



**4-H Club Manual for
Leadership, Education, Agriculture, and Development Contests**

4-H Liberia
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Purpose of LEAD Contests

Leadership Education, Agriculture and Development (LEAD) Contests are designed to make classroom instruction practical with real world applications. Through a variety of methods, students in Liberia are able to practice numerous skills, build competencies, and sharpen critical life skills. These LEAD Contests have been developed to instill pride in students, promote understanding of a topic and to provide opportunities for new student experiences. Through these contests, students can engage in friendly competition to bring pride to themselves, their community, and 4-H Liberia as a whole. While no financial support is provided from 4-H Liberia for students to compete at the lower levels, the winners of various contests will have the opportunity to participate in 4-H Liberia sponsored national events, such as the National 4-H Agricultural Fair. Each competition is designed to further a student's desire to contribute and succeed in their communities.

LEADERSHIP

As students practice leadership in their 4-H clubs, it is important to provide opportunities for them to improve their skills and develop the courage to continue leading in their communities. Contests that focus on life skills help ensure the creation of confident, well-rounded young professionals and leaders of tomorrow.

EDUCATION

Education is the foundation of success in any society. As we learn and experience life and its lessons, we are charged to pass this knowledge on to those around us and the following generation. Students involved in 4-H learn directly from their teachers in schools and from members around the community. Contests focused on livelihood skills are able to showcase student's abilities to apply what they have learned to real life situations. They empower students to be critical thinkers, life-long learners, and help them pursue further education in areas related to their future careers.

AGRICULTURE

For many students in Liberia, agriculture represents one of the livelihood sectors. Whether students go on to become farmers, secondary processors, technical vocational teachers, professors, or research scientists, learning the fundamentals of agriculture at an early age is critical to long-term personal development – and to Liberia's development of this key sector. LEAD agriculture competitions are designed to let both teams and individuals show off the fruits of their labor, ingenuity, and entrepreneurialism.

DEVELOPMENT

Societies are constantly evolving as new ideas, concepts, and growth occur. 4-H Liberia strives to develop the best and most effective leaders through Positive Youth Development (PYD). Communities develop through engaged dialogue, hard work, and ethical dedication to the success of those around us. Contests focused on the development of gender equity and education, personal health and fitness, agricultural growth, and community development are designed to engage students in problem-solving and critical thinking skills so that they can become influential in community decision-making.

General LEAD Contest Rules

1. Rules and Event Updates
 - a. All contest rules and updates are subject to National 4-H review and approval.
2. Eligibility
 - a. Any student who wishes to compete in a LEAD Contest must be a registered member of a school 4-H Club in good standing.
 - b. The student must be in grade 6 or higher.
3. Participation
 - a. No team or individual may attend a national level LEAD Contest unless accompanied by their 4-H Club teacher, PTA representative, community leader, or an adult representative from the school designated to represent the teacher or club leader.
4. Participants
 - a. No participant will be permitted to fill in for another participant in any higher-level round. If a qualifier is unable to attend, they forfeit their position in the contest.
 - b. Late arriving teams or students are allowed to participate upon arrival, but extra time or help to make up tests or missed judging times will not be allowed.
 - c. Students or teams waiting to compete in their specific LEAD contest on the contest day will not be allowed to watch other participants in that contest area until after they have competed.
5. Disqualification
 - a. If an ineligible participant is entered in any event, the team of which that student is a member shall be declared ineligible and will have to drop out of the contest.
 - b. Participants talking during or between contest tests and practicums, except for questions directed to the group leader or assistant group leader, shall be subject to disqualification.
 - c. Students from the same school found taking a test, or engaged in the same practicum, at the same time, while sitting next to each other, shall be subject to disqualification.
 - d. Any assistance given to a team member from any source during a LEAD Contest will be sufficient cause to eliminate that participant and their team from the event.
 - e. The use of tobacco products, alcohol, or illegal drugs during the LEAD Contest is not allowed and participants using these products shall be disqualified.
 - f. Any participant found to be in possession of an electronic communication device (such as, but not limited to cell phone, walkie-talkie, or radio transmitter) during a LEAD Contest, shall be subject to disqualification.
 - g. Any participant found to have printed materials in their possession, other than those provided at the event by the event host and/or those materials required by specific LEAD rules, shall be subject to disqualification.
 - h. A team may be disqualified if a teacher, designated adult representative or a participant disregards the policies and/or instructions provided by the host of the event. Teams will be made aware of policies and/or instructions through printed rules, electronic messaging and/or instructions during registration the day of the event.
 - i. A team may be disqualified if a teacher, or designated adult representative of the school, is found talking privately with any member of the judging panel or found in the competition area prior to the start of the event.
6. Judging
 - a. No students will be allowed to judge.
7. Awards

- a. The awards to be received by winners will be decided by the LEAD Contest coordinator prior to the event.
- 8. Miscellaneous
 - a. Weather and Cancellations - Each event will be held on the date indicated regardless of the weather. In some events it will be necessary for the judging to be done outside. In other events it may be necessary for the participants to be outside part of the time. Consequently, participants are urged to come prepared for the event regardless of the weather conditions.
 - b. Individual LEAD Contests are described in greater detail in separate sections.

General Advancing Rules

1. All LEAD Contests at every level shall be conducted alike and conform with the National LEAD Contest rules.
2. Only winners are eligible to participate in the next succeeding level of LEAD Contests.
3. Each club is allowed to send ONLY the number of students for each round as detailed in each set of contest rules. If a club allows more students to participate in a round than the indicated number, it could result in disqualification of that club.

4-H Liberia Awards of the Year

4-H Liberia awards of the year are meant to recognize the top 4-H clubs, members, and supporters in a meaningful way. The purpose of these awards is to:

- Recognize achievement in front of peers
- Encourage active participation
- Motivate learning and skill development
- Motivate hard work
- Promote 4-H to the community
- Demonstrate proficiency to other clubs and individuals

By highlighting the best 4-H has to offer, 4-H can better pursue its path to creating impact in communities across Liberia.

4-H Club of the Year

The 4-H Club of the Year is the top club award in 4-H. The contest consists of a series of group competitions that build teamwork through agricultural activities, agribusiness, leadership and group public speaking. The competition focuses on the implementation of the 4-H school demonstration farm and home entrepreneurship project activities. The top club is identified based on its performance in the following areas:

- School Demonstration Farm
- Home Entrepreneurship Projects
- Farm recordkeeping
- Adopted innovations
- Club attendance
- Leadership structure
- Parent involvement
- Annual planning

In order to select the 4-H Club of the Year, regional, county and national competitions must be conducted. Regional winners will advance to the county competition, and county winners will advance to the national competition, held at the National 4-H Agriculture Fair.

Regional/County Competition

Field officers will select three, top performing clubs in their region to compete in the regional competition. The clubs will be evaluated by local representatives of 4-H Liberia, the Ministry of Agriculture and Ministry of Education using the Regional/County Competition Rubric. Travel stipends will be given to judges for any expenses they might incur.

The team of judges will select the top club in each field officer's region.

For those counties with only one region, the regional competition will also serve as the county competition. For those counties with multiple regions, a second round of judging will occur to select a county winner amongst the regional winners using the same format.

The winning club in the county will send six students (five elected student leaders + one democratically elected student representative responsible for selling the club's produce) and the club advisor to the National 4-H Agriculture Fair for a total of seven participants from each club.

National Competition

The 4-H Club of the Year will be selected at the National 4-H Agriculture Fair in Monrovia. Clubs will compete in a set of contests comprised of:

1. **Exhibiting Farm Produce** – Clubs will be evaluated on the presentation of their produce grown in their school demonstration garden.
2. **Drama Presentation** – Each club will conduct a drama presentation on agriculture. The drama will show the importance of agriculture to Liberia.
3. **Quizzing** – The selected clubs will be evaluated on their knowledge through an oral or written quiz. The quiz questions will be randomly selected from a bank of technical agriculture questions, spelling words, 4-H including history, club officer responsibilities, and basic parliamentary procedure.

The judging rubrics and quizzing questions are in the following section.

Regional/County Competition

NAME OF CLUB	DATE
COUNTY	REGION

Regional/County Competition Rubric

INDICATOR	INDICATOR DEFINED	POINTS AVAILABLE	Score
		CIRCLE ONE LOW PROFICIENCY → HIGH PROFICIENCY	
Viable School Demonstration Farm	The club has a viable farm to show	0 1 2 3 4 5	
Location of the School Demonstration Farm	The location of the farm is near the school and near an available water source.	0 1 2 3 4 5	
Neatness of the School Demonstration Farm	The farm is properly laid out with appropriate spacing, including walkways. The farm is properly weeded and mulched.	0 1 2 3 4 5	
Bed Construction	Mounds, ridges, raised beds or dig-dig beds are properly used.	0 1 2 3 4 5	
Composting	The farm has a compost pile or pit it is actively using.	0 1 2 3 4 5	
Agriculture Innovations	The far, is properly demonstrating and comparing new agricultural innovations introduced by 4-H Liberia.	0 1 2 3 4 5	
School Demonstration Farm Financial Records	The club has records of quantity and amount of produce sold.	0 1 2 3 4 5	
Club Records	The club has membership records, farm labor records and club attendance records.	0 1 2 3 4 5	
Membership Involvement	Are members active in attending meetings and participating in farming activities?	0 1 2 3 4 5	
Meeting Schedules	Clubs have held two meetings per month and kept minutes from every meeting.	0 1 2 3 4 5	
Leadership Structure	Leadership structure should include the following officers: President, Vice President, Secretary, Advisor, Treasurer and Chaplain.	0 1 2 3 4 5	
Parent Involvement	Are parents actively involved with the Club? The Club should have at least five active parents. Parents might work on the farm, contribute money or tools, or give farming advice.	0 1 2 3 4 5	
School Demonstration Farm plan for the next year	A good school farm plan should be written, not more than three pages	0 1 2 3 4 5	
Success Stories	Success stories should be written, not more than three pages	0 1 2 3 4 5	
		Grand Total:	

Name and Signature of Evaluator

Produce Exhibition

NAME OF CLUB
NAME OF JUDGE

Produce Exhibition Rubric									
Indicator	Indicator Defined	Points Available						Score	
		Circle One							
		Low Proficiency	→	High Proficiency					
Produce Arrangement	Is the produce arranged and presented in a visually appealing way?	0	1	2	3	4	5		
Healthy Produce	Is the produce free of rot and insects? Does the produce appear firm and healthy?	0	1	2	3	4	5		
Clean Produce	Is the produce clean and free of dirt?	0	1	2	3	4	5		
Ag Production Knowledge	Can the club members explain the growing conditions of their produce?	0	1	2	3	4	5		
Produce Knowledge	Can members explain two ways to utilize their produce?	0	1	2	3	4	5		
Nutrition Knowledge	Can members explain the nutritional value of their produce?	0	1	2	3	4	5		
Financial Recordkeeping	Can members provide a copy of their financial record books and answer questions about financial record keeping?	0	1	2	3	4	5		
		Grand Total:							

4-H Drama Competition

NAME OF CLUB
NAME OF JUDGE

4-H Drama Competition									
Indicator	Indicator Defined	Points Available						Score	
		Circle One							
		Low Proficiency	→	High Proficiency					
Importance of Information	The drama has accurate information pertaining to the importance of agriculture.	0	1	2	3	4	5		
Member Participation	All members of the group spoke equally.	0	1	2	3	4	5		
Agricultural Awareness	The drama addressed awareness of agricultural topics.	0	1	2	3	4	5		
Promotion of Agriculture	The drama encouraged others to pursue agricultural topics.	0	1	2	3	4	5		
Time	The drama was completed within 5 minutes total.	0	1	2	3	4	5		
		Grand Total:							

4-H Quizzing Questions and Answers

4-H Knowledge Questions

1. ***What is the mission of 4-H Liberia?***
 - a. 4-H Liberia empowers young people to become self-sufficient citizens by developing their potential in premiere leadership, agricultural sustainability, and essential life skills.
2. ***Sing the 4-H Mission in song.***
3. ***What is the vision of 4-H Liberia?***
 - a. As these young people mature, equipped with the knowledge and skills to be productive citizens, Mama Liberia will develop into a wholesome, functioning, democratic society with an abundance of domestic food production.
4. ***Sing the 4-H vision in song.***
5. ***What are the colors of 4-H and what do they stand for?***
 - a. Green – The green, nature’s most common color, is emblematic of life, springtime and youth
 - b. White – The white in the 4-H flag symbolizes purity.
6. ***What is the motto of 4-H?***
 - a. To Make the Best Better
7. ***On the 4-H Flag, what does the Head stand for?***
 - a. Mental Development (Deeper knowledge and reasoning)
8. ***On the 4-H Flag, what the Heart Stand for?***
 - a. Emotional Development (Developing interest, appreciation, and wholesome attitudes)
9. ***On the 4-H Flag, what do the Hands stand for?***
 - a. Skills Development (Ability do, skill in doing, and habit of doing).
10. ***In the 4-H Pledge, what does Health stand for?***
 - a. Physical Development (Understand and appreciating a growing and changing body) and Emotional Development (developing and maintaining positive relationships with others)
11. ***On the 4-H Liberia timeline what happens in 1952?***
 - a. The School Garden initiative began in Liberia as a joint effort between the Ministry of Education and the Ministry of Agriculture.
12. ***On the 4-H Liberia timeline what happens in 1960s?***
 - a. The first 4-H Club was started in Maryland County by U.S. Peace Corps Volunteer Sandy Covey. Through an effort by Peace Corps, 4-H became a component of the School Garden Initiative.
13. ***On the 4-H Liberia timeline what happens in 1970s?***
 - a. 4-H gained attraction and at it hight had 1,950 Clubs and 27,000 members
14. ***On the 4-H Liberia timeline what happens in 1990s?***
 - a. 4-H was disbanded due to the Liberian Civil Wars.
15. ***On the 4-H Liberia timeline what happens in 2006?***
 - a. Nine University students from three universities in Monrovia reorganized 4-H as an NGO.
16. ***On the 4-H Liberia timeline what happens in 2010?***
 - a. Eight Active 4-H Clubs
17. ***On the 4-H Liberia timeline what happens in 2012***

- a. 4-H received a grant from the World Food Program and began to scale.
- 18. On the 4-H Liberia timeline what happens in 2014?**
 - a. 4-H Liberia partnership with the United States African Development Foundation established 72 4-H Clubs in six counties.
- 19. On the 4-H Liberia timeline what happens in 2015?**
 - a. CARI (Central Agricultural Research Institute) hosted the first agriculture training for 4-H advisors.
- 20. On the 4-H Liberia timeline what happens in 2016?**
 - a. The top 50% of 4-H clubs grossed an average of \$810 per school.
- 21. In what year did 4-H Liberia hold the first agriculture fair?**
 - a. 2017
- 22. How many schools participated in 4-H Liberia's first agriculture fair?**
 - a. 38
- 23. On the 4-H Liberia timeline what happens in 2018?**
 - a. Over 72 clubs in operation in six counties, involving more than 2,500 young people, 45% of which are female.
- 24. Which county in Liberia established the first 4-H Club?**
 - a. Maryland County
- 25. Before the civil war, how many 4-H Clubs and members were in Liberia?**
 - a. 1,950 clubs and 27,000 members
- 26. 4-H first was established in which country and in which the year?**
 - a. United States of America in 1902
- 27. Give the full name of the Current National Executive Director of 4-H Liberia**
 - a. G. Umaru Sheriff
- 28. Recite the 4-H pledge.**
 - a. I pledge my head to clearer thinking,
My heart to greater loyalty,
My hands to larger service,
And my health to better living,
For my club, my community,
My country, and my world.

4-H Leadership Questions

- 1. Name the leadership positions in the 4-H Liberia Clubs.**
 - a. The president, vice president, secretary, treasurer, chaplain and advisor.
- 2. Name the various stations in the 4-H Liberia opening ceremony?**
 - a. The Rainfall, the Palm Tree, the Flag, the Rabbit, the Cutlass and the Rising Sun.
- 3. In the 4-H Liberia opening ceremony, where is the treasurer stationed?**
 - a. By the Palm Tree
- 4. In the 4-H Liberia opening ceremony, where is the secretary stationed?**
 - a. By the Flag
- 5. In the 4-H Liberia opening ceremony, where is the advisor stationed?**
 - a. By the Rabbit
- 6. In the 4-H Liberia opening ceremony, where is the chaplain stationed?**
 - a. By the Image of Rainfall
- 7. In a 4-H Liberia meeting, two raps of the gavel mean what?**

- a. Two raps call the meeting to order
- 8. In the 4-H Liberia meeting, three raps of the gavel mean what?**
 - a. Three raps call the members to rise.
- 9. In the 4-H Liberia meeting, one rap of the gavel means what?**
 - a. One rap calls the members to be seated or adjourn the meeting.
- 10. In the 4-H Liberia meeting, successive raps of the gavel mean what?**
 - a. Successive raps restore order and calls the members to attention.
- 11. In the 4-H Liberia opening ceremony, where is the president stationed?**
 - a. By the Rising Sun
- 12. In the 4-H Liberia meeting opening ceremony, where is the vice president stationed?**
 - a. By the Cutlass
- 13. Name any 2 functions of the president of the 4-H Club**
 - a. Preside over meetings according to accepted rules of parliamentary procedure;
 - b. Appoint members to committees and serve on them as non-voting member;
Coordinate the activities of the club;
 - c. Represent the club in public relations and official functions in the community
- 14. Name any 3 functions of the Advisor of the 4-H Club**
 - a. Must be a paid agriculture science teacher at the school;
 - b. Supervise year-round 4-H Club activities;
 - c. Inform prospective students and parents about 4-H Club;
 - d. Train students in improved agricultural practices;
 - e. Train students in leadership, organization, and parliamentary procedure;
 - f. Work alongside students in the school demonstration farms using improved practices;
 - g. Work with farmers in the community and train them in the improved agricultural practices used by 4-H;
 - h. Work with the PTA to provide support.
- 15. Name any 2 functions of the vice president of the 4-H Club**
 - a. Assume all duties of the president if the president is absent;
 - b. Coordinate all committee work;
 - c. Work closely with the president and advisor to assess progress toward meeting club goals.
- 16. Name any 2 functions of the secretary of the 4-H Club**
 - a. Prepare and post the agenda for the club meeting;
 - b. Prepare and present the minutes of each club meeting;
 - c. Place all committee reports in the designated area;
 - d. Be responsible for club correspondence;
 - e. Maintain member attendance, activity records and issue membership cards;
 - f. Maintain labour records from the school demonstration farm;
 - g. Maintain all records in an official 4-H Club's "Secretary's Book".
- 17. Name any 2 functions of the treasurer of the 4-H Club**
 - a. Receive, record and deposit 4-H funds and issue receipts;
 - b. Maintain financial records from the school demonstration farm;
 - c. Present monthly treasurer's report at the club meetings;
 - d. Collect membership dues and special assessments.
- 18. Who runs the 4-H Club meeting?**
 - a. The President

19. **To bring on a new discussion topic, what must one do?**
 - a. Make a main motion
20. **Please complete this sentence: If I want to change a motion, I must offer an...**
 - a. Amendment
21. **In order for a motion to pass, how many members must vote for it?**
 - a. A majority
22. **True or False. According to the 4-H Liberia parliamentary procedure rules, the advisor is allowed to tell students how to vote.**
 - a. False

Agriculture Questions

1. **According to 4-H Liberia curriculum, what is the first step in establishing a school demonstration farm?**
 - a. Site selection
2. **In selecting the site for your farm, there are 6 things to consider. Name two.**
 - a. Water, sunlight, topography, traffic pattern, safety and security
3. **Name any two ways to tend the garden.**
 - a. Watering, weeding, mulching, fertilizer, composting, etc.
4. **Name six materials for compost preparation.**
 - a. Air + Water + Carbon + Nitrogen + Microbes
5. **Why is it necessary to weed the garden?**
 - a. To control pests and save moisture and nutrients for the crops.
6. **Why is it necessary to mulch the garden?**
 - a. Controls weeds by blocking sunlight to reduce weed growth
 - b. Insulates soil by keeping soil cooler in hotter temperatures
 - c. Reduces erosion by slowing the flow of water during heavy rains
 - d. Improves soil structure by reducing the compaction of soil
 - e. Increases biological activity by adding nutrients to the soil.
7. **What is photosynthesis?**
 - a. The process by which green plants convert sunlight into food.
8. **Indicate the distance between the 2 legs of an A-Frame at ground level.**
 - a. 1 meter
9. **What is the use of an A-Frame?**
 - a. It is used for measuring and levelling
10. **How can poor soil be improved?**
 - a. By adding mulch, compost or fertilizer.
11. **How can a wet area be managed in term of crops production?**
 - a. By raised bed.
12. **What are the materials needed to build an A-Frame?**
 - a. Sticks, twine rope and rock
13. **What is organic fertilizer called?**
 - a. Compost
14. **During the compost process what is the function of microorganisms?**
 - a. Decompose the materials
15. **Which color of compost material is high in nitrogen?**
 - a. Green Material

- 16. Which color of compost materials is high in carbon?**
a. Brown material
- 17. Why are wood or large sticks not good for compost?**
a. Because they take too long to breakdown.
- 18. What does NPK stand for?**
a. Nitrogen, Phosphorus, and Potassium
- 19. What is fertilizer?**
a. Fertilizer are nutrients are added to the soil to improve plant growth and yield.
- 20. What is pesticide?**
a. Substance or mixture of substances used to prevent or destroy pests.
- 21. What are the three things necessary for a disease to happen in a plant (Disease Triangle)?**
a. Susceptible Host
b. Favorable Environment
c. Pathogen
- 22. In compost preparation, brown leaves are high in ____ while green leaves are high in ____.**
a. Brown leaves are high in carbon and green leaves are high in nitrogen
- 23. What is the planting spacing for cassava?**
a. 1 meter by 1 meter
- 24. In agriculture, IPM stand for what?**
a. Integrated Pest Management
- 25. Using an A-frame with loose joints can result in ____.**
a. Inaccurate levelling or inaccurate measuring.
- 26. Name 4 essential ingredients in compost preparation**
a. Air
b. Water
c. Carbon
d. Nitrogen
e. Microorganism
f. Moisture
- 27. What is a seed germination test?**
a. It is a test that helps determine if seeds are viable.
- 28. Name the materials needed for a seed germination test.**
a. Seeds
b. Clean cloth or newspaper
c. Clean water
d. Paper pencil/pen
- 29. How long does cabbage seedling take before ready for transplanting?**
a. 3-5 weeks
- 30. How long does eggplant seedling takes before ready for transplanting?**
a. 4-6 weeks
- 31. How long does okra seedling take before ready for transplanting?**
a. 4-6 weeks
- 32. How long does onion seedling take before ready for transplanting?**
a. 3-6 weeks
- 33. In which farming season is it best to use the elevated nursery bed?**
a. The elevated nursery is best used during the rainy season.

34. Microorganisms such as fungi and bacteria make the compost materials _____.

- a. Decompose.

35. How often should you turn a compost pile?

- a. Every two weeks

36. What is the major disease found on cassava in Liberia?

- a. Mosaic

37. Sing the Dig-Dig Song.

Farmers of today,	Mix the top soil,
If you want good yield,	With your compost, now,
You've got to Dig and Dig.	You've got to Dig and Dig.

Dig the top soil,	Place it back, rake it,
And place it on the side,	And level it,
You've got to Dig and Dig.	You've got to Dig and Dig.

Dig the sub soil,
And level it,
You've got to Dig and Dig.

38. Name two of the four soil types.

- a. Sand
- b. Clay
- c. Silt
- d. Loam

39. From the organic compost materials, the microbes use the carbon (c) for _____ and the nitrogen (N) to build _____.

- a. Carbon is used for food and nitrogen is used to build proteins.

40. Why is cat, dog, pig or human dung not good for compost?

- a. Because they may contain disease.

41. State two key reasons why crop spacing is important.

- a. Better growth for a higher yield
- b. Allows for a walkway to maintain the farm

42. What does compost add to your farm?

- a. Nutrients

43. Name three domestic animals that are good sources of manure

- a. Goat
- b. Chickens
- c. Cow
- d. Sheep

44. Any living thing that competes with man for his crop is referred to as what?

- a. Pest

45. What does the term commercial farming means?

- a. Farming for selling or for business

46. What is the formula for calculating seed germinating rate percentage?

- a. Number of seed germinated divided by number of seed planted

47. State two benefits of mulching

- a. Retain soil moisture
- b. Reduces growth of weeds

- 48. Lack of required water in the plant causes what?**
a. Wilting
- 49. Give two benefits of planting cassava on mounds or ridges**
a. Larger tubers
b. More tubers per stick
c. Easier to dig/harvest
d. Improves marketability because cassava is less damaged during harvest
e. Easier to weed and maintain the farm against pests.
- 50. When growing cassava on a slope, should you use ridges or mounds? Why?**
a. Ridges, because it will stop soil erosion.
- 51. Describe the standard dimension of a mound**
a. 1 m wide by 50 cm tall
- 52. How many cassava sticks should be planted in a mound?**
a. One
- 53. Name the three primary plant nutrients**
a. Nitrogen, Phosphorus and Potassium
- 54. A disease-causing organism is known as:**
a. Pathogen
- 55. The visible effects of disease on the plant is called a:**
a. Symptom
- 56. The actual, physical evidence of the pathogen is called a:**
a. Signs
- 57. Name two basic function of the root of a plant.**
a. Anchor plant in soil
b. Transport water and nutrients from the soil to the stem
- 58. Where is dry season corn grown?**
a. In the lowland
- 59. In addition to human consumption, corn is also used for?**
a. Livestock and poultry feed
- 60. What is the proper spacing for corn?**
a. 25 by 75 cm
- 61. Name the major benefit of growing corn in the dry season?**
a. You can get a higher price in the market
- 62. Name three of the five advantages of a solar dryer?**
a. Easy to build
b. Protects against dirt and pests
c. Reduces spoilage
d. Increases income
e. Improves nutrition
- 63. When drying fruit or vegetables in a solar dryer, you may need to blanch some produce. What does blanching do?**
a. Maintains the color of produce
b. Maintains the odor of produce
c. Prevents the loss of nutrients

Home Entrepreneurship Project of the Year

Purpose

The Home Entrepreneurship Project of the Year is the top individual award in 4-H. The objective of this contest is to provide 4-H Liberia members the opportunity to showcase their Home Entrepreneurship Projects (HEPs). HEPs are used to help students practice at home the improved agricultural methods and technologies learned through the 4-H club and on the school demonstration farms. HEPs not only help 4-H members learn by doing, but they also create opportunities for 4-H members to earn money while they improve their skills and abilities. Learning how to view agricultural production as both a science and a business can be a lifelong skillset.

Contest Rules and Guidelines

1. Each HEP should be the student's own project and not the project of his/her family. It must reveal the student's own work.
2. The student should provide the assessment team with the following:
 - a. Financial records or a copy of their financial records,
 - b. A written plan for the next year (not more than 2 pages),
 - c. A brief essay explaining the success of their HEP (not more than 2 pages).
3. Student HEPs should be assessed by the same assessment team in each county, and the assessment team should be comprised of at least two individual judges.
4. Each judges score card is added together and divided by the number of judges to create an average score for each student.
5. The student with the highest average score is declared the county winner.
6. If there is a tie in average score, the assessment team should convene together and vote for the best student.
7. County winners will travel to the National Agriculture Fair to compete for the National Winner and National Runner-Up of the Home Entrepreneurship Project of the Year.
8. At the National Agriculture Fair, county should provide judges with the following:
 - a. Financial records or a copy of their financial records,
 - b. A written plan for the next year (not more than 2 pages),
 - c. A brief essay explaining the success of their HEP (not more than 2 pages).
9. County winner should be prepared to give a five-minute presentation on their HEP and answer questions to a panel of judges.

4-H Home Entrepreneurship Project Rubric

NAME OF STUDENT
NAME OF CLUB
NAME OF EVALUATOR

Home Entrepreneurship Project County Assessment								
Indicator	Indicator Defined	Points Available						Score
		Circle One Low Proficiency → High Proficiency						
Viable HEP Garden/Farm	The student has a viable HEP to show.	0	1	2	3	4	5	
Location of HEP	The location is convenient, near a water source and near a well-trodden path so others can observe.	0	1	2	3	4	5	
Management of HEP	The HEP is well maintained: proper weeding, mulching and pest control.	0	1	2	3	4	5	
Bed Construction	The HEP is using the appropriate style or improved bed: mounds, ridges, raised garden, or dig-dig garden beds.	0	1	2	3	4	5	
Proper Spacing	Rows are straight and properly spaced.	0	1	2	3	4	5	
Composting/Fertilizer	The HEP is using composting or fertilizer to improve the soil.	0	1	2	3	4	5	
Money Earned	The HEP has been profitable and the business skills of the student are impressive	0	1	2	3	4	5	
Record Keeping	The student kept records, including financial and harvest records.	0	1	2	3	4	5	
Sharing Knowledge	The student is sharing knowledge of the improved agricultural methods with members of his/her family and the community. The methods are being replicated by others in the community.	0	1	2	3	4	5	
HEP Plan for next year	The student has an impressive HEP plan for next year.	0	1	2	3	4	5	
Essay about HEP	The student does a great job explaining the success of his/her HEP.	0	1	2	3	4	5	
		Grand Total:						

Outstanding 4-H Advisor of the Year Award

Criteria of Participation - This award is designed for teachers who demonstrate exemplary behaviors in the three responsibilities of a 4-H Club Advisor:

- Head
 - Supervise year-round 4-H club activities
 - Inform and recruit for the 4-H club to prospective students and parents
 - Train students in improved agricultural practices
 - Train students in leadership, organization, and parliamentary procedure
 - Teach students using student-centered teaching methods
- Heart
 - Encourage the involvement of all 4-H club members in 4-H club activities
 - Assist students in record keeping for home entrepreneurship projects
 - Prepare students for involvement in agricultural fairs, contests, and other national activities
- Hands
 - Work alongside students in the school demonstration farms using improved practices
 - Work with the PTA to provide support for the 4-H club
 - Work with farmers in the community and train them in the improved agricultural practices used by 4-H

Nomination Process - Nominees should be selected through a joint decision by the DEO, DAO, and 4-H field officer serving the region. Teachers selected for the award will be properly recognized before their community and peers at teacher meetings and fairs. Regional, county and national winners should be selected.

Outstanding 4-H Parent of the Year Award

Criteria of Participation - This award is designed for parents of 4-H members who are active in supporting the 4-H Club and demonstrate exemplary behaviors in the four roles of a PTA member: guardian, outreach, organizer, and worker. Those receiving the award should also be actively integrating new farming methods and technologies into their own farms, if applicable.

- Guardian
 - Serve as guardians for all club equipment such as tools, seeds, fertilizers, and other inputs.
- Outreach
 - Encourage local farmers to visit the 4-H school demonstration farm whenever possible.
 - Serve as communication agents with local farmers and community members by sharing lessons learned from the 4-H club with the surrounding community.
 - Participate in parent meetings and liaise with the 4-H Advisor to receive updates on school demonstration farm activities and upcoming events.
- Organizer

- Encourage farmers and 4-H Club members to donate seeds, tools, and other agricultural inputs as needed and available.
- Encourage other farmers and parents to donate time and labor for agricultural activities such as brushing, weeding, and other labor-intensive activities.
- Worker
 - Work alongside the advisor and students in the school demonstration farm.

Nomination Process - Nominees should be selected through a joint decision by the school principal, agriculture teacher, and 4-H field officer serving the school. Not all schools need to have a nominee, but those who do should only select the top nominee. Those parents selected for the award will be properly recognized before their community. Regional, county and national winners should be selected.

Outstanding 4-H Principal of the Year Award

Criteria of Participation - This award is designed for principals of schools with 4-H clubs who demonstrate exemplary support of the 4-H Club.

Nomination Process - Nominees should be selected through a joint decision by the DEO, DAO, and 4-H field officer serving the region. Principals selected for the award will be properly recognized before their community and peers at teacher meetings and fairs. Regional, county and national winners should be selected.

Awards and Recognition Ceremonies

National Agriculture Fair

4-H Agriculture Fairs highlight the successes of 4-H members, expose the importance of SBAE to government officials in Monrovia, create knowledge sharing networks across Liberia, and offer the students an opportunity to meet their peers and be honored for their hard work and leadership within Liberia's agriculture sector. Selected clubs will travel to the capital to showcase their crops, sell their crops, listen to motivational speakers from the community, and demonstrate their knowledge of agricultural best practices.

Winners will be given individual and club awards.

4-H Club Parent-Student Ceremony

The 4-H Club Parent-Student Ceremony brings together 4-H members, non-4-H members, teachers, parents and farmers from across the community to celebrate and honor the achievements of the 4-H members. The Ceremony will take place following the National Agriculture Fair. It will publicly recognize the top HEP in the Club, outstanding parents who have supported the club, and any other members who have shown exemplary behavior and proficiency. Any members, parents, teachers or principals who received regional, county or national awards at the National Agriculture Fair and LEAD contests will also be publicly recognized in front of their peers. All winners will receive a certificate, provided by 4-H Liberia, in front of the community.

4-H Liberia is not responsible for the costs of the 4-H Club Parent-Student Ceremony. The local club must determine the mechanism to fund the local event. Clubs should to showcase the school demonstration farm, opening ceremonies and agriculture creed. Clubs may choose to provide food, snacks or other activities, including a speech from the 4-H Field Officer, DAO or DEO. Clubs may even host a Quiz Bowl Competition at the Ceremony to demonstrate the students' knowledge to the community.

Organizing a LEAD Contests Competition

In order to host a successful LEAD Contest at any level of competition, proper planning and preparation must occur. All of the contests require copies of score sheets to be made ahead of time and prepared in advance of the competition.

Things to consider prior to hosting a contest:

1. Will this be a school, region, county, or national contest?
2. Have you selected a date?
 - a. Do lower-level contests need to take place first? If so, have you considered the timeline? It may be helpful to start from the National Competition and work backwards when selecting competition dates.
3. Have you contacted the schools interested in competing in order to know how many participants could be attending?
4. Have you selected a venue large enough to host all of the participants and possibly multiple contests occurring at one time?
5. Have you read through and understand all of the rules for each contest?
6. Have you arranged for all of the judges that you will need and informed them that they are supporting 4-H and will receive no per diem for their voluntary work?
7. Have you contacted local officials to attend as judges or to be aware of the contests? Judges may include CEOs/DEOs, CACs/DAOs, or other officials as long as they are deemed to be unbiased judges.
8. Have you collected the supplies needed for running the contests?
 - a. Copies of rules for judges
 - b. Scoring rubrics for judges
 - c. Gavel, secretary's minutes, treasurer's report, agenda, Parliamentary Procedure contest
 - d. Award certificates for winners
 - e. Additional awards from sponsors
 - f. Possible vendors for snacks and drinks
 - g. Sign-in sheet for participants
9. How will you ensure that everyone arrives to the contest **ON TIME**?
 - a. *Some suggestions for ensuring people arrive on time include:*
 - i. *Giving small awards to students who arrive on time*
 - ii. *Entering all on-time students into a drawing where 1-5 students are selected to win a bigger prize*
 - iii. *Not allowing late students to participate in a fun event at the fair*
 - iv. *Taking points away*
 - v. *Planning something really fun at the beginning of the day that they absolutely won't want to miss*
10. How will you prepare the judges before the contest for using the scoring rubrics?
 - a. Ask judges to arrive before the contest to review score sheets
 - b. Email soft copies of the rules to judges
 - c. Demonstrate good and poor examples for each contest

LEAD Contests Rules & Scoring

The Leadership Contests consist of a series of individual competitions that build strengths and leadership potential through knowledge quizzes, public speaking, debate, and essays. These activities promote quality leaders through skill building and a focus on integrity, honesty, and civil service.

County LEAD competitions should be held in order to select a winner for each contest. One top winner from each county will advance to the National LEAD Competition. From there, a national winner and runner-up for each contest will be named and awarded.

Not all contests must be performed each year. Select a few contests to add each year to make it manageable for teachers and staff. Additional contests may be added to this manual in the future.

This section of the manual explains the various LEAD contests, rules and score sheets. Not all contests need to be organized in a given year. It is possible to choose the contests that are most relevant to 4-H members at the present time. Additional contests can always be added in the future.

I. Method Demonstration Contest

Purpose

A method demonstration is one of the most effective ways of presenting information. People learn faster and remember longer if they see as well as hear—one reason that demonstrations should be a vital part of the 4-H program. The greatest value of demonstrations, however, is to the 4-H members who plan, prepare and present them. Every 4-H member benefits from planning and presenting a demonstration. Poise and confidence grow each time a person makes a presentation.

Method demonstrations are planned presentations in which one or more 4-H members teach information related to a project or activity. (It is recommended that method demonstrations are conducted in pairs.) Simply, they are ways of sharing useful information and of showing and telling others how to make or do something. Several keys to a demonstration are:

- A demonstration is doing.
- A demonstration is showing how. As you show how, you tell how.
- In a demonstration you make something or do something. There is a finished product.
- The key to a good demonstration is “go and do likewise.”

Rules: Steps in Developing a Demonstration

Select a Subject

Members may select a wide variety of subjects from what they have been taught in 4-H. The possibilities are endless. Examples of possible topics include:

- How to transplant a pepper plant
- How to build a cassava mound
- How to build a compost pile
- How to construct a dig-dig garden bed
- How to keep financial records on the farm
- How to conduct agriculture market research

Organize the Presentation

There are four major parts for every complete presentation—an introduction, a body, a summary and a question-and-answer period.

Introduction. This is the interest-getter. The presenter must make the audience feel that the subject is important and worth the member’s time to present it and their time to listen and watch. The member should tell why the demonstration was selected and its importance for the audience. Be original and clever, but keep the introduction brief to save time for the main part of the presentation. In an individual presentation, the 4-H member should introduce himself; in a team presentation, one member may introduce himself and his teammate(s).

Body. This is the “show and tell” part where 4-H members exhibit “know how” and skill in putting it across. As each step is presented, they tell what is being done and why the method is being used. If the step is not completed by this time, additional information about the material

or equipment being used should be given. Include only enough explanation to fill the action time required for each step of the demonstration or talk. If members know how to do each step in the demonstration, they can make the talk fit their actions. A convincing demonstrator uses his own words and avoids memorizing the talking part of the presentation. He should talk to, not at, the audience. In presenting a team demonstration, 4-H members should divide the work and explanation so each team member has about the same amount to do. The divisions should appear natural in shifting from one step to another; avoid shifting in the middle of an idea or process.

Summary. The summary reviews the important points of the presentation. A good summary is short, concise and pertinent. This is the last chance to sell the idea, give information and motivate the audience to follow the suggestions given. Ending a presentation might be compared to wrapping up a package. Tie up the package by emphasizing the main points the audience should remember. Put the name on the package by encouraging the audience to use the information or method. Put on a fancy bow by telling why it is important. The summary is also an excellent time to tell the audience where you obtained your information and cite your references.

Questions and Answers. At the end of a presentation the 4-H member should ask for questions. Help the 4-H member understand that allowing the audience to ask questions gives him an opportunity to use his background knowledge and do more thorough teaching. Some points may not have been made clear. Questions clarify points not covered or those someone in the audience failed to hear. In answering questions, the member should only give correct answers. If he does not know the answer, he should admit it and offer to find the information and supply it to the person.

Choose Equipment and Visual Aids

The complete success of a demonstration depends on the use of appropriate tools and equipment and the effective use of visuals. What is shown in a demonstration is as important as what is said.

Equipment should be:

- Designed for the job (makeshift arrangements show a lack of preparation).
- Be used only where really needed. Have members use the real thing whenever possible. If the presentation is clear without the use of visuals, you may choose not to use them.
- Be large enough to be seen.
- Be clean and neatly done.
- Does it fit smoothly into the presentation? A “yes” answer on these points will indicate a good choice of visuals. Encourage members to perfect techniques used in handling equipment and visuals.
- Make a list of equipment and supplies needed.

Making Presentations Effective

- Practice good posture; stand tall. Do not lean on the table or twist one foot behind the other.
- Maintain eye contact with the audience—talk towards the back of the room to make sure the entire audience can hear.
- Speak in a voice that is natural, distinct and loud enough to be heard. A friendly and confident tone of voice is the most convincing.

- Avoid mannerisms, such as pushing back hair or rocking back and forth, that may distract the audience.
- Be neat and well groomed. A dress rehearsal is an opportunity to evaluate the overall effectiveness of the performance.
- Smile to indicate interest and enthusiasm for the subject.
- Look and act as if you are enjoying presenting the demonstration or talk so the audience will want to follow the example.

Evaluation

Members and leaders will be evaluating demonstrations on rating scales. These evaluations look for the personal growth and development of the individual.

The task of the judge is to:

- Rate each demonstration according to an acceptable standard.
- Select contest winners when appropriate.
- Give reasons for judging decisions.
- Give constructive suggestions.

In making decisions, judges should:

- Ask questions if more information is needed to clarify the demonstration or to further test the member's knowledge or background. Judges should ask questions only on material covered in the presentation.
- Base decisions on speaking skills, confidence, response to questions, knowledge of subject and the total impact of the presentation on the judges and audience.
- Encourage the 4-H member and give him suggestions for improvement, either orally or in writing. Leaders and parents can help members to accept both winning and losing.

4-H Liberia Method Demonstration Rubric

NAME OF CLUB
NAME OF JUDGE

Composition and Preparedness									
INDICATOR	INDICATOR DEFINED	POINTS AVAILABLE						Score	
		CIRCLE ONE LOW PROFICIENCY → HIGH PROFICIENCY							
Method Relevance	Method chosen for demonstration is relevant to agricultural topics in 4-H.	0	1	2	3	4	5		
Technical Accuracy	The demonstration was performed with technical accuracy.	0	1	2	3	4	5		
Visual Aides	The students properly used visual aids, including chalk boards, flip charts, tools or equipment.	0	1	2	3	4	5		
Presentation Organization	The presentation included an introduction, a body and summary.	0	1	2	3	4	5		
Memorization	The entire presentation was memorized.	0	1	2	3	4	5		
Response to Questions	The students were able to knowledgeably respond to questions about the subject matter.	0	1	2	3	4	5		

Oral Communication and Non-verbal Communication								
Eye contact	The students make eye contact with the entire audience.	0	1	2	3	4	5	
Mannerisms and gestures	No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.	0	1	2	3	4	5	
Pace	Speaks very articulately at a rate that engages the audience.	0	1	2	3	4	5	
Composure	Portrays confidence and composure through appropriate body language (stance, posture, facial expressions).	0	1	2	3	4	5	
Neat and well groomed	The students look neat and well groomed.	0	1	2	3	4	5	
		Grand Total:						

II. Agriculture Creed Speaking Contest

Purpose

The Agriculture Creed outlines 4-H Liberia's beliefs regarding the industry of agriculture, 4-H membership and the value of citizenship and patriotism. The purpose of the Agriculture Creed Speaking Contest is to provide 4-H members with the opportunity to practice and develop their public speaking and leadership abilities, while advancing their self-confidence.

Rules

1. Each participant must recite the Agriculture Creed **without any** opening or closing comments. It is acceptable to introduce the Agriculture Creed by stating "The Agriculture Creed" and to conclude by stating "Thank you. Are there any questions?" Remarks beyond these comments can result in a reduction of the participant's points.
2. Each participant must recite the Agriculture Creed from memory. It is suggested that participants take advantage of all available training resources in their school to develop their speaking ability. For example, participants can practice and receive tips and pointers from teachers and community leaders.

Procedures

1. The event supervisor will determine the order of speaking using the random drawing method. This can be done by writing all participant names on small pieces of paper and placing them in a container to be drawn one at a time. The order in which they are drawn is also the contest speaking order. The determined speaking order should only be changed by the event supervisor under genuine extenuating circumstances.
2. When the speaker is brought into the speaking room, the room host will introduce each participant by name. Applause shall be withheld until all participants have spoken.
3. No student shall have longer than 2 minutes to recite the creed.
4. Three competent and impartial persons will be selected to judge the Creed Contest.
5. During the presentation, the judges will be seated apart from one another. They will score each participant upon the delivery of their presentation, using the rubric provided.
6. The judges will work together before the contest to select four of the questions from the "Approved List of Agriculture Creed Speaking Contest Questions", which deal with the participants' knowledge and understanding of the Creed. Judges will also be allowed to work together to create up to two additional questions, which deal with the participants' knowledge and understanding of the Creed. The judges can ask participants a total of up to six questions.
7. A maximum of five minutes will be allowed for the judges to ask up to six questions. Each judge shall ask the same question(s) to each participant and questions must be asked in the same order to all participants. Under no circumstances may the five-minute questioning period be exceeded and under no circumstances may more than the six questions be asked. *[Note: Some participants may not utilize the entire five-minute period for their answers, while other participants may provide lengthy answers and the five-minute time period for questions will elapse before all six questions are asked.]*

Method of Selecting Winner

1. When all participants have finished speaking, each judge will total their score on each participant. If a judge has a tie between two or more speakers, the judge shall be asked to re-score to eliminate the tie.
2. After a judge has broken all ties in total score, they will rank all participants in numerical order without consulting any other judge. The rankings of the three judges shall then be added and the winner will be the participant whose total of rankings is the lowest. Other placings shall be determined in the same manner. (Low point score method of selection.)
3. If a tie occurs when adding the rankings of the three judges, the individual who has the highest grand total score shall be ranked higher. If a tie remains, the panel of judges will deliberate and select a winner.
4. The event supervisor will officially designate a first and second place participant using the judges' rankings and score sheets as described above.

APPROVED LIST OF AGRICULTURE CREED SPEAKING QUESTIONS

1. What prompted you to participate in this public speaking event?
2. Why is the Creed important to 4-H?
3. What is the most important part of the Creed to you and why?
4. Why must faith be born not of words but of deeds?
5. Is there a promise of better days in the future of Agriculture? Why?
6. How do you interpret "joys and discomforts of agricultural life"?
7. How do you interpret "to work on a good farm is pleasant"?
8. How do you interpret "to serve our own and the public interest in producing and marketing the product of our toil"?
9. Why should we have "less dependence on begging and more power in bargaining"?
10. How do you interpret "less need for charity and more of it when needed"?
11. What does it mean to work "fairly with those whose happiness depends on me"?
12. What are the "best traditions of our national life" and why are they important to Liberian Agriculture?
13. How can you and your fellow 4-H members exert a positive influence on our homes and community?
14. What is your "part in that inspiring task"?

The Agriculture Creed

As adapted from E.M. Tiffany¹

I believe in the future of agriculture, with a faith born not of words but of deeds—achievements won by the present and past generations of agriculturists; in the promise of better days through better ways, even as the better things we now enjoy have come to us from the struggles of former years.

I believe that to live and work on a good farm, or to be engaged in other agricultural pursuits is pleasant as well as challenging; for I know the joys and discomforts of agricultural life and hold an inborn fondness for those associations which, even in hours of discouragement, I cannot deny.

I believe in leadership from ourselves and respect from others. I believe in my own ability to work efficiently and think clearly, with such knowledge and skill as I can secure, and in the ability of progressive agriculturists to serve our own and the public interest in producing and marketing the product of our toil.

I believe in less dependence on begging and more power in bargaining; in the life abundant and enough honest wealth to help make it so—for others as well as myself; in less need for charity and more of it when needed; in being happy myself and working fairly with those whose happiness depends upon me.

I believe that Liberian agriculture can and will hold true to the best traditions of our national life and that I can exert an influence in my home and community which will stand solid for my part in that inspiring task.

¹ The Agriculture Creed modifications by 4-H Liberia 2016 are from E.M. Tiffany's original work, commonly known as the FFA Creed.

4-H Liberia Creed Speaking Rubric

NAME OF STUDENT
NAME OF CLUB
NAME OF JUDGE

Oral Communication

INDICATOR	INDICATOR DEFINED	POINTS AVAILABLE	Score
		<div style="text-align: center;">CIRCLE ONE</div> <div style="display: flex; justify-content: space-between;"> LOW PROFICIENCY → HIGH PROFICIENCY </div>	
Speaking without hesitation	Speaks very articulately without hesitation. Never has the need for unnecessary pauses or hesitation when speaking.	0 1 2 3 4 5	
Pace and tone	Speaks at a moderate pace during the entirety of the speech, with an upbeat tone that is under control.	0 1 2 3 4 5	
Pronunciation and volume	Pronunciation of words is very clear and intent is apparent with appropriate, clear volume.	0 1 2 3 4 5	
Memorization	Presented the text without error or with only a minor word substitution. Completely memorized.	0 1 2 3 4 5	

Non-verbal Communication

Eye contact	The student makes eye contact with the entire audience.	0 1 2 3 4 5	
Mannerisms and gestures	No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.	0 1 2 3 4 5	
Composure	Portrays confidence and composure through appropriate body language (stance, posture, facial expressions).	0 1 2 3 4 5	
Response to questions	Is able to respond with organized thoughts and concise answers.	0 1 2 3 4 5 6 7 8 9 10	
Grand Total:			

III. Prepared Public Speaking Contest

Purpose

The 4-H Liberia Prepared Public Speaking Contest is designed to develop communication skills and promote interest in leadership and citizenship by providing each member the opportunity to participate in public speaking activities.

Topics

Each participant may choose his or her own subject from the following list only. Topics can change from year to year:

- How to use Gender Empowerment to develop a community.
- The purpose of 4-H in the local community.
- Do entrepreneurial skills benefit an individual or a community?
- The difference between life skills and livelihood skills.
- How to use positions of leadership to reduce corruption.
- How to identify the traits of quality leaders.
- How agribusiness can develop rural communities.

Rules

1. Each participant must write a speech on one of the above topics.
2. When spoken, the prepared speech must be no shorter than 2 minutes and no longer than 3 minutes.
3. All speeches used in the Prepared Public Speaking Contest must be of the problem-solution type. A student will select one of the above topics and identify a problem related to it to address in their speech and will propose a solution to this problem.
4. Props or equipment are not to be used in this Prepared Public Speaking Contest.
5. A participant will be permitted to use notes while speaking, but deductions in scoring may be made for this practice if it detracts from the effectiveness of the presentation.
6. Any participant who speaks on a non-listed subject will be disqualified.
7. The oral presentation by each participant should follow their written speech.
8. Copies of each speech must be submitted to the judges in advance of the speech.
9. Each participant's speech is to be the result of his or her own efforts. Training in both composition and delivery are limited to the resources of the school from which the participant comes, but facts and working data may be secured from any source. However, the sources should be high quality and respected.
10. The speech must be written before the contest. Manuscripts not meeting the following guidelines will be penalized.
 - a. Typewritten or neatly written.
 - b. If judges cannot read the handwriting, they may deduct points.
11. A complete and accurate bibliography/references section must be created in which all sources used in writing the speech are listed. All participants should give credit to others where any direct quotes, phrases or special dates are used in the manuscript, in order to not be guilty of plagiarism. This should be included at the end of the speech manuscript.
12. Two typed or handwritten copies of the manuscripts must be brought with and provided to the judges on the day of the contest.

Time Limit

1. The timekeeper(s) shall be designated to record the time used by each participant in delivering their speech, noting under-time or over-time, if any, for which deduction should be made.
2. Each participant must speak a minimum of 2 minutes in length and a maximum of 3 minutes.
3. Participants are to be penalized on each judge's score sheet one point per second that their speech is under 2 minutes or over 3 minutes.
4. Time commences when the speaker begins talking.
5. The participant's speech will be followed by a five (5) minute question and answer period, during which the judges will ask them questions relating to their speech. The time for the question period will begin when the first judge begins asking a question.
4. At the end of the five-minute question period, the timekeeper(s) will call time. When time is called, the speaker, if interrupted, may complete the sentence they were saying or they may stop mid-sentence with no penalty. They will not be allowed to continue talking after finishing their final sentence.

Procedures

1. The event supervisor may determine the order of speaking by using a random draw method in the presence of the participants and/or their accompanying adult representative. Once the speaking order has been determined it is not open to appeal.
2. When the speaker is brought into the speaking room, the room host will introduce the participant by name. Applause shall be withheld until all participants have spoken.
3. Three competent and impartial persons will be selected to judge the LEAD Contest. When possible, the judges should have an agricultural or a life skills background. There should always be an odd number of judges so that ties are not possible.
4. During the presentation, the judges will be seated in different sections of the room in which the event is held. They will score each participant upon the delivery of their presentation, using the rubric provided.
5. Judges will be given the copies of the participants' speeches, which they will read and grade on content and composition after the Prepared Public Speaking Contest speeches are given.
6. Each judge shall formulate and ask questions that pertain directly to the speaker's subject. All judges will ask at least one question.
7. Questions containing two or more parts should be avoided.
8. Judges will score each participant on their ability to answer all questions asked by all judges.
9. The full five minutes for questions should be used.

Method of Selecting Winner

1. When all participants have finished speaking, each judge will total their score on each participant.
2. The timekeepers' records will be used in computing the final score for each participant.
3. Participants shall be ranked in numerical order by each judge without consultation with any other judge.
4. If any judge's scoring results in a tie between two or more speakers, the judge shall be asked to rescore so as to avoid the tie.
5. After participants are ranked in numerical order, the rankings shall then be added and the winner will be the participant whose total of rankings is the lowest number. Other placings shall be determined in the same manner (Low point score method of selection).

6. If a tie occurs when adding the rankings of the three judges, the individual who has the highest grand total score shall be ranked higher. In the result of a tie in score, the judges panel will deliberate privately and determine a winner.

Levels of Competition

1. All levels of LEAD Contests shall be conducted alike and conform with the National Prepared Public Speaking Rules.
2. Winners are eligible to participate only in the next succeeding round of LEAD Contests in the competition pathway they are in.
3. Each club is allowed only the number of participants that are detailed in the competition guide above.

4-H Liberia Prepared Public Speaking Rubric

NAME OF CLUB
NAME OF JUDGE

Indicator	Indicator Defined	Points Available						Score
		Circle One						
		Low Proficiency	→				High Proficiency	
Composition and Preparedness								
Topic relevance	Topic addresses one of the issues available for presentation.	0	1	2	3	4	5	
Persuasive explanation of position on topic	Position clearly stated and ample evidence is provided.	0	1	2	3	4	5	
Alternative viewpoints recognized	Identifies and counters alternative viewpoints.	0	1	2	3	4	5	
Logical order and unity of thought	Clearly organized and concise with strong introduction, body and conclusion layout.	0	1	2	3	4	5	
Quality of resources	Resources are from reputable sources.	0	1	2	3	4	5	
Oral Communication and Non-verbal Communication								
Supporting evidence	Examples (stories, statistics, etc.) are vivid, precise and clearly explained.	0	1	2	3	4	5	
Persuasive use of evidence	Exemplary use of evidence to persuade listeners.	0	1	2	3	4	5	
Pace	Speaks very articulately at a rate that engages the audience.	0	1	2	3	4	5	
Command of audience	Speaker uses appropriate emphasis and tone to captivate the audience.	0	1	2	3	4	5	
Eye contact and gestures	Constantly looks at the entire audience.	0	1	2	3	4	5	
Mannerisms and gestures	No nervous habits are displayed. Hand motions are expressive and used to emphasize talking points.	0	1	2	3	4	5	
Composure	Portrays confidence and composure through appropriate body language (stance, posture, facial expressions).	0	1	2	3	4	5	
Response to questions	Is able to respond with organized thoughts and concise answers.	0	1	2	3	4	5	
Knowledge of topic	Answers show thorough knowledge of the subject and support answers with strong evidence.	0	1	2	3	4	5	
		Grand Total:						

IV. Parliamentary Procedure Contest

Purpose

To introduce 4-H members to parliamentary procedure while learning how to conduct efficient meetings and building their communication skills.

Students will be able to:

- Demonstrate the correct use of 4-H opening and closing ceremonies.
- Demonstrate the ability to properly use parliamentary procedure to conduct an orderly and efficient meeting.
- Communicate and participate effectively as a team member.
- Demonstrate critical thinking and teamwork for effective decision making.

Rules

1. The parliamentary procedure contest recognizes clubs that develop a working knowledge of parliamentary procedure and the ability to conduct a 4-H business meeting.
2. Each club must follow the “4-H Club Competition Agenda” such as the one found in this section. The agenda may be given to the clubs ahead of the competition for practice.
3. The parliamentary procedure contest may last up to 18 minutes in length (rap of gavel for 4-H Opening Ceremonies to final gavel rap of 4-H Closing Ceremonies). A five-minute and a one-minute warning will be given. Participants will be stopped at 18 minutes.
4. Following adjournment of the meeting, the secretary will turn in the secretary’s minutes.
5. Evaluators will have up to 10 minutes to provide feedback, discuss, complete the rubric and write comments for participants.
6. The parliamentary procedure team will consist of six members including a president, vice president, secretary, treasurer, chaplain, and student advisor.
7. A table and six chairs, as well as the planning packet consisting of agenda, blank secretary’s minutes, and a gavel will be provided to the participants.
8. Participants must bring writing utensils for taking notes and are permitted blank paper.
9. The team enters the contest room and is seated.
10. Written scripts are not allowed. However, participants will be allowed to use notes. Acceptable notes include minutes, treasurer’s report and main motions. All planning materials and notes will be collected at the end of the event.

Parliamentary Procedure Meeting

The parliamentary procedure meeting may last up to 18 minutes in length and is presented to evaluators. The parliamentary procedure meeting should show the participants’ knowledge of parliamentary procedure and their ability to perform designated skills and should follow the agenda given during the preparation time.

Secretary’s Minutes

Secretary’s minutes of the parliamentary procedure meeting will be taken by the secretary during the meeting on the provided form. The minutes, upon completion, will be presented to the evaluators immediately following

adjournment of the meeting. The secretary’s minutes may not be rewritten after the meeting; it will not be evaluated as final minutes. The minutes will be evaluated for coverage of all meeting activities.

Principles of Parliamentary Procedure

Parliamentary procedure is based upon five democratic principles:

1. Debate in a society must be free and fair to all concerned.
2. The majority is guaranteed the right to decide.
3. The minority is guaranteed the right and protection to express their opinions.
4. The majority must rule fairly and justly.
5. The minority must respect the will of the majority.

Gavel Rules

The president uses a gavel to maintain order during a meeting. All members must know what each gavel tap signifies:

- One rap signifies passage or failure of a motion, calls the members to be seated, and adjourns the meeting.
- Two raps call the meeting to order.
- Three raps call the members to rise. The membership rises in unison on the third rap.
- Successive rapping calls the members to attention.

Basic Parliamentary Procedure Rules for 4-H

Who runs the meetings?	President
The president must recognize me before I can...	Speak
The speaker must always...	Stand
How many people can talk at a time?	One
When I am speaking, I should only talk about...	The subject we are discussing
To bring up a new discussion topic, I must make a...	Motion
To move forward with a motion, it must require someone to...	Second the motion
If I want to change a motion, I must offer an...	Amendment
At the end of the discussion, the members must...	Vote
In order for a motion to pass, how many members must vote for it?	A majority: Half of the members present plus one
Is the advisor allowed to tell students how to vote?	No

The Three Important Motions

1. Main Motion

This will be the most common type of motion that you will use in your 4-H club. All main motions start with: *"I move that..."* Examples of motions in your 4-H club include: *"I move that our club goes on a field trip."* *"I move that we grow cassava on the school demonstration farm."* *"I move that we have a football match on Friday."* All motions require a second. The proper way to second a motion is, *"I second the motion."* No thirds, fourths, or fifths are needed. After a motion is seconded, the president opens the floor for orderly discussion with only one person discussing at a time. There can only be one main motion open for discussion at a time. After discussion, the members vote on the main motion. A majority of the members present (50% plus one) is required to pass a motion. If the vote is a tie (7 in favor and 7 against), the president casts the deciding vote.

2. Motion to Amend

To amend means to change. The motion to amend is made if you want to change the main motion. You can change the motion by adding words, changing words, or deleting words from the main motion. *"I move to amend the main motion by [adding] [changing] [deleting]..."* Examples of motions to amend in your 4-H club include: *"I move to amend the main motion that our club goes on a field trip by adding 'to a commercial farm' after 'field trip'."* *"I move to amend the main motion that we grow cassava on the school demonstration farm by changing cassava to vegetables."* *"I move to amend the main motion to have a football match on Friday by deleting 'Friday'."* The motion to amend requires a second. After a motion to amend is seconded, the president opens the floor for orderly discussion on the amendment only with only one person discussing at a time. If the amendment passes, then the main motion is changed, if amendment fails, the main motion remains the same. A majority of the members present (50% plus one) is required to pass an amendment. If the vote is a tie (7 in favor and 7 against), the president casts the deciding vote. After the vote on an amendment, the president returns the discussion back to the main motion (as amended, if the amendment passes). After discussion, the members vote on the main motion.

3. Motion to Adjourn

At the closing of a meeting, there must be a motion to adjourn. A member would say, *"I move to adjourn the meeting."* Note that a motion to adjourn is slightly different:

- It is made at the very end of the meeting
- It requires a "second"
- There is no discussion allowed

Since there is no discussion allowed, a motion to adjourn must be voted on right away, but it cannot be made while a club is discussing a main motion. The main motion must be voted on first. If there are no main motions before the club, the motion to adjourn may be made and voted on. A majority of the members present (50% plus one) must pass the motion to adjourn.

4-H Club Competition Agenda

1. Conduct Opening Ceremonies
2. Prayer by Chaplain
3. Minutes of the previous meeting read by the secretary
4. Financial report read by the treasurer
5. New or unfinished business
 - a. A main motion is made to set 4-H dues for \$100 LD per member
 - b. After a period of lively discussion, an amendment is offered to increase the dues to \$150 LD.
 - c. The amendment and the motion pass.
 - d. A motion is made to grow okra and cucumber in the school demonstration farm
 - e. After lively discussion, an amendment is made to delete okra and replace it with cabbage. The amendment fails.
 - f. The main motion passes
6. Motion to adjourn
7. Conduct Closing Ceremonies

Opening and Closing Ceremonies

Ceremonies emphasize the purpose of meetings, the duties of officers, and the significance of recognition given to individuals.

All official 4-H ceremonies are to be memorized, rehearsed, and conducted with pride and dignity. A "walk-through" in the room where the meeting, banquet, or special function is to be held will ensure a smooth performance if proper physical arrangements are complete and all parties know their responsibilities and speaking assignments. Never forget that you and your club are on display. Your performance should reflect sincerity and leadership. Speak loudly and clearly while standing up straight. Slouching is not a dignified posture for a leader.

Use correct terminology according to gender. For example, use "madam president" in addressing a female president or "mister president" in addressing a male president.

Opening Ceremony

When the time set for the opening of the meeting arrives, the president, after quietly arranging for any necessary officer substitutions, rises, raps the gavel for attention, secures order, and proceeds as indicated below. The other officers rise as called upon by the vice president, and remain standing until seated by the president.

President: "The meeting room will come to order. We are now holding a meeting of the *(insert school name)* 4-H Club."

"Mr./Mdm. Vice President, are all officers at their stations?"

Vice President: *(Rising and facing the president)* "I shall call the roll of officers, determine if they are at their stations and report back to you, Mr./Mdm. President."

Vice President: (Calling roll of officers) "The chaplain."

Chaplain: "The chaplain is stationed by the image of rainfall."

Vice President: "Why by the image of rainfall?"

Chaplain: "Rainfall represents the blessings of God for all of life. I, too, will seek God's blessings for our club and be a model of good character and upright living."

Vice President: "The treasurer."

Treasurer: "Stationed by the Palm Tree."

Vice President: "Your duties there?"

Treasurer: "The Palm Tree is a symbol of resourcefulness. Just as we find both food and shelter from the Palm Tree, so I will strive to seek and steward financial resources for our club."

Vice President: "The secretary."

Secretary: "Stationed by the flag."

Vice President: "Your duties there?"

Secretary: "Upon our flag stands the Lone Star. The Lone Star is a symbol of freedom and independence. Just as our forefathers recorded their deeds to create the first, independent African nation, so I will keep an accurate record of all meetings."

Vice President: "The advisor."

Advisor: "Here by the rabbit."

Vice President: "Why stationed by the rabbit?"

Advisor: "The rabbit is a traditional symbol of knowledge and wisdom. Being older than the rest of you, I am asked to advise you from time to time, as the need arises. I hope that my advice will always be based on true knowledge and ripened with wisdom."

"Mr./Mdm. Vice President, why do you keep a cutlass at your station?"

Vice President: "The cutlass is the symbol of labor and the first step to making a farm. Without labor, neither knowledge nor wisdom can accomplish much. My duties require me to assist at all times in directing the work of our organization. I preside over meetings in the absence of our president, whose place is beneath the rising sun."

Advisor: "Why is the president so stationed?"

Vice President: "The rising sun is the token of a new era in agriculture, dawning a Green Revolution of abundant food supply. If we will follow the leadership of our president, we shall be led out of the darkness of selfishness and into the glorious sunlight of brotherhood and cooperation. Mr./Mdm. President, all officers are at their stations."

President: *(Rises and faces the vice president)* "Thank you, Mr./Mdm. Vice President." *(All take seats at tap of gavel.)* "The secretary will call the roll of members."

Secretary: "There are ____ members and ____ guests present, Mr./Mdm. President." *(The secretary may call the complete roll if necessary and report on that basis. However, it is a time-*

consuming procedure. It is recommended that the secretary quickly consult and check beforehand the attendance based on members' names in the Secretary's book.)

President: "Thank you. 4-H members, what is our motto and pledge?" *(All members stand at 3 taps of gavel.)*

All members in unison:

"To make the best better."

"I pledge my head to clearer thinking, My heart to greater loyalty,

My hands to larger service,

And my health to better living,

For my club, my community, my country and my world." *(All are seated at 1 tap of gavel.)*

President: "May we fulfill our motto and pledge, I now declare this meeting of the *(insert school name)* 4-H Club duly opened for the transaction of business, or attention to any matters which may properly be presented." *(Proceed with the regular order of business)*

Closing Ceremony

When the business at hand has been disposed of or an appointed time for closing has arrived, the procedure for the closing ceremony is as indicated below.

President: "Mr./Mdm. Secretary, do you have a record of any further business which should now be transacted?"

Secretary: *(Rises, replies and is seated.)* "I have none, Mr./Mdm. President."

President: "Does any member know of any new or unfinished business which should properly come before this meeting?" *(If no answer, proceed as follows.)*

"We are about to adjourn this meeting of the *(insert school name)* 4-H Club. As we mingle with others, let us be diligent in labor, just in our dealings, courteous to everyone, and, above all, honest and fair in the game of life. Fellow members and guests, join me in a salute to our flag." *(Taps three times with gavel to call members to stand, face the flag, and with their right hands over their hearts, repeat the following pledge.)*

All in unison: "I pledge allegiance to the Flag of Liberia and to the Republic for which it stands, one Nation indivisible, with liberty and justice for all."

President: "I now declare this meeting adjourned." *(Taps once with gavel and the meeting is adjourned.)*

Secretary's Minutes of the Meeting

The meeting of the _____ 4-H Club was called to order

by _____ the President.

The meeting was held at _____ on _____ at _____ o'clock, year 20__

Number of members present _____. There were _____ boys and _____ girls.

Leaders present were _____

Others attending enrolled were _____

New members enrolled were _____

Total attendance (members, leader, and others) was _____

The minutes were read and approved. YES _____ NO _____

The Treasurer's Report was read and approved. YES _____ NO _____

Business (committee reports old and new business plans made, etc.)

Program: (talks, demonstrations, etc. given and by whom)

_____Recreat
ion: (activity) _____

The next meeting of the club will be held at _____ on _____ at _____ o'clock.

Club Secretary

4-H Club Treasurer's Report

Club Name: _____

Time Period: _____

Opening Cash Balance \$ _____ (a)

Sources of Revenue or Income:

<i>Description</i>	<i>Amount</i>
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total:	\$ _____ (b)

Less Expenses:

_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
_____	\$ _____
Total:	\$ _____ (c)

Funds remaining at end of reporting period: (a + b - c) \$ _____

Submitted, _____
Club Treasurer

4-H Liberia Parliamentary Procedure Rubric

NAME OF CLUB
NAME OF JUDGE

Parliamentary Procedure								
INDICATOR	INDICATOR DEFINED	POINTS AVAILABLE						Score
		CIRCLE ONE						
		LOW PROFICIENCY	→	HIGH PROFICIENCY				
Opening Ceremony	President and members proper performed the opening ceremonies without mistake	0	1	2	3	4	5	
Minutes & Reports	The Secretary and Treasurer properly presented reports	0	1	2	3	4	5	
Main Motion	Team correctly demonstrated a main motion	0	1	2	3	4	5	
Motion to Amend	Team correctly demonstrated an amendment	0	1	2	3	4	5	
Quality of Discussion	Quality of discussion, diversity of viewpoints and appropriate involvement	0	1	2	3	4	5	
Motion to Adjourn	Team correctly demonstrated adjournment	0	1	2	3	4	5	
Clarity of voice, expression, and composure	Good expression, appropriate hand gestures, good posture, good eye contact, with clear speech and projection	0	1	2	3	4	5	
Team participation	All team members were actively involved in carrying out the meeting	0	1	2	3	4	5	
Impartiality of Presiding Officer	The presiding officer always calls on all members and/or rules fairly on motions	0	1	2	3	4	5	
Agenda	Team addressed all agenda items properly	0	1	2	3	4	5	
Secretary’s Minutes	The secretary properly recorded minutes.	0	1	2	3	4	5	
		Grand Total:						

V. Individual Debate Contest

Purpose

The objective of the Individual Debate Contest is to provide members of 4-H Liberia an opportunity to develop and demonstrate their ability to clearly communicate and defend their ideas and positions. This contest will also provide members with an opportunity to develop and present strategies for addressing issues of concern in agriculture and life through public debate.

Topic

Each year a new topic will be chosen related to 4-H, gender, life and livelihood skills, health education, agriculture, or community development. This topic will be chosen by the National 4-H Office and communicated through the appropriate channels prior to competition.

Contest Rules and Guidelines

The following contest rules will be effective for the 4-H Liberia Individual Debate Contest.

1. Each participating student will debate the affirmative side of an issue in one contest and negative side in another contest.
2. The students will know the two selected topics in advance, but will not know if they are arguing the affirmative or negative for either topic until no more than 10 minutes before the debate starts.
3. The contest procedure should be as follows:
 - a. (1) Affirmative statement (**4 minutes**)
 - b. (2) Negative cross-examination of affirmative (**5 minutes**)
 - c. (3) Affirmative Rebuttal (**2 minutes**)
4. The contest will be held 2 times with the participants debating the affirmative side once and the negative side once.
5. The order of the contests shall be determined by a pre-debate drawing.
6. Both affirmative and negative teams shall speak to the argument using four components:
 - a. *ILL* - what's wrong;
 - b. *BLAME* - what caused the problem;
 - c. *CURE* - solution to the problem;
 - d. *COST* - cost of the solution (monetarily, societally, etc.).
7. The selection of three judges will be the responsibility of the 4-H staff or advisers organizing the contest. The qualifications of the judge(s) are that they be competent, impartial, and thoroughly familiar with the scorecard before judging a contest.
8. The affirmative statement shall address the *ILL*, *BLAME* and *CURE* of the topic.
9. Negative cross-examination shall first ask questions pertaining to the affirmative *ILL*, *BLAME*, and *CURE*. After asking their questions, a clear negative statement should be made as it pertains to the *ILL*, *BLAME*, *CURE*, and *COST*.
10. The rebuttal (closing statement) shall be an affirmative response to the issues raised by the negative cross-examination.

11. Each team may use up to, but no more than four minutes for each of their negative or affirmative statements, no more than five minutes for cross-examination and the rebuttals shall last no more than two minutes.
12. A timekeeper will issue a 15-second warning and indicate the end of a team's time.
13. Each team member may use up to two pieces (one side only) of standard composition book paper for notes.
14. Evidence used as part of the debate must be cited orally.
15. Time available for each team is very limited. Please be prepared with clear, direct statements and questions to avoid conflicts with time.

4-H Liberia Debate

NAME OF STUDENT
NAME OF JUDGE
NEGATIVE OR POSITIVE STANCE

Individual Debate									
Indicator	Indicator Defined	Points Available						Score	
		Circle One							
		Low Proficiency	→	High Proficiency					
Organization & Clarity	Main arguments and responses are outlined in a clear and orderly way.	0	1	2	3	4	5		
Use of Argument	Strong reasons are given in support of or against the resolution.	0	1	2	3	4	5		
Use of cross-examination and rebuttal	Identification of weakness in the opposing team’s arguments and ability to defend itself against attack.	0	1	2	3	4	5		
Presentation Style	Tone of voice, clarity of expression, precision of arguments all contributes to keeping the audience’s attention and persuading them of the team’s case.	0	1	2	3	4	5		
		Grand Total:							

VI. 4-H Written Knowledge Quiz Contest

Purpose

The objective of the 4-H Knowledge Quiz is to provide members of 4-H Liberia an opportunity to develop and demonstrate the knowledge they have acquired in their time as 4-H members. This contest will also provide members with an opportunity to showcase their skills as they take an examination prepared in advance requiring them to not only recite knowledge, but apply it to practical applications and examples on the exam.

Topics

Topics may include but are not limited to the following:

- General Agriculture
- Crop Science
- Life Skills
- Livelihood Skills
- Leadership
- General 4-H Knowledge
- 4-H Liberia History

Rules

1. The questions for the exam will be compiled by 4-H Liberia staff with assistance from the Ministry of Agriculture and Ministry of Education. A LEAD Contest committee will randomly select the questions from a large sample set to prepare the exam before the contest.
2. A database of questions will be created and managed at the National 4-H office. It will be used for future contests.
3. Students will have 1 hour to complete the quiz.
4. The exam will contain 30 multiple-choice questions and 5 practical exercise questions to complete.
5. Students are not allowed to interact with each other as this is an individual event. If students are found to be interacting with one another, they will be disqualified from the event.
6. Winners will be determined from the student with the highest score from the most correct answers. Each multiple-choice question will be worth two points and each multi part practical exercise question will be worth eight points with a total of one hundred possible points.
7. Ties in score will be broken first by the student with the highest practical exercise question score. If a tie still exists then the highest multiple choice question score will be used. If a tie still exists then the winner will be decided by drawing paper out of a hat.

VII. 4-H Quiz Bowl Contest

Purpose

The objective of the 4-H Quiz Bowl Contest is to provide members of 4-H Liberia an opportunity to develop and demonstrate the knowledge they have acquired in their time as 4-H members and compete in a fun and lively competition. Quiz Bowl Contests can be held at the Club level in front of an audience of teachers, parents and farmers. It is a way to demonstrate the students' knowledge on agriculture to the community.

Topics

Topics may include but are not limited to the following:

- General Agriculture
- Crop Science
- Life Skills
- Livelihood skills
- Leadership
- General 4-H Knowledge
- 4-H Liberia History

Rules

1. The questions for the quiz bowl contest will be developed by 4-H Liberia staff. A database of at least 100 questions will be maintained by 4-H. More questions can be added at the local level.
2. Each quiz bowl teams will have three members.
3. Up to four teams may compete against each other, but it is possible to compete with only two or three teams.
4. Teams of three will be seated together in chairs, and arranged in the front of the room, facing the moderator, judges and audience.
5. The moderator will ask one question at a time. The first team to stand must respond to the question. They have three seconds to answer the question or they will lose one point. Members of the team may confer with each other to discuss the right answer.
6. The judge will keep time and score. Each successful answer receives one point. Each incorrect answer loses one point. (Negative scores are possible.)
7. The moderator must ask a set number questions, pre-determined before the contest. Usually, 25 questions are asked per round.
8. The team with the highest score, wins the Quiz Bowl.
9. If there are multiple teams, a tournament style competition may be organized. For instance, if there are eight teams, four teams might compete against each other at a time. The winners of those rounds will advance to the final quiz bowl competition.
10. The team with the highest amount of points in the final round will be declared the winner.

VIII. 4-H Essay Contest

Purpose

The objective of the 4-H Essay competition is to provide students the opportunity to express their beliefs and opinions on a given topic through the written form.

Topics

Topics may include but are not limited to the following:

- How to use Gender Empowerment to develop a community.
- The purpose of 4-H in the local community.
- Do entrepreneurial skills benefit an individual or a community?
- The difference between life skills and livelihood skills.
- How to use positions of leadership to reduce corruption.
- How to identify the traits of quality leaders.
- How agribusiness can develop rural communities.

Rules

1. Each student must develop an essay based on one of the above themes.
2. The student must include a cover sheet with the following information:
 - a. The student's full name
 - b. The student's school
 - c. The student's grade level
 - d. The theme they have chosen to write about
3. Essays must be between 500 and 700 words, not including what is written at the top of the page. Essays that are fewer than 500 words or more than 700 words will be disqualified.
4. Any essays found to be in part or in whole similar to another essay will be considered to have cheated and will be disqualified.
5. Essays will be judged by a panel of three competent and impartial judges. Cover sheets will be removed and essays numbered by the contest superintendent as means of identification prior to distribution to judges to encourage an atmosphere of impartiality.

4-H Liberia Essay Rubric

NAME OF STUDENT
NAME OF EVALUATOR

4-H Liberia Essay Rubric									
Indicator	Indicator Defined	Points Available						Score	
		Circle One							
		Low Proficiency	→	High Proficiency					
Understanding of the topic	Writer demonstrated a clear understanding of the question and respond with details about their experience.	0	1	2	3	4	5		
Original thinking relative to the topic	The thinking behind the response was original and relative to the subject.	0	1	2	3	4	5		
Effectiveness in presenting a point-of-view	The point-of-view was fully presented and supported by many facts.	0	1	2	3	4	5		
Literary style, grammar, and spelling	Literary style was clear and effective. Proper grammar, spelling and varied sentence structure were used.	0	1	2	3	4	5		
Grand Total:									