required.
- Dishes must be prepared at home and brought to the contest ready for serving.
  Each dish must be chilled on ice and brought to the contest in an ice chest. No hot dishes will be allowed. Bring only the dish and ice chest to the contest – no placemats, no serving utensils, no flower arrangements, etc.
- Two to three servings of the dish should be displayed for the contest in a presentable, disposable container. For example, a clear plastic tray or dish.
- Creativity and originality are encouraged. The use of previous winning recipes is discouraged.
- Only one copy of the recipe is required. Recipe may be neatly hand written or typed. Include contestant’s name, grade and club on back of recipe.
- The first place winner in each category will compete at the area contest representing Acadia Parish.

Ground Beef Cookery (All Grades)
Bring to the contest a prepared ground meat dish to fit one or more of the divisions described below. A minimum of one pound of ground beef must be used. All beef should be cooked until gray in color, not pink, and juices run clear.
The beef cookery will be divided into three divisions:
- **Low-Calorie Main Dish:** A dish which provides less than 300 calories per serving. Calculation of calories will be stated on recipe.
- **Quick & Easy Main Dish:** A dish that is ready to serve in less than one hour. The time for each step and for cooking and baking will be stated on recipe.
- **One-Dish Meal:** A dish that provides complete servings from at least three of the five required food groups. Serving of the dish should be on recipe.

Seafood Cookery (All Grades)
1. All final garnish for the dish should be done by the contestant.
2. The recipe must use at least 1 cup of the seafood.
3. Canned seafood will not be accepted.
4. Categories are: Shrimp, Crawfish, Oyster, Fish/Non-Traditional, and Crab.

Sugar Cookery (All Grades)
Bring a prepared dish to fit one of the categories below:
- **Baked items:** bread, cakes, pies, cookies, etc.
- **Other Dessert:** candies, icebox pies, ice cream, etc.
This does not include homemade jams, jellies and preserves.

Requirements:
1. *Recipe must include at least one cup of sugar, includes raw, brown, powdered & granulated sugars only.*
2. *There can be no raw eggs in the final product.*

Rice Cookery Contest
1. Bring a prepared rice dish to the contest. The dish must contain at least one cup of cooked rice. Wild rice is not cultivated rice in Louisiana and does not meet the requirement of one cup
of rice. Dishes containing rice products such as rice cereal, rice flour, etc., must also contain cooked rice. Example: Traditional rice krispie treats do not meet the contest requirements.

2. Bring one copy of the recipe to the contest. The recipe must contain the name of the dish, how much rice it contains, and clear preparation instructions.

3. The contest will be divided into three categories.
   - **Rice Main Dish**: contains significant amounts of beef, poultry or seafood.
   - **Rice Side Dish**: rice dressing would be considered a side dish.
   - **Rice Dessert**

### RECIPE EVALUATION
The recipe should include the following parts:

a. Name of recipe
b. List of ingredients in order used in instructions
   1. Measurements given in common fractions
   2. No abbreviations used
   3. No brand names used

c. Instructions for combining ingredients
   1. Clear instructions for every step of combining and cooking the ingredients
   2. Short, clear, concise sentences
   3. Correct food preparation terms to describe combining and cooking process
   4. Size of pan stated
   5. Temperature and cooking time stated
   6. Number of servings and calories per serving given

d. Dish meets contest and division requirements

### JOURNEY INTO JOBS
- Open to all 4-H members.
- This contest is held at Commodity Cookery & Contests Extravaganza. Lesson for the Journey to Jobs Contest will be held in October.
- Contest Description: Complete application. Interview in a face-to-face interview with judge(s).
- All contestants are expected to dress nice and neat to best present themselves to the judges.
- This contest is designed to expose the 4-Hers to the common job application and interviewing process.

### PUBLIC SPEAKING
- Open to all 4-H Members
- Held at Commodity Cookery and Contests Extravaganza.
- Contest Description: Individual contestants develop and present prepared speeches on any subject. Speeches may be on any topic, but must be original.
- A penalty will be assessed to those speeches that do not adhere to the time limit. The penalty will be three points for each 30 seconds or a portion thereof, above or below the limit. Time limit will be as follows:
  - Elementary and Junior (3-5 minutes)
  - Senior (5-7 minutes)
- Visual aids or props are optional. They do not necessarily add to the overall effectiveness of the speech.
- Contestants are expected to research and write their own speeches.
- Notes may be used if desired. The speech may not be read.
### Public Speaking Scorecard

<table>
<thead>
<tr>
<th>Items to be Rated</th>
<th>Possible Points</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Content</td>
<td>20 Points</td>
<td></td>
</tr>
<tr>
<td>B. Composition</td>
<td>10 Points</td>
<td></td>
</tr>
<tr>
<td>C. Voice</td>
<td>10 Points</td>
<td></td>
</tr>
<tr>
<td>D. Stage Presence</td>
<td>10 Points</td>
<td></td>
</tr>
<tr>
<td>E. Power of Expression</td>
<td>20 Points</td>
<td></td>
</tr>
<tr>
<td>F. Response to Questions</td>
<td>15 Points</td>
<td></td>
</tr>
<tr>
<td>G. General Effect</td>
<td>10 Points</td>
<td></td>
</tr>
<tr>
<td>H. Dress Appropriately</td>
<td>5 Points</td>
<td></td>
</tr>
<tr>
<td><strong>TOTALS</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
<tr>
<td>Less deductions for time*</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>GRAND TOTALS</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After scoring presentations, the total scores can be used to rank each individual numerically.
Fall Contest Day

DEMONSTRATIONS:

- Open to all 4-H members.
- There will be a limit to no more than two demonstrations per 4-H member.
- Members of a team demonstration can be from different clubs. Members can be from a different grade level, but will compete in the oldest team member’s grade division.
- All demonstrations and speeches must be prepared and practiced prior to Demonstration Day.
- A demonstration which was presented for an area and/or state competition may not be presented by the same person or team on Demonstration Day.
- There will be one easel and tables in each contest room. 4-H'ers must furnish all other equipment and supplies. 4-H'ers are responsible for clean-up after each demonstration they present.
- All demonstrations must be pre-registered. Any Demonstration not pre-registered will be unable to participate. Entry form found in forms and applications section.
- May not compete in same category

DEMONSTRATION CATEGORIES:

Agriculture Individual
1. Open to any 4-H member.
2. Contestants compete as individuals - no teams.
3. Must be a method demonstration - not an illustrated lecture.
4. May include: livestock and crop production, conservation of natural resources, wildlife management, marine science, poultry science, agricultural engineering, forestry, horticulture, etc. Examples: Care of lawn equipment, cleaning a saddle, how to plant potatoes, grooming a dog, making an insect collection.
5. Time limit – min. of 5, max.15 minutes.

Agriculture Demonstration Team
1. Open to any 4-H member.
2. Must be a team of two 4-H'ers.
3. Must be a method demonstration - not an illustrated lecture.
4. May include livestock and crop production, conservation, wildlife management, marine science, poultry science, agricultural engineering, forestry, horticulture, etc. Examples: Care of lawn equipment, cleaning a saddle, how to plant potatoes, grooming a dog, making an insect collection, etc.
5. Time limit – min. of 5, max.15 minutes.

Family and Consumer Science Individual
1. Open to any 4-H member.
2. Contestants compete as individuals - no teams.
3. Must be a method demonstration - not an illustrated lecture.
4. Subjects may include clothing, family life, family resource management, health, safety, housing, house furnishings, etc. This does not include foods demonstrations. Examples: Cleaning a sewing machine, making play dough, proper way to exercise, making a first aid kit, removing stains, etc.
5. Time limit – min. of 5, max.15 minutes.
Family & Consumer Science Team
1. Open to any 4-H member.
2. Contestants compete as a team of two 4-H'ers.
3. Must be a method demonstration - not an illustrated lecture.
4. Subjects may include clothing, family life, family resource management, health, safety, housing, house furnishings, etc. This does not include foods demonstrations. Examples: Cleaning a sewing machine, making play dough, proper way to exercise, making a first aid kit, removing stains, etc.
5. Time limit – min. of 5, max.15 minutes.

General Individual
1. Open to any 4-H member in grades 4-8.
2. Contestants compete as individuals - no teams.
3. Contestants must present a method demonstration - not an illustrated lecture.
4. Demonstrations may not be related to another category. Demonstrations that are not allowed in this category include: any foods demonstration, entomology, energy management, Horticulture topics, small engines, etc. Examples: How to chart a hurricane, using the computer, how to make a necklace, how to clean a camera, garnishing, how to make any craft, etc.
5. Time limit – min. of 5, max.15 minutes.

General Team
1. Open to any 4-H members in grades 4-8.
2. Contestants compete as a team of two 4-H'ers.
3. Contestants must present a method demonstration - not an illustrated lecture.
4. Demonstrations may not be related to another category. Demonstrations that are not allowed in this category include: any foods demonstration, entomology, energy management, horticulture topics, small engines, etc. Examples: How to chart a hurricane, using the computer, how to make a necklace, how to clean a camera, garnishing, how to make any craft, etc.
5. Time limit – min. of 5, max.15 minutes.

Food Demonstration Individual
1. Open to any 4-H member.
2. Contestants compete as individuals - no teams.
3. Must be a method demonstration - not an illustrated lecture
4. Contestants must give a method demonstration on the preparation of a food dish. This category includes demonstrations in rice cookery, fruits and vegetables, breads, dairy foods, etc.
5. Time limit – min. of 5, max.15 minutes.

Food Demonstration Team
1. Open to any 4-H member.
2. Contestants compete as a team of two 4-H'ers.
3. Must be a method demonstration - not an illustrated lecture
4. Contestants must give a method demonstration on the preparation of a food dish. This category includes demonstrations in rice cookery, fruits and vegetables, breads, dairy foods, etc.
5. Time limit – min. of 5, max.15 minutes.
DEMONSTRATION SCORE CARD

NAME:_____________________________________________________ GRADE:_______

SCHOOL:____________________ TITLE OF DEMO:________________________________

<table>
<thead>
<tr>
<th>CONTENT</th>
<th>POSSIBLE SCORE</th>
<th>YOUR SCORE</th>
</tr>
</thead>
<tbody>
<tr>
<td>DEMONSTRATOR(S)</td>
<td>25</td>
<td>____</td>
</tr>
<tr>
<td>- Voice -- speaks clearly, projects enthusiasm</td>
<td>5</td>
<td>____</td>
</tr>
<tr>
<td>- Appearance - neat and proper</td>
<td>5</td>
<td>____</td>
</tr>
<tr>
<td>- Suitable - posture and action</td>
<td>5</td>
<td>____</td>
</tr>
<tr>
<td>- Delivery (comfortable with lines)</td>
<td>5</td>
<td>____</td>
</tr>
<tr>
<td>- Confident and skillful</td>
<td>5</td>
<td>____</td>
</tr>
</tbody>
</table>

| SUBJECT MATTER:                        | 25             | ____       |
| - brief introduction giving value of the topic | 5              | ____       |
| - accurate, up to date, complete information | 10             | ____       |
| - accurate answers to any questions asked | 5              | ____       |
| - sources of information given         | 5              | ____       |

| PRESENTATION:                          | 30             | ____       |
| - Ability to work easily and effectively | 10             | ____       |
| - Arrangement and use of equipment     | 5              | ____       |
| - Organization and outline             | 5              | ____       |
| - Posters                              | 5              | ____       |
| - Summary                              | 5              | ____       |

| RESULTS:                               | 20             | ____       |
| - Was it a show how demonstration?     | 10             | ____       |
| - Is there a finished product?         | 5              | ____       |
| - All procedures made clear?           | 5              | ____       |

| TOTAL:                                 | 100            | ____       |
MEAT IDENTIFICATION:

- Open to any 4-H member.
- Held at Fall Contest Day
- Elementary and Junior Contestants will be required to identify cuts of meat from beef, pork and lamb, if possible, and tell what wholesale cut it is taken from. Study charts are available at the 4-H Office.
- Senior contestants will be required to identify cuts of meat from beef, pork, and lamb.
- To practice for this contest, it is recommended that youth visit fresh meat markets or the meat sections in the local groceries. A study Guide CD can be obtained from the 4-H office. Or visit these websites: [http://aggiemeat.tamu.edu/judging/idFFA.html](http://aggiemeat.tamu.edu/judging/idFFA.html) [http://aggiemeat.tamu.edu/judging/meatjudging.html](http://aggiemeat.tamu.edu/judging/meatjudging.html)

POULTRY JUDGING:

- Open to any 4-H member.
- Held at Fall Contest Day.
- A project book and a CD can be checked out at the 4-H Office.
- The contest may consist of:
  A. Egg Production Class
     - Judge one class of four birds for egg production, all leghorn type birds.
     - Give oral or written reasons on one class of birds judged for egg production.
  B. Market Class
     - Judge one class of six dressed fryers according to U.S. Grades.
     - Judge one class of six dressed hens according to U.S. Grades.
  C. Egg Class
     - Judge one class of ten broken out eggs (Judge one class of ten).
     - Grade and candle twelve eggs (white shell) for interior quality.
  D. External Quality
     - Judge two classes of 6 eggs for exterior quality
Achievement Day

Achievement Day is an end of the year event where youth and volunteers come together to demonstrate their skills and learn through educational activities. The event is open to all youth and they are encouraged to take part in as many contests and educational activities as desired, but they are limited to participating in no more than three written contests. Participants must be aware if they are eligible to participate in each written test. If they are found to be ineligible for a test they will be disqualified.

ACHIEVEMENT DAY THEME:
Contest is held at the beginning of every club year. 4-Hers are asked to draw a picture and have a catchy slogan promoting 4-H. Pictures need to be drawn on 8 1/2 x 11 typing paper. Computer generated themes are not accepted. Entries relating to the advertisement of cigarettes or alcohol will not be accepted. Each school can turn in as many themes as they receive. Themes will be judged at the 4-H office. First through fifth place winners will be announced in every division. The top five themes will be selected and copies mailed to every club to vote for the winning theme. Ties will be broken by the 4-H Ambassadors and the agents. Every club will receive one vote. A $25 monetary award will be awarded to the 4-H member whose theme is chosen for the year.

CLUB MEETING PERFORMANCE AWARDS:
- Open to all 4-H Clubs.
- The award is based on a scorecard presented to the clubs at the first meeting which scores how the club officers, members and volunteers follow club meeting procedures.
- Each month 4-H agents will keep score on club meeting performance. Feedback will be given to club officers and volunteers after each meeting.
- An average score is taken based on average club meetings per school year.
- Clubs may be awarded most improved club meeting or overall club meeting performance.
- Club Performance Awards are honored at Achievement Day.

CLUB REPORTER’S SCRAPBOOK:
- Open to all Acadia Parish 4-H Clubs.
- Created by club reporter (chairman) and club scrapbook committee.
- A trophy and monetary prize will be awarded to the club that receives first place. All club scrapbooks will compete against each other. Scrapbooks will all receive a placing.
- Your club is responsible for submitting articles about your activities to the newspaper and documenting all community service and other activities your club participated in throughout the year in your club’s scrapbook.
- The club scrapbook will be comprised of two parts:
  a. Reporters articles - it should contain news clippings from newspapers, school papers and newsletters about the club or articles written to be submitted.
  b. Scrapbook of all community service and other activities performed by club from the past year.
- Scoring: Scrapbooks will be judged according to the following criteria.
  1. Quality of articles written by club reporter = 20 points
  2. Quality and showcase of club activities = 35 points
  3. Number and quality of community service activities = 20 points
4. Number and quality of other 4-H activities = 20 points
5. Scrapbook neatness = 5 points
6. Creativity of Scrapbook = 20 points

   1. Clubs will be able to list all activities participated in throughout the past year.
   2. Scrapbooks can be turned in on a traditional scrapbook, but the maximum page size is 12” X 14”.

COMMUNITY SERVICE-LEARNING ACHIEVEMENT AWARD:

- Open to all 4-H Clubs.
- Contest Description: An ongoing service-learning project that involves the entire club. Includes 40 hours of education, planning, implementing, community partnerships, reflecting, etc. which add to the overall enhancement of generosity of youth.
- A report form outlining the club’s service-learning project must be submitted by the designated date to participate. Form found in forms applications.
- Up to 10 pages of supporting materials can be included. These items can include pictures, letters, news articles, etc. The reporting period for this award should be from August of the previous year to April of the current year.
- Award application and supporting material must be submitted in a 3 ring binder.
- Awards will be given at Achievement Day.

Parish club winner(s) will be submitted to compete on the state level.

Group Service-Learning Award Score Card

<table>
<thead>
<tr>
<th>Area</th>
<th>Points</th>
<th>Score and Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youth Voice</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Needs Assessment</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Goals &amp; Objectives</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Planning</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Service Project</td>
<td>20 points</td>
<td></td>
</tr>
<tr>
<td>Collaboration</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Reflection</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Outcomes</td>
<td>10 points</td>
<td></td>
</tr>
<tr>
<td>Total Hours</td>
<td>5 points</td>
<td></td>
</tr>
<tr>
<td>Supporting Materials</td>
<td>10 points</td>
<td></td>
</tr>
</tbody>
</table>

Total Score
COMPACT TRACTOR SKILL-A-THON:

- Open to all 4-H members in grades 6-12.
- This is a written contest.
- Contest Description: The contest will consist of identifying ten parts and a driving portion that includes Compact Tractor Safety and Compact Driver Operation. The scores from each part will be added. Lowest overall score wins.
- Parts identification list:
  - Flat Washer
  - Wrench
  - Air cleaner housing
  - Allen wrench
  - Intake valve
  - Condenser
  - Oil filter
  - Flat blade
  - Shroud
  - Radiator cap
  - Engine block
  - Crankshaft
  - Muffler
  - Open-end wrench
  - Piston
  - Fly wheel
  - Spark plug
  - Exhaust valve
  - Phillips screwdriver
  - Fuel filter
  - Screwdriver
  - Wrench
  - Piston
  - Mower blade
  - Wing nut
  - Box-end wrench
  - Connecting rod
  - Cotter pin
  - Carburetor
  - Air gauge
  - Bearing
  - Air filter
  - Head gasket
  - Camshaft
  - Socket
Compact Tractor Score Sheet

Contestant’s Name________________________

Club_________________________________________  Grade________________________

Procedure: Each participant will be scored throughout the compact tractor operation portion of the event by a team of judges.

<table>
<thead>
<tr>
<th>Scoring:</th>
<th>No. of Times</th>
<th>Penalty Pts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Prestart Check (Report each to judge)</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Failure to check fuel level</td>
<td>(25)</td>
<td></td>
</tr>
<tr>
<td>• Failure to check oil</td>
<td>(25)</td>
<td></td>
</tr>
<tr>
<td>• Failure to observe tire inflation</td>
<td>(25)</td>
<td></td>
</tr>
<tr>
<td>• Failure to observe loose or missing parts</td>
<td>(25)</td>
<td></td>
</tr>
<tr>
<td><strong>Safety</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Failure to check neutral position</td>
<td>__________</td>
<td>(25)</td>
</tr>
<tr>
<td>• Failure to disengage clutch while starting engine</td>
<td>_______</td>
<td>(50)</td>
</tr>
<tr>
<td>• Failure to ride on seat</td>
<td>_______</td>
<td>(50)</td>
</tr>
<tr>
<td>• Failure to wear closed toe shoes</td>
<td>_______</td>
<td>(25)</td>
</tr>
<tr>
<td>• Failure to set brakes before dismounting</td>
<td>_______</td>
<td>(50)</td>
</tr>
<tr>
<td>• Failure to bring tractor to complete stop before</td>
<td>_______</td>
<td>(100)</td>
</tr>
<tr>
<td>• Failure of dismounting properly</td>
<td>_______</td>
<td>(25)</td>
</tr>
<tr>
<td><strong>Compact Tractor Operation</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Each stop or interruption in the continuous movement of the machine where not required by the course</td>
<td>_______</td>
<td>(10)</td>
</tr>
<tr>
<td>• Each reverse change of direction other than necessary</td>
<td>_______</td>
<td>(10)</td>
</tr>
<tr>
<td>• Each occurrence where any part of the machine extends over the boundaries of the course</td>
<td>_______</td>
<td>(10)</td>
</tr>
<tr>
<td>• Each occurrence of hitting a marker</td>
<td>_______</td>
<td>(20)</td>
</tr>
<tr>
<td>• Each occurrence of knocking over a marker</td>
<td>_______</td>
<td>(40)</td>
</tr>
<tr>
<td>• Each grating of gears</td>
<td>_______</td>
<td>(10)</td>
</tr>
<tr>
<td>• Each engine stall of raced</td>
<td>_______</td>
<td>(10)</td>
</tr>
<tr>
<td>• Each failure to follow directions</td>
<td>_______</td>
<td>(10)</td>
</tr>
<tr>
<td>• Each marker passed when operating outside of the two inches allowed mowing around the curb.</td>
<td>_______</td>
<td>(10)</td>
</tr>
<tr>
<td><strong>Time in excess of 8 minutes, 100 points</strong></td>
<td>_______</td>
<td></td>
</tr>
</tbody>
</table>

Total Penalty Points____________________
DOG CARE/ PET ID:
- Open to all 4-H members.
- Contest Description: Take a written test on the information in project book. Written test will be three parts: Identification of pet breeds by pictures, Proper care and nutrition of pets, and pet diseases. Some questions will come from project books.

FISHING SPORTS SKILL-A-THON:
- Open to all 4-H members.
- Team contest made up of two to three individuals. Team members can be from different clubs and different grades.
- This is a skill-a-thon contest. This is not a written test.
- Contest Description: The contestant will be required to take a test relating to fishing (rules, limits, safety, ethical issues, etc.) Identify fish, and fishing gear. Contestant will also use a rod/reel that will be provided. Practice casting into kiddie swimming pools from distances varying 5-40ft.

List of fish to identify:
Saltwater Species
- Banded Drum
- Bigeye Scad
- Black Drum
- Blue Runner
- Blackwing searobin
- Crevalle Jack
- Dwarf Goaffish

- Dwarf Sand Perch
- Florida Pompano
- Fringed Flounder
- Fringed Sole
- Gulf Butterfish
- Gulf Kingfish

- Hardhead Catfish
- Least Puffer
- Mangrove Snapper
- Mexican Flounder
- Ocellated Flounder
- Pancake Batfish

- Red Snapper
- Rock Sea Bass
- Sheepshead
- Silver Perch
- Spanish Mackerel
- Southern Hake

Freshwater Species
- Alligator Gar
- American Eel
- Black Crappie
- Blue Catfish
- Bluegill
- Bowfin

- Channel Catfish
- Common Carp
- Minnow
- Flathead Catfish
- Golden Shiner
- Green Sunfish

- Largemouth bass
- Longear sunfish
- Longnose gar
- Orange Spotted sunfish
- Red Drum

- Redfin pickerel
- Shortnose gar
- Spotted gar
- Striped bass

FORESTRY:
- Open to any 4-H member.
- Contest Description: Identify Louisiana trees from leaves, branches, pictures or dried specimens & take a written test.
- Possible tree species to identify:

  American Holly
  Eastern Red Cedar
  American Elm
  River Birch
  Mockernut Hickory
  Red Maple
  Cow Oak
  Sweet Pecan
  Yellow Poplar

  Baldcypress
  Hackberry
  Winged Elm
  Green Ash
  Sweetgum
  Southern Magnolia
  Water Oak
  Loblolly Pine
  Chinese Tallowtree

  Black Cherry
  Black Willow
  Red Mulberry
  Flowering Dogwood
  Sycamore
  Live Oak
  Southern Red Oak
  Slash Pine
Horticulture Identification Study Guide

**Elementary:**
This Achievement Day test will be open to all 4th-5th grade 4-H members. The judging classes will be comprised of any of the horticulture items listed below.

In addition, contestants will also be required to identify tie breaker specimens which can be taken from any section. Any plant part (fruit, leaves, root, seed, etc.) can be used for this part of the test.

A. **Vegetables - Plant parts most commonly found in grocery stores.**
   - Globe Artichoke, Asparagus, Beet, Broccoli, Brussels Sprouts, Cabbage, Carrot, Cauliflower, Celery, Cucumber, Eggplant, Garlic, Honey Dew, Leek, Cantaloupe, Mustard, Okra, Onion, Parsley, Pepper (hot, bell), Irish Potato, Radish, Rutabaga, Snap Bean, Spinach, Squash (summer or winter), Sweet Corn, Sweet Potato, Tomato, Turnip and Watermelon.

B. **Fruits - Plant parts most commonly found in grocery stores**
   - Apple, Apricot, Avocado, Banana, Blackberry, Blueberry, Bunch Grape, Cherry, Fig, Grapefruit, Kumquat, Lemon, Lime, Naval Orange, Nectarine, Peach, Pear, Pineapple, Plum, Strawberry, Tangerine, Valencia Orange.

C. **Annuals, Perennials (Includes Woody Ornamentals) and Flowering Pot Plants**

**Junior & Senior**
This achievement day test is open to all sixth to twelfth grade 4-H members. Contestants will be required to identify specimens from each section, and judge classes.

The judging classes will be comprised of actual vegetables & fruits along with vegetables & annual (section C) plants.

Five items will be taken from any of the four plant sections and they will only be graded in case of a tie. Plants or plant parts including fruit, root, leaves, stem, seed, etc. may be used.

1. **Vegetables - Plants or plant parts most commonly found in grocery stores.**
   - Globe Artichoke, Asparagus, Beet, Broccoli, Brussels Sprouts, Cabbage, Carrot, Cauliflower, Celery, Chinese Cabbage, Collards, Cucumbers, Eggplant, Endive, Escarole, Garlic, Honey Dew, Kale, Leek, Cantaloupe, Mustard, Okra, Onion, Parsley, Pepper (hot, bell), Irish Potato, Radish, Rutabaga, Snap Bean, Spinach, Squash (summer or winter), Sweet Corn, Sweet Potato, Tomato, Turnip and Watermelon.

2. **Fruits & Nuts - Plant or plant parts most commonly found in grocery stores.**
   - --Almond, Apple, Apricot, Avocado, Banana, Blackberry, Blueberry, Bunch Grape, Brazil Nut, Cherry, Fig, Grapefruit, Kumquat, Lemon, Lime, Naval Orange, Nectarine, Peach, Pear, Pecan, Pineapple, Plum, Strawberry, Tangerine, Valencia Orange & Walnut.

3. **Annuals, Perennials & Flowering Pot Plants**
   - --African Violet, Ageratum, Begonia, Caladium, Christmas Cactus, Chrysanthemum, Cockscamb, Coleus, Easter Lily, Geranium, Impatiens, Marigold, Pansy, Periwinkle, Petunia, Poinsettia, Portulaca and Salvia.

4. **Woody Ornamental & Ground Covers**
   - --Azalea, Boxwood, Camellia, Cape Myrtle, Elm, Flowering Pear, Gardenia, Holly, Indian Hawthorne, Juniper, Ligustrum, Liriope, Live Oak, magnolia, Maple, Monkey Grass, Nandina, Photinia, Pine, Pittsporum, Privet, River Birch, Rose and Spirea.
Fruits and Nuts

Apple
Apples are round to slightly elongated and red, yellow or green in color. The fruit are often borne on short stems known as spurs. The blossom end of the fruit may have 4 (sometimes 2 or 3) distinct lobes. The skin is smooth with prominent lenticels, or may be covered with tan corky tissue known as russet. Seed are hard, small, ovoid, pointed at one end, black or brown and shiny. The flesh is crisp, white, and juicy. Papery membranes surround the seeds. Leaves are oblong to oval, pointed, with serrate margins, soft textured with a fine fuzz giving a dull appearance. Tree size varies greatly but is usually relatively small with an upright to slightly spreading growth habit.

Apricot
Apricots resemble small peaches in shape and appearance, usually being yellow or orange with a suture along one side. The skin is smoother than a peach, but is finely fuzzy. The stone is oval, flat, smooth with ridges along one edge. Leaves are heart-shaped, sharp pointed, with finely serrated margins. The leaf petioles have glands. The new growth often has a reddish tint.

Cherry
Cherries are small, round, yellow, red or nearly black in color, and borne on long stems. The pit is small, round, and smooth, somewhat like a plum seed. Leaves are oval and pointed, with doubly serrate margins and small glands on the petiole. The skin is smooth, shiny and thin.

Fig
Figs are somewhat "pear-shaped" with a neck at the stem end which broadens towards the blossom end. Fruit may be green, yellow or purple in color. The fruit is fleshy with an "eye" leading to a cavity inside. Seed are either absent or inconspicuous. The leaves are large and thick, palmately lobed (3-5 lobes), shiny above and dull or fuzzy below. The sap is milky, sticky, and may irritate the skin. The tree may grow to 30 feet but is more commonly a multi-trunked shrub.

Nectarine
Nectarines are generally the same size, shape, and color as peaches, being essentially peaches without fuzz. However, they may be a little smaller and slightly tarter than peaches. Tree size and shape is identical to peach.
**Peach**
Peaches are roundish, sometimes pointed at the blossom end, with a suture along one side. Peaches vary in size but are usually about the size of a tennis ball. The skin is fuzzy and its color ranges from mostly yellow to mostly red. Flesh color is yellow, or sometimes white. The stone or pit is large, deeply pitted, oval or pointed, and tan to brown in color. The tree is moderately small with a dense upright growth habit except when pruned to encourage spreading growth. Leaves are narrow and 4-8 inches long with finely serrated margins.

**Pear**
Pears may be oblong or nearly round. Typically the stem end is narrow, broadening at the base or blossom end. Fruit may be green, yellow, yellow with a red blush, or red. Like apples, the fruit are usually borne on short stems called spurs. The flesh is white, juicy and soft, with slightly gritty stone cells. However, some cultivars grown in Florida remain crisp when ripe, much like apples. The seeds and leaves are very similar to apple except that the leaves lack fuzz and thus are smooth and shiny in appearance. Pear trees have very upright habit of growth.

**Plum**
Plums closely resemble small nectarines in shape, although some may be oval instead of round. The flesh and skin color vary greatly with cultivar (yellow, green, red, blue or purple). The skin is smooth and thin, the stone is usually oval, pointed at one end, and slightly rough. Leaf shape also varies with cultivar but is usually wider and shorter than peach, being more or less ovate (egg-shaped), with finely serrate margins. Tree shape varies from spreading to upright, depending on cultivar.

**Blackberry**
Blackberry is a multiple fruit composed of 20-50 small fruitlets attached to a central core which remains in the fruit when picked. The fruit are dark red to black at maturity and thimble-shaped. The plant is either a vine or shrub with trailing or arching canes which are nearly always thorny. Leaves are trifoliate or pinnately compound with 3, 5, 7 or 9 deeply serrate or toothed leaflets.

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**Blueberry**
Blueberries are small, round or oblate, blue to bluish black at maturity, usually with a waxy bloom and remains of the calyx at the blossom end. Seeds are few and very small. Leaves are small, ovate, with short petioles, entire margins, and usually a waxy surface giving them a light green appearance. The plant is usually a relatively small, multi-trunked shrub.

**Grape**
Grapes grow in bunches or clusters on woody vines. Fruit may be green, red, purple, or yellow when ripe. Individual grapes are round or oval, thin-skinned and juicy, except that muscadine grapes are thick-skinned. Seeds are few or absent, small, round and often pointed at one end. Leaf shapes vary with type and cultivar but are usually large, roundish to heart-shaped, often lobed, with serrate margins. Muscadine grape leaves are not lobed but margins are more deeply serrated than leaves of bunch grape.

**Strawberry**
Strawberries are bright red at maturity, somewhat cone-shaped or flattened cone-shaped with numerous small, hard, brown seeds scattered on the outside surface in shallow depressions. The fruit is fleshy, with a prominent, green calyx at the stem end. Leaves are compound, consisting of 3 rounded leaflets with deeply serrated margins. The small plant is nearly stemless with a rosette growth habit and often forms stolons on which new plantlets form.

**Avocado**
Avocados are commonly pear-shaped but they may be rounded or prominently necked. They commonly have smooth, green skins, but other types may have rough leathery skin which is almost black. The flesh is yellow-green being more green toward the skin and more yellow toward the seed. The single seed is large and smooth. Leaves are large, smooth, ovate, broadly pointed and dark green.

**Banana**
Bananas are long, finger-like, and slightly curved, with a smooth, yellow skin and soft, creamy-white pulp. There are no seeds in edible types. The fruit are arranged in clusters of 6-25 or more bananas on stems of bunches of 10-15 hands. Leaves are very large, blunt, wide and long, and sometimes tattered along the edges. The flower bud is reddish-purple, large and pointed.

**Grapefruit**
Grapefruit is the largest citrus fruit in this group, usually about the size of a softball. The fruit is round but often flattened at each end with a rind that is yellow, or yellow tinged with pink or red. The flesh is buff or pinkish-red in color and slightly bitter and tart in taste. Seeds may be absent, few, or many. Leaves are large, broadly ovate, blunt pointed, with large, winged petioles which are heart-shaped. The tree is moderately large with a dense, spreading canopy.
Kumquat
There are several species of kumquat which vary widely in size, shape, and flavor. They are the smallest citrus fruits. They are oblong or round in shape and orange or reddish-orange in color. The rind is thin and pebbly. The flesh is in 3-5 segments, lacking in juice, with rather large seeds for the size of the fruit. Fruit may be tart or sweet, depending on species. Leaves are small, rather narrow and pointed, without petiole wings.

Lemon
Lemons are oblong, yellow, smooth-skinned, with a nipple at the blossom end and may be slightly necked at the stem end. The flesh is buff colored, acid and aromatic. The lemon odor is characteristic of the leaves, rind and juice. Seeds are few, but present. Leaves are ovate-oblong with very narrow or no petiole wings.

Lime
Limes are very much like lemons except they are generally marketed green and they have no seeds. Leaves are somewhat rounder and blunter than lemon leaves.

Pineapple
Pineapple is a multiple fruit. It is oval to cylindrical in shape, topped by a leafy crown. The skin is golden yellow at maturity and has numerous scales. The flesh is whitish-yellow, juicy and sweet, around a central fibrous core. Seeds are absent. Leaves are grey-green, long, narrow, pointed, V-shaped and often have spiny margins.

Tangerine
Tangerines (mandarins) are similar to oranges and tangelos but are usually smaller and somewhat flattened, though the stem end may be slightly necked. The rind is thin and easily peeled, reddish-orange and slightly coarse. The flesh is orange, juicy and sweet-tart, in segments which separate readily. The seeds have green cotyledons, unlike other citrus. Leaves are small, narrow, pointed, with narrow petiole wings.

Orange
Oranges are smaller than grapefruit, usually being about the size of a baseball. Fruit are round or nearly so, with a somewhat coarser rind than grapefruit, being yellowish-orange in color. The flesh is yellowish-orange and sweet. Seeds may be absent, few, or many. Leaves are ovate, pointed, with rather narrow petiole wings.

Pecan
Pecans develop inside a rough green husk that turns black and splits open at maturity. The nut is oblong, brown or tan with black streaks, smooth, thin-
shelled and pointed. The kernel is distinctively ridged. Leaves are compound, with 11-17 leaflets, more or less lanceolate, with serrate or doubly serrate margins. Bark becomes gray, rough, and somewhat scaly on older trees.

**Black Walnut**
Black walnut develops inside a rough, green husk about the size of a tennis ball. The shell is nearly round, black, very hard, rough and deeply ridged. Leaves are compound, having 15 or more leaflets which are lanceolate with serrate margins.

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**Flowers and Foliage Plants**

**African Violet**
A small plant with a rosette form. Leaves and stems are very pubescent. Leaves can be oval to heart-shaped with smooth or ruffled edges. Flowers are borne in clusters, can have 5 or more petals and come in different shades and combinations of white, blue and red.

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**Begonia**
An erect or trailing, sometimes climbing herbaceous annual or perennial. Usually succulent in texture. Leaves are simple, alternate, highly variable in size and shape, characteristically asymmetrical, glabrous or pubescent. Male and female flowers are usually borne in axillary cymes, some quite showy. They come in a variety of sizes, shapes and colors.

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**Coleus**
A freely-branching, densely-foliated herbaceous perennial. Simple leaves are opposite with margins which may be crenate, serrate, undulate, lobed, etc. They are generally ovate and soft textured. They exhibit many colors and color combinations: patterns of pink, white, yellow, red, green, and maroon are common. The stem is squared in cross section, green or brown, becoming woody with age.

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**Caladium**
A tuberous, stemless perennial herb with colorful leaves, which are simple, basal and entire, ovate to lanceolate shaped; may be up to 14" long. Petioles are longer than the leaf blades. Caladiums show a variety of variegated colors: red, rose, white, green, and pink.

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**Chrysanthemum**
A much-branched, erect, herbaceous perennial with simple leaves which are alternately arranged. The leaves are lobed, entire to coarsely toothed, lanceolate to ovate, often pubescent and thick, with a strong fragrance.
Flowers are heads of various sizes and shapes, clustered with disk and ray florets. Colors are many shades of white, yellow, pink, bronze, and red purple.

**Geranium**
Leaves are orbicular, undulate and coarsely crenate with a spicy scent. Flowers are in rounded umbels four to six inches across. The individual flowers are five-petaled. They can be red, pink or white.

**Impatiens**
An erect, spreading, succulent annual which is very brittle. Simple leaves are glabrous, alternate, sometimes opposite with serrate margins. They are green or reddish-green, ovate-lanceolate to elliptic-oblong in shape. Flowers are solitary and borne on axillary or terminal racemes and are in many forms, doubled, semidoubled, etc. Flowers have a spur which contains nectar and they come in many colors: purple, variegated whites, yellows, reds, and oranges.

**Marigold**
A densely-foliated, freely-branching, erect, herbaceous annual, with odd-pinnately compound leaves, which are opposite with serrate margins, lanceolate. They have glandular dots on the undersides, and are strongly aromatic. Flowers are dense heads to 5" across, solitary, borne on long peduncles. They have few to many ray florets, often two-lipped or quilled, in yellows, oranges, reddish-browns or multi-colored.

**Pansy**
Pansies grow to a height of 8 inches. The leaves are dark green, drooping, with wavy edges. They have delicately fragrant 2- to 3-inch flowers of five overlapping petals looking like gigantic violets, except that the colors are purple, white, blue, dark red, rose or yellow combined in almost endless variations of stripes and blotches.

**Petunia**
A densely-foliated, trailing, low-growing herbaceous annual. Simple leaves are alternate with upper leaves sometimes opposite; margins are entire, and shape varies from linear-oblong to spatulate; texture is soft and pubescent. Flowers are axillary and solitary to 5" across, with funneliform corollas which are often deeply fringed or full double. They come in many colors and combinations of whites, yellows, reds and blues.

**Poinsettia**
Large, upright growing shrub which can reach a height of 12 feet. Leaves are large, alternate, ovate and light green in color. The showy portion of the plant, popularly referred to as the flower, consists of modified leaves, which are called bracts. Bracts may be red, pink, yellow or white. One cultivar has
red bracts with pale pink spots and blotches. The true flowers are small, green and yellow nubs clustered in the centers of the bracts.

**Salvia**
Herbaceous annual, usually with square stems. Simple leaves are opposite, oval or lanceolate. Margins are toothed or segmented. Flowers are borne in clusters, growing from the axils of small bracts which vary in color from scarlet, purple, blue to white and pale yellow.

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**Ornamentals**

**American Holly**
A spreading, short-branched evergreen tree. Simple, elliptic leaves are spirally arranged with entire or spined margins. They have a leathery, pliable texture. Flowers are dioecious, white, not showy. The very showy fruits are shiny red berries borne in large axillary clusters.

**Azalea**
An evergreen, densely foliated, shrub with many branches in a horizontal pattern. Leaves are simple, entire, and elliptic in shape, and are arranged alternately on the stem; they are deep green and very pubescent. During cool weather, they may show a bronze tinge. The new growth on the stem is pubescent. Flowers are funnel form, borne on umbel like clusters of many colors and appear in the spring.

**Camellia**
A densely foliated evergreen shrub or small tree. Simple leaves have alternate to spiral arrangement with shallowly serrate margins. Terminal flowers are solitary or clustered, and may be single, semi-double or double, possessing many petals and stamens. Flower color encompasses shades of red, pink, and white.

**Chinese Elm**
A freely branching, symmetrical deciduous tree with a slightly weeping, spreading, open canopy. The simple leaves have serrate margins and are alternately arranged, leathery, shiny dark green and elliptic-ovate in shape. The exfoliating bark is very showy and the young branches are thinly pubescent.
Crape Myrtle
This freely branching, erect, deciduous shrub or small tree has simple, entire leaves, which are subopposite in arrangement, and oblong-elliptic to rounded in shape. The new growth is pubescent underneath and has square pinkish stems. The flowers are borne in terminal and axillary panicles. They have fringed petals to 1 1/4 inches long. Flower colors are white, pink, red or purple. The fruits are brown, globular capsules.

Dogwood
A small deciduous tree with simple leaves which are entire, oppositely arranged, and up to 6 inches long. The surface is crinkled, light green, and the veins are markedly curved. The flowers are small dense heads borne in panicles, which are subtended by four showy petal-like bracts. They are white, obovate and notched. The fruits are red, showy drupes.

Hibiscus
This large, upright evergreen shrub has many branches and is densely foliated. The glossy green leaves have long reddish petioles, are simple and spirally arranged. They are ovate in shape and the margins are finely serrate. The flowers come in many colors. They are borne solitary on long hanging peduncles, with bell shaped calyx. They have five petals and a long, conspicuous column of stamens.

Indian Hawthorn
A dense, rounded, medium textured, evergreen shrub. This shrub is a slow grower and it will take many years for it to reach a mature height of 5 feet. Leaves are simple, alternate, clustered at twig tips, oblong and leathery. Flowers are white or pinkish, 5/8 inch across, and are borne on loose terminal panicles in the spring. Fruit are purplish-black pome about 3/8 inch long.

Live Oak
This large, symmetrical oak is an evergreen tree with a spread greater than its height. Branches are drooping and low. Simple, entire leaves are spirally arranged, and are elliptic to ovate-shaped with revolute margins. The underside is whitish-grey. Fruits are acorns to 1 inches long, sometimes in pairs, with a shallow cup enclosing the bottom 1/4.

Liriope
A clumping, perennial evergreen herb which forms dense, grass-like mats. Leaves are linear, dark green with parallel veins, 8-10 inches long and 3/4 inch wide, and forming tufts. Purple flowers are small and dense, borne in short racemes which are held on stalks longer than the leaves. Fruits are black, berry-like, small fleshy capsules.
**Juniper**
An evergreen coniferous shrub with a spreading horizontal growth habit. The tips of the branches point outwards. Leaves are small, scale-like and are tightly compressed in whorls; they are colored grey-green.

**Nandina**
This evergreen to semi-deciduous shrub forms clumps and is leafless at the base. The leaves are odd bi- and tripinnately compound, and spirally arranged. Leaflets are entire, elliptic to 4 inches long, with short petioles. They show red fall color. Small, white flowers are 6-petaled, and borne in panicles. Fruits are ovate berries, red, in pendulous, showy clusters.

**Pine**
Tall, coniferous trees which are evergreen and monoecious. Leaves produced are of two kinds: scalelike, soon falling off the tree, and needle-shaped, long and borne in clusters of 2-5. The fruit is the typical woody pine cone.

**Photinia**
An evergreen shrub or small tree, upright and freely branching. Simple alternate leaves are 2-3 inches long and elliptic ovate in shape. They are glossy green, leathery and pliable. The new growth is reddish. Flowers are white, 5-pleated, borne on short terminal panicles. Fruits are berry-like pomes, globose, red turning to black.

**Red Maple**
A low branching, deciduous tree with an open growth habit and oval canopy. Leaves are opposite, palmately shaped with 3-5 lobes. They are unequally crenate to serrate, and 3-6 inches across. Petioles are pink-red and leaves turn red in fall. Fruits are winged, ripening soon after the red flowers fade in spring.

**Magnolia**
Upright, large trunked, evergreen tree with large, stiff leaves that are alternate, shiny, dark green above an light green or brown below. The spring flowers are large, white and fragrant. Fruits are cone-like, 4-inch aggregates of many dark red seeds.
Vegetables

Artichoke
The edible heads are immature, unopened flower buds. Each large bud is globular, bluntly pine-cone shaped and composed of many layers of deep green bracts. The edible parts are the fleshy bases of the bracts and the center or heart to which the bracts and violet colored flower parts are attached. The plant is tall growing, spreading, with deeply notched, pointed leaves which attach to a stump several inches in diameter.

Asparagus The edible portion is the aerial stem or spear growing from a below-ground crown. Foliage is light green and fern-like. Small fruits are round and berrylike. When young, they are green, turning red when mature; then black when fully ripened. The entire fruit is planted as a seed.

Beet
The leaf blades are dark green with reddish veins, and are attached to long reddish upright leaf stems that form a rosette at their base. The edible root is round, somewhat top-shaped and deep red in color, sometimes yellow. The seed is tan with a rough corn cob appearance, similar to chard.

Broccoli
The plants are cauliflower-like, bearing heads which are clusters of deep green flower buds. Heads are cut with a portion of the tender stalk before the buds open into tiny flowers. Leaves are similar to collards, but much smaller. Seeds are similar to cabbage.

Brussels Sprouts
The plants are upright with a single stalk thickly set with small, firm, cabbage-like heads. Leaves are similar to broccoli and cauliflower, but more circular in shape. Seeds are similar to cabbage.

Cabbage
Large, round, glossy leaves are cupped into large, round, sometimes pointed, firm heads. Color may be dark green, yellowish green or deep red. Leaf texture may be smooth or wrinkled. Brownish-black seeds are round and about the size of bird-shot pellets.

Carrot
Yellowish orange roots vary in shape from long cylindrical to short blunt. The leaves are deeply cut with a lacy appearance. Seeds are small, straw to brown in color, flat on one side and curved on the other, with 4 to 6 ridges on the curved side, similar to celery except much larger.
Cauliflower
Long, tapering, cabbage-like leaves surround a central, terminal, fleshy, creamy white, tightly-formed head similar to broccoli, though individual flower buds are not present. There are green-headed and purple headed varieties. Cauliflower seeds resemble those of cabbage.

Celery
Flat, notched, yellowish-green leaves are attached to crisp, fleshy, smooth-ribbed leaf stems and are joined at the base to form long cylindrical stalks. The striped seeds are very similar to carrot seeds, but much smaller.

Cabbage, Chinese
Long, cylindrical or round upright heads are formed by tightly bunched leaves with large, fleshy midribs. The base of the head resembles celery and leaves are similar to mustard. Bok Choy is a non-heading type with several fleshy, white leaf stalks tipped with a glossy dark-green leaves. Seeds are round and cabbage-like.

Collards
The plant does not form a head. Glossy, blue-green, cabbage-like leaves are attached by slender stems to an upright, single, round stalk which may reach several feet in length. Seeds resemble those of cabbage.

Cucumber
The plant is vining with large, lobed, green, bristly leaves and long stems. Fruits are elongated, cylindrical, yellow-green to dark green and either spiny or smooth. Size is variable, depending on variety. The lemon cucumber is almost round and bright yellow in color. Flowers are small, yellow and somewhat cupped. A female flower has a tiny cucumber-like appendage which is the undeveloped ovary. Seeds are creamy-white, flat, buttonhole shaped, tapering at both ends and about 3 times longer than wide.

Eggplant
The plant is large, upright and branching. Leaves are broad, smooth and slightly fuzzy. Stems are prickly, especially near the leathery green cap at fruit attachment. Fruits are oblong to round and may be green, white, yellow, bronze, orange, purple or most commonly black. Some varieties have small (1-inch diameter) fruits, while most average about 1 pound. Flowers are small, somewhat star-shaped and lavender in color. Seeds are very similar to pepper seed but are smaller and darker in color.
Endive
The plant has upright to spreading growth similar to leaf lettuce but does not form a head. Leaves are curled, deeply cut and fringed, with white to pale green midrib. The broadleaf type is called escarole. Seeds are elongated, straight, and slender.

Garlic
The plant is bulbous and onion-like in appearance except for green leaves which are flat. Bulbs may be separated into sections (coves) and have a distinct, pungent odor and white to purplish color.

Kale
The leaves are the same general size as collards, but with very frilled margins. Color is deep green and texture very coarse and crisp. Some ornamental varieties show colorful combinations of red, white, and green. Seeds are cabbage-like.

Leek
The plant is very similar to a large green onion. Leaves are smooth and flat and are arranged in a fan-like fashion spreading in 2 directions. Unlike garlic, there is very little bulb development. Seeds are black and onion-like.

Mustard
The plant is erect, 1-3 feet tall, and leafy. Leaves may be elongated or broad with smooth margins or margins may be notched or curly. Texture is lighter than collards and midrib light green and not as fleshy as Swiss chard. Seeds are similar to cabbage but smaller.

Okra
Fruit or pods are pointed at the blossom end, white to dark green, ribbed or smooth, spiny or spineless. Leaves are broad, notched and fuzzy. Seeds are almost round and dark gray in color with a seed stem scar. Seeds are about buckshot size. Large conical-shaped, light-yellow flowers are violet at the petal base.

Onion
Onions grow as single plants or in bunches. Leaves are slender, dark green and tubular, become red, white, yellow or purple and thickened or bulbous at the base. The base varies from pencil size to round, oblong, top shaped or flat. Fibrous roots extend from the center of the base. Seeds are small and black resembling tiny chips of coal.

Parsley
The plant is low growing with dark green, curly or smooth foliage of soft, delicate texture. Leaves, which arise from a central crown, are celery-like except they are borne on very slender, green stems. One type has a long slender, white tap-root. Seeds are similar to carrot.
Pepper
The plants are much branched with glossy green (sometimes purple) leaves. Fruits are hollow pods with many white, flat, roundish seeds attached to the central core. There is much variation in size, shape (from long, thin to large, roundish), color (green, red, yellow) and taste (from mild to hot). Flowers are small (½-inch diameter) pale yellow to white, with the corolla tightly held by a green calyx.

Potato, Irish
The leaves are compound, soft green in color with a slightly rough texture. Edible tubers are oblong to round in shape, red, green or brownish in color and smooth skinned with slight indentations (eyes). Small (½-inch diameter) flowers range from white to purple. Fruits resemble tiny green tomatoes.

Potato, Sweet
The plant is a trailing vine with heart-shaped or deeply notched, glossy green leaves that may have a reddish tint. The edible roots vary in shape from long, slender to round with most being pointed at one or both ends. Root color may be cream, red, yellow, or purple. Flowers are typical morning-glory shape.

Radish
The edible roots are spherical or elongated, may be red, pink, white or black in color. A rosette of fuzzy green leaves on slender stems grows from the top of root. The seeds are off-round, rose-colored, very hard, about size of match head. Some of the large winter radishes may reach 20 pounds or more.

Rutabaga
The edible roots are smooth, larger than turnips, slightly oblong and white or pale yellow with or without purple at the top. The leaves are collard-like. Seeds are similar to cabbage.

Spinach
The plants are compact, upright to slightly spreading with tender dark green leaves forming a rosette. Leaves are glossy, may be smooth or crumpled and are usually pointed. Seeds are straw colored and similar in size to radish seed. Seed shape varies from round, smooth to prickly, pointed.

Squash, Butternut
Fruits are very firm with tough outer skin making them suitable for storage. The beige-yellow fruits average 1-3 pounds and have a hollow seed cavity. Fruits are usually bell-shaped, but sometimes blocky round. Tan seeds are flat with indistinct edges.
Squash, Zucchini
Fruits are thin-skinned with solid, crisp succulent interiors. There is no seed cavity. Fruits are elongated, somewhat larger at the blossom-end, and range in the color from dark green to bright yellow. Some are striped while others are solid color. The large, yellow flower blossoms are both male and female. While the zucchini grows on a bush, the stems may appear vine at times. Leaves are large, deeply notched, and show a mottling of light green on a darker green background. The white, flat seed has a double margin-ring, typical of all pepo types.

Sweet Corn
The plant is upright, often growing to a height of 8 feet or more. The 1-2 inch diameter stem has several internodes which are nearly smooth in the upper part, but somewhat grooved lower on the plant. Leaves, called "blades," are long, sharp-edged, pointed and covered with hairs on top. Ear shoots develop at the base of internodes. The ear (female flower) is wrapped with leaves and contains a slender "cob" covered with rows of kernels (seeds), each attached to a threadlike "silk." The male flowers are in the tassel at the top of the stalk. The seed kernel is plump and smooth when fresh, but may be hard and wrinkled when dried. Seed color varies from white and yellow to hues of red.

Tomato
The plants are succulent, fuzzy-stemmed, bushy or vining. Leaves are compound, green and soft-textured. Fruits vary in shape (round, pear, oblong); in color (red, pink, yellow, green, white); and in size (cherry size to 1 pound or more). The seed is small, fuzzy, tan in color and resembles eggplant and pepper seed. Flowers are small (½-inch diameter or less) with yellow open corolla attached to a green calyx.

Turnip
Both tops and roots are edible. Leaves are green and fuzzy, notched but not curly, and attached to slender succulent stems that often show purple coloration. Roots are globular or flat and all white or white with a purple top. The flesh is smooth, crisp and white. Seeds are cabbage-like. Turnips most closely resemble radish and mustard.

Watermelon
The plants are vines with deeply notched leaves and many tendrils. Fruits range in shape from oblong to round and vary greatly in size. Exterior color is light to dark green and may be striped or solid. Interior is white when immature, turning red, pink or yellow at maturity. Seeds are oval, flat and smooth varying in color from creamy white to speckled to black.
INSECT IDENTIFICATION:

- Open to any 4-H member.
- This is a written contest.
- 4-H members will be required to identify the common name and answer questions regarding insects. Good guides for study are *Golden Nature Guide of Insects*, *Guide to Insect Pests* and the parish insect study guide.

INSECT IDENTIFICATION CONTEST RULES

The achievement day test will be comprised of fifteen insects and a written test (10% of total exam score). The written test questions will be taken from the information provided in the handout. Elementary 4-H members will be held responsible for all insects having one asterisk. Junior members will need to learn all insects having one and two asterisks. Senior members are responsible for all insects listed.

WHAT INSECTS ARE

Like their relatives (crabs, crayfish, spiders, millipedes and centipedes), insects possess a skeleton on the outside of their bodies (exoskeleton) and are cold blooded. The term cold blooded means that their temperature goes up and down with the temperature of the air around them. However, unlike their relatives all insects possess the following three body parts: head, thorax and abdomen. The head holds the eyes, mouth parts and two antennae. The antennae or feelers serve as organs of touch, taste, smell and hearing. The thorax is the middle part with the legs and wings attached. All insects have six legs (three pairs). One pair is attached to each segment of the thorax. The abdomen is the part behind the thorax and contains the organs of digestion and reproduction.

NUMBER OF INSECTS

Insects are the largest group of animals in the world. Over a million species have been identified, but authorities believe this may be only 3 percent of the insects yet to be discovered. Insects live in all parts of the world even at the Arctic circle.

INSECTS AND PEOPLE

Less than one percent of insects are harmful, but these destroy about ten percent of our crops. On the other hand, many insects are beneficial. Many pollinate flowers, produce honey, aid in the process of decay, serve as a food source for larger animals and help control other insects which maintain a balance in nature. Keep this broad view in mind when people start talking about widespread insect control. Local control may be successful and useful to man, but control on a large scale might cause more harm than it would prevent, because insects are so important to most other kinds of life about us.

INSECT BIOLOGY

Where an insect lives, what it eats, what its habits are, and how it reproduces are all questions of insect biology. Most of them can be answered by a study of an insect's life cycle. The life cycle of an insect is from the egg stage to the reproducing adult. Metamorphosis is the name given to the change in shape of an insect as it grows. Insects are divided into four groups, depending upon their method of metamorphosis: without, gradual, incomplete and complete metamorphosis.

In group one the insect that comes from the egg looks exactly like it will when grown, except that it will then be larger. Lice are members of this type of metamorphosis.

Insects in group 2 change shape gradually. There are three stages of growth: egg, nymph and adult. The following families of insects go through this type of metamorphosis: grasshopper, roaches and their kin; termites; true bugs; leafhoppers, aphids and cicadas; and earwigs.

The young insects in group 3 change shape gradually. They do not look like adults until shedding their last skin. Then there is a quick change. The following families are members of this group: dragonflies and damselflies; and stoneflies.

All insects in group 4 go through four stages of growth. None of the young look like the adult. There is a great change in shape when the adult emerges from the pupa stage. The following families of insects go through this type of metamorphosis: nerve-winged insects; beetles; scorpionflies; caddisflies; moths and butterflies; flies and their kin; and bees, wasps and ants.
INSECT IDENTIFICATION STUDY GUIDE

Contestants are responsible for:
- elementary = * insects
- junior = * and ** insects
- senior = all insects

This key includes each insect's family description, name, and size.

   1. walking stick: .5"
   2. katydid: 1"
   3. mole cricket: 1.3"
   4. field cricket: .9"
   5. American cockroach: 1.4"
   6. German cockroach: .5"
   7. praying mantis: .3"
   8. grasshopper: .2"
   10. earwig: .6"
   11. Ant-like with soft body. Some have 4 long wings. Development gradual.
   12. termite: .1"
   13. Tiny, wingless, with piercing and sucking mouthparts. Body flattened. Legs have claws to cling to mammals.
   14. hog louse: .1"
   17. stinkbug: .6"
   18. chincha bug: .3"
   19. tarnished plant bug: .3"
   20. giant water bug: .2"
   22. dragonfly: 2.5"
   23. damselfly: 1.3"
   24. Two pairs of transparent, veined wings.
   25. mayfly: 1.1"
   26. stonefly: .7"
   27. Two pairs of netted, veined wings of equal size. 4 stages of development. Chewing mouthparts. Long antennae.
   28. dobsonfly: 2.2"
   29. lacewing: .4"
   31. scorpionfly: .6"
   33. caddisfly: .9"
   34. Two pairs of scaly wings. Sucking mouthparts. Antennae knob-like or feathery.
   35. monarch butterfly: 1.3" x 4"
   36. viceroypolycypris: 1 x 2.8"
   37. cabbage butterfly: .7" x 1.8"
   38. sulphur butterfly: .8" x 2"
   39. giant swallowtail butterfly: 1" x 4.4"
   40. black swallowtail butterfly: .8" x 2.8"
   41. tomato hornworm moth: 1.6" x 3.7"


A. Grasshoppers, Roaches, and their kin

B. Earwigs

C. Termites

D. Lice

E. Leafhoppers, Aphids, & Cicadas

F. True Bugs

G. Dragonflies and Damselflies

#7
#8
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54
PHOTOGRAPHY CONTEST:
- Open to all 4-H members.
- Photographs submitted prior to Achievement Day and winners are announced at Achievement Day.
- Each member may only enter one photo per category.
  Categories are:
  A. People - any age.
  B. Animals - can be of pets, farm animals, zoo animals, fish, etc.
  C. Outdoor Shots - buildings, landscapes, flowers, plants, gardens, water, butterflies, and other insects.
  D. Promoting 4-H
  E. Action Shots - playing sports, fishing, etc.
  F. Night Shots - pictures of outdoor scenes at night
  G. Black and White - pictures may consist of any subject
  H. Agriculture - includes agriculture equipment, livestock, aspects of farming.
- Mount picture on an 8 ½ x 11 sheet of black, construction paper (one picture per sheet).
  Put category on upper right hand corner and name, grade, and school on back of paper. They can be color or black and white. Only one picture per category.
- Scoring Factors are:
  Composition - arrangement of subject, foreground, background and supporting subjects in a picture. 15 points
  Sharpness - focus, depth of field, clearness. 10 points
  Correct exposure - film speed, lens opening, lightness or darkness of picture, shutter speed. 5 points
  Appealing Picture - attracts attention, interesting, and good subject. 20 points
- These pictures must be turned into the 4-H office when record books are due. Turn in with photography portfolio. Photos will be displayed at Achievement Day. Individual does not have to compete in Records Contest in order to participate.
- The top five placings will be given in each category.

SKILL-A-THON:
- These contests are held at Achievement Day.
- Open to all 4-H members. This is a team contest. The team can be made up of two or three individuals. Not an individual contest. Team members can be from different grades and different clubs. This is not a written test. This year’s skill-a-thon contest are:
  OUTDOOR SKILLS - Teammates will have to score a BB gun paper target, identify wildlife, and identify items to pack in a backpack when hunting, etc.
  FOOD AND FITNESS SKILLS - Teammates will have to be familiar with MyPlate, answer questions regarding healthy decision making and choose appropriate meals, etc.
  LIVESTOCK SKILLS - Teammates will have to identify breeds of livestock, how to use a halter, identify tools, identify cuts of meat, etc.

SONG CONTEST:
Each year clubs can enter a song in the Achievement Day Song Contest. Tunes for the song must be turned in to the 4-H office by the given deadline. No two clubs can use the same tune, they are on a first come first serve basis. All songs must include the Achievement Day theme, the honoree’s name, the 4-H agent’s names, and list at least five project areas, for which two can be clothing, cooking or livestock. The other three projects must be chosen from the various project areas 4-H offers.
- Awards will be given to participating clubs.
 Clubs are not required to perform in bleachers. May use gym floor if necessary. If accessible a microphone will be available for use.

**WILDLIFE HABITAT JUDGING:**

- Open to all 4-H members
- This is a written contest.
- Contest Description: 4-Hers may be required to identify the needs of wildlife in a particular kind of habitat and make recommendations on wildlife management practices that will improve the habitat for certain wildlife species. Must be able to identify common wildlife foods and rank them as to their importance for certain wildlife species. 4-H’ers may be required to identify wildlife from photos. 4-H’ers may be required to identify the different habitats that wildlife live in from aerial photos and rank them as to their importance for wildlife. An ideal way to prepare for this contest would be to assemble a scrapbook which would include a picture of each wildlife animal and a description of its required habitat and the type of food it needs to survive.

**4th-8th Grade**

1. The test will be comprised of three parts:
   - The identification of the following common wildlife animals will be based on either their overall general appearance or their tracks.
   - Matching the above animals to their correct wildlife foods.

**9th-12th Grade**

1. The test will be comprised of three parts:
   - Written test questions will come from the 9th -12th grade “Wildlife Ecology “4-H Project booklet.
   - The identification of the following common wildlife animals will be based on either their overall general appearance or their tracks.
   - Matching the above animals to their required foods and habitats. Be prepared to answer questions relating to the following wildlife management practices.

2. An ideal way to prepare for this contest would be to assemble a scrapbook which would include a picture of each wildlife animal and a description of its required habitat, the type of food it needs to survive and which management practices are recommended.
Camps

4-H CAMP:
- Camp is open to 4, 5 or 6 graders and must be 12 years of age or younger.
- Held in the summer months.
- The camp is held at Grant Walker 4-H Educational Center, an 80-acre campsite located near Pollock, LA on Highway 8 about 15 miles northeast of Alexandria.
- Costs range from $160.00 to $185.00
- Rules: To become a 4-H camp participant, an application must be filled out. Application can be found in March, April and May’s newsletters. Selection is based on how many times a 4-H member has been to camp and involvement in parish-wide activities.
- Camp Counselors: Note Age Requirement: 15 years of age or at least a sophomore in high school. To apply for the job of Counselor at 4-H Summer Camp or Challenge Camp, complete the job application and return to 4-H Office. *See form and application section

4-H UNIVERSITY:
- Camp is open to 7, 8, 9, 10, 11, or 12 graders and must be 12 years of age or younger.
- Held in June
- The camp is held at Grant Walker 4-H Educational Center, an 80-acre campsite located near Pollock, LA on Highway 8 about 15 miles northeast of Alexandria.
- Costs range from $160.00 to $185.00
- Rules: To become a 4-H camp participant, an application must be filled out. Application can be found in March, April and May’s newsletters. Selection is based on how many times a 4-H member has been to camp and involvement in parish-wide activities.
- Camp Counselors: Note Age Requirement: 15 years of age or at least a sophomore in high school. To apply for the job of Counselor at 4-H Summer Camp or Challenge Camp, complete the job application and return to 4-H Office. *See form and application section
CHALLENGE CAMP:
- Held at Grant Walker 4-H Educational Center in Pollock, Louisiana in November.
- Costs range from $75.00 to $85.00.
- Description: To challenge 7th and 8th graders to set high personal goals as a result of activities designed to develop:
  - A positive self-concept
  - Interpersonal relationship skills
  - Communication
- Rules: To become a Challenge Camp participant, an application must be filled out. Application can be found at the 4-H Office or in September and October newsletters.
- *Camp Counselors: Note Age Requirement:* 15 years of age or at least a sophomore in high school. To apply for the job of Counselor at 4-H Summer Camp or Challenge Camp, complete the job application and return to 4-H Office. *See form and application section.*

LOST CAMP:
- Camp is open to 7th and 8th grade 4-H members.
- Held in late July, early August.
- The camp is held at Grant Walker 4-H Educational Center, an 80-acre campsite located near Pollock, LA on Highway 8 about 15 miles northeast of Alexandria.
- Costs range from $160.00 to $175.00
- Rules: To become a 4-H camp participant, an application must be filled out. Application can be found in April and May’s newsletters.
Other Resources

Study Guide Copies Available at 4-H Office:

Forestry
Horticulture
Insect ID
Poultry Judging

Study Materials that can be checked out at 4-H Office:

Character Education
Consumer Foods Judging-Food
Forestry-Leaves
Livestock Judging Videos
Poultry ID CD
Poultry Judging Videos
Sewing Machines
Community Service-Learning

What is Service-Learning?
- Service learning is a method under which students learn and develop as citizens through thoughtfully organized service that meets the needs of a community.
- It is integrated into formal or informal curriculum that students are participating in and adds time for reflection of the particular service participants to reflect on their service experience.
- This learning method connects the youth with the community to actively engage their skills and knowledge, leadership, personal growth, and civic responsibility.

**Youth Voice** - Youth Voice is very important in the service-learning process. Youth Voice is defined as the ideas, opinions, involvement and initiative of people considered to be “young.” Through Youth Voice, youth feel ownership of their projects throughout the service-learning process.

**Community Ownership** - It’s important that the service-learning project belongs to the participants and their community. Young people and community members should work together to identify community needs, plan service activities and evaluate the impact of the service-learning project. There are several key elements in an effective service learning program that engages the community.

- The initial task is to develop clearly articulated goals that can be achieved through a reasonable degree of effort.
- The project must be of real consequence to the community and be perceived by young people and community members as fulfilling a real need.
School, youth organization and targeted community organizations and members should work closely together during the early stages of development. A task force may be assembled or community meetings held to determine the real needs of the community and form consensus about what projects may or may not be appropriate. It is very important to get community members involved and keep them informed at a very early stage because their later support will be of vital importance to the success or failure of the program.

The final element involves the connection between the service-learning project and the community. One of the unique components of service-learning is the interconnection of community experience and academic learning.

Once community projects have been identified, community members, program administrators, educators and youth must develop a curriculum to address the specific needs of the projects. The success of a service-learning project depends heavily on the continuous connection between academic learning and real-world experience only possible by engaging the community.

**Needs Assessment** - Needs assessment is at the beginning of the service-learning cycle when we are attempting to figure out what our project is going to be. At this point in the cycle, we look at our community to see any and all of the needs that need to be met. During the assessment, we decide which needs should be met before others. This is how we decide on our project.

**Planning and Preparation** - Planning and preparation is a step in the Service-Learning Cycle when we prepare for the service project and plan step-by-step actions on how to carry out this project. The service-learning project preparation can include identifying and buying adequate materials and preparing the youth on what to expect and how to conduct themselves.

**Meaningful Service** - Meaningful service is an important aspect of the service-learning cycle. Service-learning can be used to teach any subject and meet a wide variety of community needs. However, to provide valuable service, build civic skills and increase student achievement, project and program designers may wish to consider several factors to make the program experience effective.

Service and service-learning can be used to teach any subject and meet a wide variety of community needs. However, to provide valuable service, build civic skills and increase student achievement, project and program designers may wish to consider including some of the following practices, which program experience has shown to be effective:

- Service activities should be of sustained or significant duration. Program experience suggests that a minimum of 40 hours over a year is necessary to yield positive results for students and the community.

- Sponsors need to work with youth in order to draw the connections between what the students are doing and what they should be learning.

- The service that students perform should have a strong connection to the curriculum they are studying or to their after-school activities.
• The relationship between service and democratic practices, ideas and history should be made explicit in order that students see service as a civic responsibility.

• Project participants should be given time to reflect on their service. That may involve asking students to keep a journal or having teachers and organizers lead discussions or coordinate activities that get participants to analyze and think critically about their service. These activities need to be planned, not left to chance.

• Students should have a role not only in executing the service project but also in making decisions about its development. Students should be involved in leadership roles in all phases of the project.

• In order to ensure that service is really useful and strengthens community ties, strong partnerships with community groups based on mutually agreed upon goals, roles and responsibilities are essential.

• Overall, the most important feature of effective service and service-learning programs is that both learning and service are emphasized.

**Reflection** - This is a chance to discover where young people are in the learning process, and give them a chance to voice concerns and share feelings. Involve students in continuously making sense of their learning implementation through journal writing, drawing, discussion, or other means. Students should ask themselves:

**What**: What they are doing?
**So What**: Whom is it affecting?
**Now What**: What will be different because I have done this. What is my next step?

**Evaluation** - Evaluation is an important part of the service-learning cycle. This is the step where you assess the project and see where changes need to be made. We then make those changes so that our project can be the best that it can be.

**Celebration** - All involved should enjoy the fruits of their labor and respect the accomplishments of other participants. This reinforces the positive achievements, sense of accomplishment, and personal growth attained through the service-learning experience. Engage students in publicizing their accomplishments through the school newspaper, internet, radio, or television. Celebrate learning with special privileges.
## Meaningful Service Checklist

<table>
<thead>
<tr>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
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<tbody>
<tr>
<td>Project has a sustained or significant duration.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Connections are made between what the students are doing and what they should be learning.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>A strong connection to curriculum exists.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Relationship between service and democratic practices are made.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Reflection is an integral part of the project.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Youth voice is present in all phases.</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Strong partnerships are built with community groups</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Both learning and service are emphasized.</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

Comments:

Source: Engaging America's Students in a Lifelong Habit of Service Guidebook, Students in Service to America
http://www.studentsinservicetoamerica.org/guidebook/classroom.html
Service Learning Cycle Worksheet

Service Learning Project Area

Student and Community Ownership
Identify Ways to Promote Student Ownership

Identify Ways to Promote Community Ownership

Needs Identification
Select Ways to Identify Needs

Planning and Preparation
Identify Ways to Meet the Needs

Select the Service Project

Identify Things to Keep in Mind When Planning the Service

Identify Learning Links

Things to Cover in Orientation to Prepare Students for Service

Pre-Reflection Questions
- Have Academic Integrity
- Developmental Appropriate
- Provides Student Ownership
- Have Adequate Supervision
- Provides Concrete Growth Opportunities for Youth
- Addresses a Community Need
- Provides Hands-On Service

**Reflection Questions During Service**

**Observation**
Things Youth Might Observe

**Problem Solving**
Problems That Might Need to Be Solved

**Evaluation**
Areas of Potential New Understanding
Areas of Project and Process Improvement

**Celebration**
Ideas to Celebrate

**Post Service Reflection Questions**
Forms and Applications
Elementary Record Book Entry Sheet
4th, 5th & 6th Graders

Staple this form to the outside front cover of the Record Book

Name ___________________ Age____ Grade _____
School _____________________________

1. Leaders check contest or contests in which 4-H’ers wish to complete.
2. Submit this form attached to the front of the record book cover. Submit all club members’ record books to the 4-H office by 4:00 p.m. on the date given on 4-H calendar.

____ Achievement
____ Discovering 4-H (4th and 5th)

Science Engineering and Technology Project
____ You & the Environment
____ Lift Off-Aerospace
____ Magic of Electricity
____ Insects
____ Measuring Up-Woodworking
____ See Them Sprout
____ Follow the Path-Forestry
____ Under Construction-Sewing
____ Crank It Up-Small Engines
____ Focus on Photography

Outdoor Skills
____ Shooting
Sports/Archery/Shotgun/Rifle

Livestock Records
____ Poultry Project
____ Lambs, Rams & You-Sheep
____ Just Browsing-Meat Goats
____ Swine Project
____ What’s Hoppening-Rabbits
____ Beef Project
____ Dairy Cattle
____ Dairy Goat
____ Giddy Up & Go-Horses

Citizenship Project
____ Learning More About You & Citizenship
____ Step Up to Leadership (6th grade)
____ Play the Role-Theatre Arts
____ Picking up the Pieces-Communications

Healthy Living Project
____ Six Easy Bites
____ Growing With Others-Child Development
____ First Aid in Action-Health
____ Wheels in Motion (6th grade)
____ Micro-Magicians-Microwave

Pet Care
____ Pet Project
____ From Airdales to Zebras-Vet Science
____ Purr-Fect Pals-Cat
____ Wiggles & Wags-Dog
____ Climbing Up-Cat (6th Grade Only)

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JUNIOR RECORD BOOK ENTRY SHEET
7th and 8th Graders

Staple this sheet to the outside front cover of the Record Book

Name ____________________________________ Age____ Grade _____
School ____________________________________

1. Leaders check contest or contests in which 4-H’ers wish to compete.
2. Submit this form attached to the front of the record book cover. Submit all club members’ record books to the 4-H office by 4:00 p.m., on the date given on 4-H calendar.

_____ Achievement

Science, Engineering & Technology Project
_____ Clothing Clues/Fashion Forward
_____ Housing Design & Improvement
_____ Horticulture (Gardening)
_____ Agronomy (Plant Science)
_____ Environmental Science (Aquaculture, Wildlife, Environment)
_____ Aerospace
_____ Electricity
_____ Insects (Entomology)
_____ Forestry/Woodworking
_____ Small Engines (Machines)
_____ Photography
____ Bicycle
_____ Reach for the Canopy-Forestry

Pet Care Project
_____ More About Pets/Canine Connection/Dog Care/Other Pet
_____ Vet Science/Animal Health Care
_____ Climbing Up-Cat

Healthy Living Project
_____ Foods & Nutrition/Tasty Tidbits
_____ Pardon the Real You is Showing
_____ Focus on Fitness/Staying Healthy
_____ Growing in Communities Child Development
_____ Staying Healthy

Citizenship Project
_____ Leadership
_____ Putting it Together-Public Speaking
_____ Theatre Arts
_____ Citizenship

Outdoor Skills Project
_____ Shooting Sports/Archery/Shotgun/Rifle

Livestock Project
_____ Poultry
_____ Swine
_____ Sheep
_____ Meat Goats
_____ Horse Project
_____ Rabbit Project
_____ Beef Project
_____ Dairy Cattle
_____ Dairy Goat
SENIOR RECORD BOOK ENTRY SHEET
9th, 10th, 11th, and 12th Graders

Staple this sheet to the outside front cover of the record book

Name _______________________________ Age ____ Grade ____

School ______________________________________________________

1. Leaders check contest or contests in which 4-H’ers wish to compete.
2. Submit this form attached to the front of the record book cover. Submit all club members’ record books to the 4-H office by 4:00 p.m., on the date given on 4-H calendar.

____ Achievement
____ Freshman Achievement

Science, Engineering & Technology
____ Environmental Science (Aquaculture, Wildlife, Environment)
____ Horticulture (Gardening)
____ Housing Design & Improvement
____ Clothing
____ Agronomy (Plant Science)
____ Aerospace-Pilot in Command
____ Electricity
____ Insects (Entomology)
____ Forestry/Wood Working
____ Small Engines (Machines)
____ Automotive/Tractor Project/Lawn Care
____ Photography

Outdoor Skills Project
____ Shooting Sports/Archery/Shotgun/Rifle
____ Backpacking Expeditions
____ Cast Into the Future-Sports Fishing

Livestock Project
____ Poultry Project
____ Pig Project-Swine
____ Sheep Project
____ Meat Goats
____ Horse Project
____ Rabbit Project
____ Beef Project
____ Dairy Cattle
____ Dairy Goat

Pet Care Project
____ Leading the Pack/Other Pet
____ Vet Science

Healthy Living Project
____ Foods and Nutrition/Foodworks/You’re the Chef
____ Child Development
____ Keeping Fit
____ Keeping Fit
____ Jump Start to Job Seekers

Citizenship Project
____ Theater Arts
____ Communications
____ Leadership
____ Citizenship
____ Broadcast & Print Journalism
____ Speaking Extemporaneously
PORTFOLIO ENTRY SHEET

Staple this form to the outside front cover of the Record Book

Name ____________________________________ Age____ Grade _____

School ________________________________________________________

1. Submit this form attached to the front of the record book cover. Submit all club members’ record books to the 4-H office by 4:00 p.m. on the date given on 4-H calendar.
2. If applicable, please show three years’ worth of work.
3. Leaders please check that each section has been completed

____Section 1 – Personal Data, 4-H and You Information Page

____Section 2 – 4-H Leadership

*A Section 2 summary sheet is required. (Only one leadership summary sheet per year is allowed.) Summary sheets may be typed or handwritten. Do not alter or add additional forms.

____Section 3 – Citizenship/Community Service

*(Only one summary sheet per year is allowed.

Summary sheets may be typed or handwritten. Do not alter or add additional forms.

____Section 4 – 4-H Awards and Recognition

____Section 5 – Non-4-H Experience/Leadership & Non-4-H Awards/Recognition

____Section 6-4-H Story

*4-H Story is limited to six (6) typed or handwritten pages.

____Section 7-Supporting Materials and Photos

*Ten page limit. May include letters of recognition, awards, etc. Layering is not allowed.

*Project pictures are one side only. Photos should reflect project work, leadership and citizenship activities. Layering is not allowed. Mount photos with rubber cement or art corners and label with a caption. You may crop pictures, but remember that “postage stamp” size photos are difficult to see. The recommended number of photos is 4-6 per page.

____Section 8 – 4-H Project Focus  *Do not add past project books if you are only submitting in Portfolio Competition.
**4-H CAMP COUNSELOR APPLICATION FORM**

Please type or print legibly

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<tr>
<th>Date of Birth: m/d/yy</th>
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<th>Last Name</th>
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<th>Person to notify in case of emergency</th>
<th>Address of Person</th>
<th>Phone #</th>
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**PREVIOUS JOB EXPERIENCES, BEGINNING WITH LAST EMPLOYMENT**

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<th>DATES OF EMPLOYMENT</th>
<th>EMPLOYER</th>
<th>JOB RESPONSIBILITIES</th>
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3. 

**LIST NAME AND PHONE NUMBER OF TWO REFERENCES WHO CAN ATTEST TO YOUR CHARACTER AND WORK SKILLS:**

<table>
<thead>
<tr>
<th>NAME</th>
<th>PHONE NUMBER</th>
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2. 

**DESCRIBE THE LEADERSHIP QUALITIES YOU POSSESS WHICH WILL ASSIST IN YOUR JOB AS A CAMP COUNSELOR. TELL WHY YOU ARE APPLYING FOR THIS POSITION; INCLUDE ALL 4-H AND COMMUNITY LEADERSHIP EXPERIENCES. USE BACK OF SHEET IF NEEDED:**

| Signature: _________________________________________________ | Date: _________________________ |
|                                                               |
ACADIA PARISH 4-H AMBASSADOR PROGRAM APPLICATION

Applications must be turned into the 4-H office by 4:00 p.m. on due date September 18, 2013.

NAME ___________________________ GRADE ________ AGE (as of January 1) ________

ADDRESS __________________________________________________________

                                 Street / PO Box     City     State     Zip

PHONE NUMBER ___________________ Email: __________________________________________

School: ________________________________

<table>
<thead>
<tr>
<th>Listing of Accomplishments. Do not add pages to this application form.</th>
<th>No. of Years &amp; Activities</th>
<th>Your Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of years as 4-H club member-including this year. (10 points for 3 years and 1 point for each additional year) (Maximum Points = 16 points)</td>
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<tr>
<td>Number of years of Junior Leadership work completed. (5 Points for each year completed) (Maximum = 25 points)</td>
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<tr>
<td>List the year and offices held on a local, parish, state, or national level. (1 point for each local or parish office held; 5 points for each state or national office held)</td>
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<tr>
<td>List the year and workshops given to assist younger club members with their project work. (2 points for each) (Maximum = 10 points)</td>
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<tr>
<td>One point for each contest you participated in at Achievement Day in the past year.</td>
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<tr>
<td>Quality project work. List major accomplishments and placing by year below. (2 points for each year you received a Blue Ribbon) (5 points for state placing)</td>
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<tr>
<td>List year and out-of-parish events/out-of-state events participated in such as 4-H University or Jr. Leadership Conference. (1 point for each) (Maximum=15 Points)</td>
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<tr>
<td>PLEASE ADD TOTAL POINTS</td>
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</table>

I have personally prepared this report and believe it to be correct.

___________________________
(Club Member Signature)

I have read the cover letter and understand the duties of this leadership position. I agree to help my child if he/she is selected as one of the Junior 4-H Ambassadors. I have also reviewed this report and believe it to be correct.

___________________________
(Parent Signature)
4-H Program Development (50 points)
1. What thoughts do you have regarding the future of 4-H?

2. Explain how your involvement in 4-H has made a difference in your life, the lives of others and your community/parish.

3. Why are you applying to become an Acadia Parish 4-H Ambassador? What are your expectations?
Experiences in 4-H Leadership (25 points)
1. 4-H Leadership: List 4-H program activities and leadership positions held (parish, area, region, state or national leadership positions). Examples: Committee/Board Member, Area Representative, Committee/Project Chairman, Club Officer, Area Representative etc.

Experiences in 4-H Projects, Community Participation and Other Youth Programs (25 points)
1. 4-H Projects, Events and Activities: List parish, state, regional or national events and activities, number of years you participated and any comments about your participation (workshops, conferences, camps, community service, 4-H projects, etc.). Examples: Achievement Day, 4-H University, Junior Leader Club, Challenge Camp, etc.

2. Public Speaking/4-H Promotion: List any 4-H presentations you have given. Include ways you have promoted 4-H to the general public such as to outside groups, in exhibits, newspaper articles, radio and television, etc. Indicate the *level and type. Titles of presentations are not required. Examples: Club Talks, Demonstrations, Report at School Board meeting, 4-H Newsletter Article, etc.
Acadia Parish Food and Fitness Board

Eligibility for Participation:
☐ The applicant must be currently enrolled in 4-H and classified in the 7th - 12th grade the year they serve.

Membership, Tenure and Selection:
☐ Tenure is one year.
☐ Board Members may serve unlimited terms, but must reapply each year.
☐ May have up to 12 members (discretion of the advisors). Alternates (depending on the number of applicants) may be selected.
☐ Selection will be from application and interview.
☐ Applications are due prior to September 18th.

Members will be required to:
☐ Attend regular Board meetings.
☐ Attend, help plan, and conduct Board events as specified.
☐ Serve as a parish liaison in the school they represent.
☐ Check email for board announcements and updates
☐ Correspond promptly with advisors and officers.

Objectives:
Members will:
1. Plan and promote healthy living-related programs that provide for life skill development related to food, nutrition, fitness, and overall health (including food prep, food safety, basic nutrition, healthy choices, physical activity, etc.). In addition, opportunities for the development of decision-making, communication, planning and organization, problem-solving, leadership and service will be promoted.
2. Gain skills necessary to make and teach healthy food choices in a variety of settings; mastery of skills which lead to a healthy lifestyle.
3. Gain knowledge about the sciences of food/nutrition, exercise/fitness, and understand the scientific methods used in research.

Criteria for Evaluation
Application & Experiences  25%
Essay  25%
Interview  50%

Application Process: Submit complete application by September 18, 2013.
4-H members submit application form, and essay.
Send to: Acadia Food and Fitness Board
157 Cherokee Drive
Crowley, LA  70526
FAX: 337-788-8816  Email: khaydel@agcenter.lsu.edu
ACADIA FOOD AND FITNESS BOARD APPLICATION

Get Moving-
Get Healthy

With Acadia Parish 4-H

Print or Type

Name_________________________________Address________________________________________

City _______________________ Zip Code____________

Cell Phone (_____) ____________________

E-mail address (personal) __________________________

(Check for what grade you are currently enrolled)

_ 7th Grade  _ 8th Grade  _ Freshman  _ Sophomore  _ Junior  _ Senior

When answering the following questions, please list examples related to the food, nutrition, fitness, and health.

I. List examples of your experiences and related projects (in 4-H, school, and community). Do not list winnings.

II. Summarize your experiences, activities and recognition awards received in other 4-H projects school activities or organizations. Do not list winnings.
III. How has 4-H leadership opportunities contributed to the person you are today. Give your personal story.

IV. Respond to this statement on a separate sheet of paper and attach to application. Response should not exceed one page double spaced. “I would like to be an Acadia 4-H Food and Fitness Board Member…”

Include in your own words:

a. what you would like to do as a member
b. how you would go about doing it
c. what you can contribute to the State Board and how it would help 4-H and you personally. Do not give objectives straight from information sheet.

I understand the responsibilities and am committed to representing the LSU AgCenter, 4-H, my school and community to the very best of my ability.

Applicant Signature: ___________________________________________ Date: ________________

Parent Signature: ___________________________________________ Date: ________________
**Acadia 4-H Outstanding Member Form**

Name of 4-H member__________________________________________  
4-H Club____________________________________________________  
Grade ______

Place a check beside those parish activities you participated in and give placings in contests if you placed.

**Points:**
- For each Champion place received --------------------- 8 points  
- For each 1st place received -------------------------- 7 points  
- For each 2nd place received ------------------------ 6 points  
- For each 3rd place received ------------------------ 5 points  
- For each 4th place received ------------------- 4 points  
- For each 5th place received ------------------- 3 points  
- For each blue ribbon placing received ----------- 2 points  
- For each contest/activity participated in -------- 1 point

<table>
<thead>
<tr>
<th>Contest/Activity</th>
<th>Participated</th>
<th>Placing</th>
<th>Your Points</th>
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<tbody>
<tr>
<td>Circle of 4-H Day</td>
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<td>Dog Show</td>
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<td>Duct Tape Contest</td>
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<td>Commodity Cookery &amp; Contests Extravaganza</td>
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<td>Cookery Participant</td>
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<td>Journey into Jobs</td>
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<td>Public Speaking</td>
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<tr>
<td>Food and Fitness Board Member</td>
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<td>Attended Food and Fitness Camp</td>
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<td>Livestock Judging</td>
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<td>Parish Livestock Show</td>
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<td>Animal Placings</td>
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<td>District Livestock Show</td>
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<td>Animal Placings</td>
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<td>Showmanship</td>
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<td>Showmanship</td>
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<td>Fall Contest Day</td>
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<td>Demonstrations</td>
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<td>Meat Identification</td>
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<td>Poultry Judging</td>
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<td>Turned in a Record Book (20 Points)</td>
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<td>4-H Ambassador (20 Points)</td>
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<td>Junior Leadership Club</td>
<td>Meetings</td>
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<td>Served as an officer or on a committee (5 pts ea.)</td>
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<tr>
<td>Shooting Sports Club Member</td>
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<td>Attended at least 6 hours of practice</td>
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<td>Participated in:</td>
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<td>Regional</td>
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<td>State</td>
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<tr>
<td>Served as an officer of 4-H Club <em>(5 points)</em></td>
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<tr>
<td>Serve on state board or committee</td>
<td>XXXX</td>
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**Your Total Score**

On a separate sheet of paper, answer the following:

1. List and explain leadership activities you conducted during this school year.

2. List community service activities sponsored by your club that you participated in during this school year.
Demonstration Registration

School: ___________________________

PLEASE MAKE SURE TO INCLUDE NAME AND GRADE ON ALL ENTRIES

<table>
<thead>
<tr>
<th>Agriculture Demo Individual</th>
<th>Title</th>
<th>Grade</th>
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<tr>
<th>Family &amp; Consumer Science Individual</th>
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<th>Grade</th>
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<tr>
<th>Family &amp; Consumer Science Team</th>
<th>Title</th>
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<tr>
<th>General Individual (Grades 4-8)</th>
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<tr>
<td>General Team (Grades 4-8)</td>
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<th>Food Demonstration Individual</th>
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<th>Food Demonstration Team</th>
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</table>
# Meeting Scorecard

<table>
<thead>
<tr>
<th>School:</th>
<th>Possible Points</th>
<th>OCT</th>
<th>NOV</th>
<th>JAN</th>
<th>FEB</th>
<th>MARCH/ APRIL</th>
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<tbody>
<tr>
<td><strong>Opening Ceremonies:</strong></td>
<td></td>
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<tr>
<td>• Officer Table (5pts.)</td>
<td>10</td>
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<tr>
<td>• Pledges (5pts.)</td>
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<tr>
<td><strong>President:</strong></td>
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<tr>
<td>• Follows good order of business/ parliamentary procedure (4 pts.)</td>
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<tr>
<td>• Old Business (3 pts.)</td>
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<tr>
<td>• New Business (3 pts.)</td>
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<tr>
<td><strong>Secretary:</strong></td>
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<tr>
<td>• Minutes (6pts.)</td>
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<tr>
<td>- Date, place of meeting</td>
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<tr>
<td>- Approval of previous minutes</td>
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<tr>
<td>- All reports and what was done about them</td>
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<tr>
<td>- All motions with names of persons making them and outcomes</td>
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<tr>
<td>- Names of persons taking part in the program</td>
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<tr>
<td>- Record of demonstrations presented and special features of the program</td>
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<td>• Approved by members (4pts.)</td>
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<tr>
<td><strong>Treasurer:</strong></td>
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<tr>
<td>• Beginning Balance (2 pts.)</td>
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<td>• Expenses (1 pts.)</td>
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<td>• Income (1 pts.)</td>
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<td>• Give copy to Agent (4 pts.)</td>
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<td>• Report on articles submitted</td>
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<td>- Title of article (2 pts.)</td>
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<td>- Date published (1 pts.)</td>
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<td>- Names included in article (2 pts.)</td>
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<tr>
<td><strong>Community Service Learning Chair:</strong></td>
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<td>• Report on Activities</td>
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<td>- Date of activities (3 pts.)</td>
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<tr>
<td>- Names of people who participated (4 pts.)</td>
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<tr>
<td><strong>Officer’s Reports Approved (5 pts.)</strong></td>
<td>5</td>
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<tr>
<td><strong>Leader’s Report (5 pts.)</strong></td>
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<td><strong>Vice President:</strong></td>
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<tr>
<td>• Illustrated Talk (10 pts.)</td>
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<tr>
<td>• Demonstration (15 pts.)</td>
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<td>OR</td>
<td>25</td>
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<tr>
<td>• Guest Speaker (25 pts.)</td>
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<tr>
<td><strong>Adjournment</strong></td>
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<tr>
<td>• Motion by Members (2.5 pts.)</td>
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<tr>
<td>• Second &amp; Approved by members (2.5 pts.)</td>
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<tr>
<td><strong>Conduct</strong></td>
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<tr>
<td>• Well behaved club members (5 pts.)</td>
<td>5</td>
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<td><strong>TOTAL POINTS</strong></td>
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<td><strong>TOTAL POINTS</strong></td>
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</tbody>
</table>

** See monthly comments on next page.
COMMENTS:

October

______________________________________________________________________________

______________________________________________________________________________

*****************************************************************

November

______________________________________________________________________________

______________________________________________________________________________

*****************************************************************

December  No club meeting. Try to provide a club social.  HAPPY HOLIDAYS

January

______________________________________________________________________________

______________________________________________________________________________

*****************************************************************

February

______________________________________________________________________________

______________________________________________________________________________

*****************************************************************

March/April

______________________________________________________________________________

______________________________________________________________________________

*****************************************************************

***Within your club score sheet folder you will find a printed copy of the Organizational Leader Report. We ask that you record your club’s activities to be used for state reporting.***
Name of Club: ______________________________________

Program Title: ______________________________________

Please fill out the information below explaining the club’s service-learning project. Up to ten pages of supporting material including pictures, news articles, etc. may be added.

Project Leaders:
Adult Volunteers
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Youth Volunteers
__________________________________________
__________________________________________
__________________________________________
__________________________________________
__________________________________________

Service –Learning Focus Area
☐ Leadership, Citizenship, Life Skills
☐ Literacy
☐ Youth Governance
☐ Science, Engineering and Technology
☐ Healthy Lifestyles
☐ Organizational Strategies

Accumulated Hours: _________hrs. as of _____________(what date)

Sources and Amount of Funds Generated

Total Number of people helped or serviced
Goals and Objectives of Service-Learning Project

Needs Assessment

Steps and Planning

Service Experiences

Collaborative Efforts

Celebration

Reflection Techniques
Parish Awards

Scholarships

State Contests

Livestock Activities
Honor Cords and Junior Awards of Excellence

Please encourage your members who are eligible to complete the Honor Cord and Award of Excellence applications. Applications are due in January. These awards are presented at Achievement Day and Outstanding Member Banquet.

Honor Cord Requirements:
Honor Cords give recognition to 4-H Club members who have shown outstanding leadership ability in their club and in their parish during their high school career. For 4-H youth to receive the 4-H Honor Cord, they must meet the following requirements:

- Must be an enrolled 4-H member in good standing
- Must be a graduating senior
- Must have been enrolled in 4-H for 3 years of their high school career
- Must have participated in at least one state sponsored 4-H program in the last three years
- Must fill out the application form and turn in to their parish office by the deadline date

Award of Excellence
This award is a gold finished medallion and certificate. A club member may win the award only one time.

1. Under 14 years old by January 1
2. At least 2 years club work
3. Score 100 points on application

Scholarships

Scholarships are awarded each year to graduating seniors who have been active in leadership programs, community service activities and project work. Contact the 4-H Office in December for applications. The scholarships are:

- $1,500.00 Scott Tractor
- $100.00 State/Parish Scholarship
- $1,200.00 Parish Livestock Scholarship
- Various Amounts - Various State Scholarships
STATE 4-H RECORDS CONTEST

State record book competition is held in July of each year. Contestants will be selected from placings in parish record book contests. Other considerations include outstanding project work and desire to "polish and perfect" appropriate records. 4-H’ers who have not completed a record book during the current year will not be considered.

RECORD BOOK CONTESTS INCLUDE:
Grade 6-livestock/pet care ($75 bond)  
Grade 6-traditional ($75 bond)  
7th-8th grade Achievement  
Dairy Conference (Madison, WI)  
Jr. Wildlife Tour (4th-8th grade)  
Citizenship Mandate  
Healthy Living Mandate  
Science, Engineering & Technology Mandate (SET)  
Livestock/Pet Care

Livestock Awards
Governor's Award will be given to a youth that is 14 years of age or older by Jan. 1 of the current year.
Superintendent’s Award will be given to a youth that is under 14 years of age or younger as of Jan. 1 of the current year. These awards will be presented at the State Livestock Show in February.

Service Learning Group Award
Awards: Sponsored by the Sara Seals Service Learning Endowment
1st place group will be awarded $100  
2nd place group will be awarded $75  
3rd place group will be awarded $50

Adult Volunteer Leader Awards
- **4-H Alumni Award** - Parishes may enter two leaders. Plaques will be presented to four (4) state winners at State 4-H University the following year.
- **Adult Leader Award** – Parishes may enter two leaders. 1st place winner will be awarded a trip to National 4-H Congress in Atlanta, Georgia. 2nd place winner will be awarded a Louisiana Educational Trip. Committee retains the right to interview leaders before winners are announced.
- **Attorney General Livestock Leader Award** - One entry may be submitted by a parish. The state winning 4-H Livestock Leader will receive a plaque, an engraved pen and a certificate during the State Livestock Show.
- **Wildlife and Fisheries Leader Award/Outdoor Skills** – A parish may submit one entry. The state winner will be awarded a trip to the Jr. Wildlife Tour in August following award selection.
- **Salute to Excellence (Outstanding Lifetime Volunteer & Volunteer of the Year)** – A parish may submit unlimited entries for each of these categories. Plaques will be given to Regional winners in each category. State winners will be selected from Regional winners and will become nominees for the Southern Regional Awards.
**4-H University (4-H U)**

4-H University is held on the LSU Campus in June of each year. Contestants will be selected from placings in parish 4-H contests such as demonstrations, project and record contests, etc. Other factors for consideration include completion of a 4-H record book during the current school year, participation in parish 4-H contests, outstanding project work, interest and enthusiasm for the 4-H program, and positive behavioral characteristics. In addition, higher priority will be given to senior level contestants who earn a score of at least 80% or better of the total contest score in 4-H U qualifying contest.

**4-H U CONTESTS INCLUDE:**

<table>
<thead>
<tr>
<th>Contest</th>
<th>State Award</th>
</tr>
</thead>
<tbody>
<tr>
<td>4-H Has Talent</td>
<td>$500</td>
</tr>
<tr>
<td>Agricultural Demonstration Team</td>
<td>4-H Congress Trip*</td>
</tr>
<tr>
<td>ATV</td>
<td>4-H Outdoor Skills Trip to Arkansas</td>
</tr>
<tr>
<td>Automotive Care, Safety and Driving</td>
<td>4-H Educational trip to winning team and highest scoring individual who is not on winning team</td>
</tr>
<tr>
<td>Career Preparation Interview</td>
<td>Two 4-H Educational Trips</td>
</tr>
<tr>
<td>Child Development</td>
<td>4-H Congress Trip*</td>
</tr>
<tr>
<td>Compact Tractor</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Computer Simulation</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Consumer Decision Making</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Consumer Foods Judging</td>
<td>State Winner: 4-H Congress Trip</td>
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<tr>
<td></td>
<td>Second Place: 4-H Educational Trip</td>
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<tr>
<td>Dairy Judging Team</td>
<td>National Dairy Judging Contest Trip for winning team and highest scoring individual who is not on winning team</td>
</tr>
<tr>
<td>Diesel Equipment Operations</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Dog Science Contest</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Entomology Demonstration Team</td>
<td>Trip to Gulf Coast Area (three teams)</td>
</tr>
<tr>
<td>Environmental Conservation Illustrated Talk</td>
<td>4-H Congress Trip</td>
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<tr>
<td>Environmental Threat Resolution</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Family and Consumer Sciences Demonstration</td>
<td>4-H Congress Trip*</td>
</tr>
<tr>
<td>Fashion Revue Contests</td>
<td></td>
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<tr>
<td>Casual Outfit</td>
<td>Serger</td>
</tr>
<tr>
<td>Creative Choice</td>
<td>4-H Congress Trip</td>
</tr>
<tr>
<td>Designer’s Choice</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Ready to Wear</td>
<td>Fashion Board Trip</td>
</tr>
<tr>
<td>Fishing Sports Contest</td>
<td>4-H Outdoor Skills Trip to Arkansas to winning team and highest scoring individual who is not on winning team</td>
</tr>
<tr>
<td>Forestry Study</td>
<td>4-H National Forestry Contest Trip (Four Winners)</td>
</tr>
<tr>
<td>Horticulture Demonstrations</td>
<td>4-H Educational Trip to one team or individual in each division.</td>
</tr>
<tr>
<td>General</td>
<td></td>
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<tr>
<td>Use</td>
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<tr>
<td>Horticulture Judging</td>
<td>4-H Educational Trip for winning team and highest scoring individual who is not on winning team. Plaque to highest scoring individual.</td>
</tr>
<tr>
<td>Contest</td>
<td>State Award</td>
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<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Insect Identification and Survey</td>
<td>Gulf Coast Area Trip for two individual with Entomology Demonstration Team</td>
</tr>
<tr>
<td>Meat Identification, Evaluation and Judging</td>
<td>National Contest Trip for winning team and highest scoring individual who is not on winning team.</td>
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<tr>
<td>Outdoor Skills Triathlon</td>
<td>4-H Outdoor Skills Trip to Arkansas to winning team and highest scoring individual who is not on winning team</td>
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<tr>
<td>Photography</td>
<td>4-H Congress Trip</td>
</tr>
<tr>
<td>Plant Science</td>
<td>4-H Educational Trip to winning team and highest scoring individual who is not on winning team. Plaque to highest scoring individual.</td>
</tr>
<tr>
<td>Poultry Judging Team</td>
<td>National 4-H Poultry and Egg Conference Trip (Louisville, KY) for winning team and highest scoring individual who is not on winning team</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>4-H Congress Trip (or $250 if 13 years old)</td>
</tr>
<tr>
<td>Any Other Subject</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Cooperatives</td>
<td>4-H Congress Trip (or $250 if 13 years old); 2nd place: $100; 3rd place: $50</td>
</tr>
<tr>
<td>Solutions Unlimited</td>
<td>4-H Educational Trip</td>
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<tr>
<td>Soybean Illustrated Talk</td>
<td>4-H Educational Trip</td>
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<tr>
<td>Sports Broadcasting</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>Teens Driving Teens to Safety</td>
<td>4-H Congress Trip</td>
</tr>
<tr>
<td>The Louisiana Chef</td>
<td>4-H Educational Trip</td>
</tr>
<tr>
<td>The Next 4-H Food Star</td>
<td>Great American Seafood Cook-off in New Orleans</td>
</tr>
<tr>
<td>Wildlife Habitat Judging</td>
<td>National Contest Trip to top four individuals</td>
</tr>
</tbody>
</table>

4-Hers who will be 13 by January 1 of the current club year are eligible for these contests.

Congress Trip – to Atlanta, GA, usually leaves Thanksgiving Day & returns the following Tuesday.

Educational Trip – This trip rotates between Tennessee, Orlando, and San Antonio.

National Contest -Trip to compete against other states. The National Dairy Judging contest is in Wisconsin in the fall of each year. Meat ID, Poultry Judging and Livestock Judging national competitions are held in Kentucky in the fall.

1) All awards trip participants are required to submit a deposit of $50 to reserve a place on the awards trip. Deposit will be returned on departure date (unless participant cancels less than five days prior to departure)
2) A $100 deposit is required for 4-H Congress and $50 will be returned to 4-H members who participate in this trip.

*4-H Educational Trip if winner was not 14 years of age as of January 1 of the current club year.

All awards are subject to change. Information above was reported as of 2013 4-H U 08/07/2013.
Livestock Activities

Parish, Southwest District & LSU State Livestock Shows

<table>
<thead>
<tr>
<th>Type of Animal</th>
<th>Possession Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Steers</td>
<td>August 25, 2013</td>
</tr>
<tr>
<td>Breeding Cattle</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Breeding Goat</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Breeding Sheep</td>
<td>November 9, 2013</td>
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<tr>
<td>Commercial Doe</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Commercial Ewes</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Commercial Replacement Heifers</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Dairy Cattle</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Exhibition Birds</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Market Goat</td>
<td>November 9, 2013</td>
</tr>
<tr>
<td>Market Lambs</td>
<td>November 9, 2013</td>
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<tr>
<td>Rabbits</td>
<td>December 1, 2013</td>
</tr>
<tr>
<td>Breeding Swine</td>
<td>December 9, 2013</td>
</tr>
<tr>
<td>Market Swine</td>
<td>December 9, 2013</td>
</tr>
</tbody>
</table>

Show Schedule

Parish Livestock Show       January 15-18
District Livestock Show     January 26 - February 1
State Livestock Show        February 8-15

LSU AgCenter State Livestock Show Validation Procedure

- All animals must be tagged and DNA samples collected.
- Any animals previously validated for The State Fair of Louisiana that intends to be exhibited at the 2013 LSU State Show will be required to attend an LSU Ag Center Validation site to be validated for the 2013 LSU AgCenter State Livestock Show.
- The responsibility of tagging animals and collecting DNA/hair samples will be that of the exhibitor and/or parent. Agents/Ag Teachers must be present and can assist.
- Animals must be validated in either the exhibitors name or in family name (Family consist of parents, legal guardians, brothers, and sisters.); if validated in family name when official entry forms are turned in at the parish level the animal validated must be entered in the name of the exhibitor which will show the animal at the District and State Livestock Show.
- Each parish will designate a central location or central locations where market animals will be assembled and validated.
- Cost to Validate is $5.00 per animal.
**HORSES**
Southwest District Horse Show – June
State Horse Show- July

Possession Dates (are subject to change & definite dates will be posted in 4-H Newsletter)
  - Horses (on your place by) TBA
  - Grade Horse Certificates must be done by TBA
  - Must be registered in your name by TBA
  - Entry Deadline TBA

**State Premier Exhibitor Contest**
Program is optional. To participate, an exhibitor must be available for each activity at the specified times. The Premier Exhibitor Program Guide and entry forms are available through your parish 4-H agent. Contest will be open to exhibitors in Grades 9-12. Premier Exhibitor Programs are available for Beef, Dairy, Poultry, Sheep, Swine and Goat Projects. An exhibitor may compete in one or more Premier Exhibitor Programs provided they exhibit a qualified animal at the LSU State Livestock for each project resume submitted. All resumes (entry forms) must be in the State Livestock Show Office by TBA (check 4-H Newsletter for updates) of the participating year to be eligible to compete. A different resume (entry form) must be submitted for each project. Awards will be presented to the top 5 exhibitors in each project. All decisions are final and are not subject to protests. An exhibitor may be named Premier Exhibitor in a project only once.
Louisiana State University Agricultural Center, William B. Richardson, Chancellor
Louisiana Cooperative Extension Service, Paul Coreil, Vice Chancellor and Director
Issued in furtherance of Cooperative Extension work, Acts of Congress of May 8 and June 30, 1914, in cooperation with the
United States Department of Agriculture. The Louisiana Cooperative Extension Service provides equal opportunities in
programs and employment.