



# *Upside Down*

*Gospel of Luke*

Luke contrasts the Kingdom of God with worldly kingdoms, turning people's perspectives about power upside down. His is a kingdom of outcasts – the poor, downtrodden, and the humble – unlike those who are impressed by the world.

## **2025 Events Manual**

Heart of America  
Leadership Training for Christ

[lrc@hoaltc.org](mailto:lrc@hoaltc.org)

hoaltc.org

**Heart of America Leadership Training for Christ  
Events Information and Rubrics**

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## HOALTC Pre-Convention Events

Pre-convention Events are those which are completed several weeks prior to the convention and mailed or electronically submitted to Event Coordinators for judging before the convention. Church Coordinators (CC) and coaches should consult the rules and judging rubrics for each event as they help students prepare their entries.

**New in 2023:** Each entry should be used in a real-life event or ministry in your congregation or community. We have added this section to each event description to help participants and congregations consider how to integrate these activities into the overall ministry of the church. We hope this will expand the focus of these activities beyond the convention so that they benefit other people, become life-long habits, and to communicate to the students that they are not merely the church of tomorrow but also the church of right now. To assist in this, we have added an item to the rules and rubric of each event. Students will write a paragraph on how they applied or used their event/ entry/ project in the ministry of the church or in a ministry to the community.

Eight Pre-convention Events fall into three general categories:

- Creative Writing
  - Children’s Book
  - Christian Essay
  - Christian Fiction (short story)
  - Christian Poetry
- Digital Media
  - Christian Podcast
  - Video Ministry
  - Web Design
- Music
  - Song Writing

Students must be registered for each event in which they participate. Each student may submit or participate in only one entry for each of these events. Adults may discuss the theme and its possible applications and make suggestions about content and style. Adults may also suggest editorial corrections on a student's written work. The actual work should be the work of the students, not work done by adults.

Judged rubrics are returned, and award medals are given to Church Coordinators (CC) at HOALTC Central at the convention. Display copies should be picked up from the display exhibit hall between 2:00 p.m. and 4:00 p.m. on Saturday. If not picked up, shipping charges will be assessed to the congregation to return the items that need to be returned. .

See specific event information and/or rubric for details. If there are still questions, notify the Event Coordinator by email, as listed at [hoaltc.org](http://hoaltc.org).

See [hoaltc.org](http://hoaltc.org) for submission deadlines. The Church Coordinator will be notified that the entries were received. If confirmation is not received, please contact the Event Coordinator listed at [hoaltc.org](http://hoaltc.org).

## Creative Writing Children's Book

### Purpose

- Encourage youth to use their writing and artistic talents to create a children's book that conveys a Christian message.

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.
- Coaches and participants will plan a use for this entry in a real-life situation and include that information as part of the entry.
- Students are registered by age divisions for judging purposes: grades 3 - 6; 7 – 9; or 10 -12. If working as a team, the entry should be registered and judged at the level of the oldest participant. Each participant is allowed only one entry in this event.
- Participants will write and illustrate an original book suitable for children. Any traditional book form (chapter book, comic book, story book, activity book, etc.) is acceptable.
- One person may write the story, and another may illustrate it. All parts of the book should be original, self-created work. The story must be illustrated (drawing, cartoon, photographs, digital art) with original (no use of copyrighted) artwork.
- The story may be written in any form of fiction (e.g., mystery, action, humor, fable, etc.) and should include elements such as plot and character development.
- Handwritten work is admissible if legible and neatly presented. Software and/or online tools may be used.
- Space is available in the Display Events area to display a color copy of the entry if they choose to do so. No original books will be displayed. Participant or CC should give entry to Display Event Coordinator at check-in time, so the EC can place the item at proper time and location. Participant or CC should pick up the item on Saturday afternoon. While HOALTC staff are present most of the time, they are not responsible or accountable for displayed entries.

### Rules

- The entry must highlight the current year's theme or content from the Bible text covered in the current year.
- The theme may be reflected anywhere in the story if it is clearly and accurately presented.
- The story will be evaluated on the use of the English language, including correct grammar, spelling, and punctuation.
- The story must be submitted in book form (bound with staples, thread, glue, etc.).
- The construction of the book will be evaluated on both durability and creativity. The book cover will be evaluated on how well it grabs the reader's attention
- Illustrations will be evaluated on how much they assist in telling the story.
- The strength of the story will be evaluated on if it is engaging, thought provoking, and inspiring to the reader. The strength of the story will also be evaluated for its creativity, length, content, and appropriateness in relation to the targeted age group.
- Each entry will be evaluated on its overall format in relation to the expectations, rules, and submission instructions.
- Participant will write a paragraph on how this activity was used in the overall ministry of the church and/or personal ministry. (Suggestions: writing for church bulletin, submitting to a publisher, newspaper, magazine, to encourage shut-in, teaching in a classroom or small group setting.)

### Submission Instructions

- Entries should be **mailed** to the Event Coordinator at the address on the Event Coordinator page on hoaltc.org on or before the pre-convention event deadline. Please mail the original and a color copy of the book. The copy will be used for display purposes. Questions should be directed to the Event Coordinator.
- A **cover sheet must be placed** at the front of each entry, separate from the book cover. The cover sheet will include **all** the following information:
  - Event (Children's Book)
  - Name(s)
  - Grade(s)
  - Congregation Name
  - Congregation City, State
  - Congregation Number
  - Title of Book
  - Target Age for Book
  - Paragraph of how used in ministry.

CHILDREN'S BOOK HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Connection to LTC Theme</b>	<input type="checkbox"/> Theme or Bible text stands out and is strongly supported by story and illustrations.	<input type="checkbox"/> Theme or Bible text is evident and supported by story and illustrations.	<input type="checkbox"/> Theme or Bible text needs more attention to be evident in the story and illustrations.
<b>Use of Proper Grammar</b>	<input type="checkbox"/> Sentence structure is correct and complete. <input type="checkbox"/> Spelling is correct. <input type="checkbox"/> Punctuation is correct. <input type="checkbox"/> Proofreading is evident.	<input type="checkbox"/> Sentence structure is mostly correct and complete. <input type="checkbox"/> Spelling is mostly correct. <input type="checkbox"/> Punctuation is mostly correct. <input type="checkbox"/> Proofreading is adequate.	<input type="checkbox"/> Sentence structure needs more attention. <input type="checkbox"/> Spelling needs more attention. <input type="checkbox"/> Punctuation needs more attention. <input type="checkbox"/> Proofreading needs more attention.
<b>Readability</b>	<input type="checkbox"/> The story is engaging and enjoyable to read. <input type="checkbox"/> Plot is clear, and story flows naturally.	<input type="checkbox"/> The story is somewhat engaging and enjoyable to read. <input type="checkbox"/> Plot is somewhat clear, and story has acceptable flow.	<input type="checkbox"/> Attention is needed to make the story more engaging and enjoyable. <input type="checkbox"/> Attention is needed for plot to be clear and story to flow and make sense.
<b>Illustrations</b>	<input type="checkbox"/> Illustrations strongly assist in telling the story and are original.	<input type="checkbox"/> Illustrations assist in telling the story and are original.	<input type="checkbox"/> Illustrations need more attention to assist in telling the story or are not original.
<b>Book Cover</b>	<input type="checkbox"/> The cover is eye catching. <input type="checkbox"/> Cover creates interest in the book.	<input type="checkbox"/> The cover is somewhat eye-catching. <input type="checkbox"/> Cover creates some interest in the book.	<input type="checkbox"/> Cover needs more attention to appeal to the reader. <input type="checkbox"/> Cover needs more attention to create interest in the book.
<b>Construction</b>	<input type="checkbox"/> Book is durable and will last for numerous readings.	<input type="checkbox"/> Book is somewhat durable and will last for a few readings.	<input type="checkbox"/> Book needs more attention to be durable and last through multiple readings.
<b>Submission Requirements</b>	<input type="checkbox"/> The cover sheet includes all 9 items. <input type="checkbox"/> Local ministry use was clearly described.		<input type="checkbox"/> Cover sheet not complete. Even one item not included will reduce the score. <input type="checkbox"/> Local ministry use was not included.
<b>Strength of Story</b>	<input type="checkbox"/> Book is creative and appealing. <input type="checkbox"/> Story length fits the target age group well. <input type="checkbox"/> The story content is appropriate for the target age group. <input type="checkbox"/> The story is inspiring and encouraging. <input type="checkbox"/> Story is engaging and thought provoking.	<input type="checkbox"/> Book is somewhat creative & appealing. <input type="checkbox"/> Story length somewhat fits the target age group. <input type="checkbox"/> Story content somewhat appropriate for target age group. <input type="checkbox"/> The story is somewhat inspiring and encouraging. <input type="checkbox"/> Story somewhat engaging and thought provoking.	<input type="checkbox"/> Attention is needed for creativity and appeal of the book. <input type="checkbox"/> Story length is too short or too long for the target age group. <input type="checkbox"/> Story content needs attention to be appropriate for target age group. <input type="checkbox"/> Story needs more attention to be inspiring and encouraging. <input type="checkbox"/> Story needs more attention to be engaging and thought provoking.
<b>What you did really well:</b>			
1.			
2.			
3.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoalhc.org">lrc@hoalhc.org</a> within 30 days of the end of the convention.			

## Christian Essay

### Purpose

- Develop and improve written communication skills in conveying Biblical ideas; challenge participants to use the written word to communicate God's Word; and create written content with a style and message that reflects respect for the importance and value of God's Word.

### Expectations

- Coaches and participants should familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at [hoaltc.org](http://hoaltc.org).
- Coaches and participants will plan a use for this entry in a real-life situation and include that information as part of the entry.
- Students are registered by age divisions for judging purposes: grades 3 - 6; 7 - 9; or 10 -12. Each participant is allowed only one entry in this event.
- Each participant will write an essay expressing his or her opinion or thoughts about a specific topic related to the theme.
- Footnotes and/or bibliographical information are not required and will not be part of the judging process.

### Rules

- The essay must highlight the current year's theme or content from the Bible text covered in the current year.
- The essay length should be one to five pages long.
- The essay should be typed, double spaced with 1" margins. Use a standard font and font size 10 or 12 for easy readability. In addition, page numbers must be included. For participants sixth grade or younger, handwritten work is admissible if legible and neatly presented. A cover sheet is required (see below) but is not part of the essay.
- The essay will be evaluated on readability, spiritual application, and the use of the English language (including grammar, spelling, and punctuation.)
- The essay shall start with the title of the essay, followed by the text. There should be an introduction and conclusion, even if it is short.
- Participant will write a paragraph on how this entry was used in the overall ministry of the church and/or personal ministry. (Suggestions: writing for church bulletin, submitting to a publisher, newspaper, magazine, to encourage shut-ins, teaching in a classroom or small group setting.)

### Submission Instructions

The Church Coordinator or Coach should upload a two page PDF file to the HOALTC Dropbox by the pre-convention deadline. The file name should be the participant's name and event. Contact [dropbox@hoaltc.org](mailto:dropbox@hoaltc.org) when ready for upload or for Dropbox questions.

Page 1: The cover sheet with the information shown below.

- Event (Christian Essay)
- Name
- Grade
- Congregation Name
- Congregation City, State
- Congregation Number
- Title of Essay
- Paragraph describing local ministry use

Page 2: The essay

Christian Essay HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Connection to LTC Theme</b>	<input type="checkbox"/> Theme stands out and is strongly supported in essay.	<input type="checkbox"/> Theme is evident and supported by essay.	<input type="checkbox"/> Attention is needed to strengthen the evidence of theme.
<b>Introduction and Conclusion</b>	<input type="checkbox"/> The introduction is very inviting and grabs the reader's attention. <input type="checkbox"/> Conclusion is very logical and fitting and completes the essay in a memorable way.	<input type="checkbox"/> Introduction is inviting and gains the reader's attention. <input type="checkbox"/> Conclusion is logical and fitting and provides a good closing to the essay.	<input type="checkbox"/> Attention is needed to enhance the introduction. <input type="checkbox"/> Attention is needed to the conclusion.
<b>Readability</b>	<input type="checkbox"/> Essay is very engaging and enjoyable to read. <input type="checkbox"/> Proper use of personal stories and/or humor which adds to the point of the essay, if used.	<input type="checkbox"/> Essay is engaging and enjoyable to read. <input type="checkbox"/> Use of personal stories and/or humor is appropriate, if used.	<input type="checkbox"/> Attention is needed to make essay more engaging and enjoyable. <input type="checkbox"/> Use of personal stories and/or humor may not be appropriate or does not add to the essay.
<b>Writing Substance</b>	<input type="checkbox"/> Excellent use of grammar. <input type="checkbox"/> No spelling errors. <input type="checkbox"/> Organization of thoughts is strong.	<input type="checkbox"/> Minimal grammar errors. <input type="checkbox"/> Minimal spelling errors <input type="checkbox"/> Organization of thoughts is evident.	<input type="checkbox"/> Attention needed for grammar errors. <input type="checkbox"/> Attention needed for spelling errors. <input type="checkbox"/> Attention needed for organization of thoughts.
<b>Format/ Submission Requirements</b>	<input type="checkbox"/> Proper length and page format of the entry per rules. (Consider age level.) <input type="checkbox"/> The cover sheet included all items. <input type="checkbox"/> Local ministry use was clearly described.	<input type="checkbox"/> Essay length and page format mostly proper per rules, considering age level if needed. <input type="checkbox"/> Cover sheet was not complete	<input type="checkbox"/> Essay length and/or page format requires attention to the rules. <input type="checkbox"/> The cover sheet was not included. <input type="checkbox"/> Local ministry use was not included.
<b>Spirituality</b>	<input type="checkbox"/> This essay is definitely spiritually encouraging and/or thought provoking.	<input type="checkbox"/> This essay is somewhat spiritually encouraging and / or thought provoking.	<input type="checkbox"/> Attention is needed to make the essay more spiritually encouraging and /or thought provoking.
<b>What you did really well:</b>			
1.			
2.			
3.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			



## Christian Fiction

### Purpose

- Fill the need for fiction that conveys a Christian message as an alternative to the fiction of this age. Encourage creative writing skills in a Christian arena.

### Expectations

- Coaches and participants should familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at [hoaltc.org](http://hoaltc.org).
- Coaches and participants will plan a use for this entry in a real-life situation and include that information as part of the entry.
- Students are registered by age divisions for judging purposes: grades 3-6; 7-9; or 10-12. Each participant is allowed only one entry in this event.
- Each participant will develop and write an original non-illustrated fictional short story reflecting the current year's theme.
- The story may be written in any form of fiction (e.g., mystery, action, humor, fable, etc.) and should include elements such as plot and character development.
- Writing creativity is encouraged.

### Rules

- The story must reflect the current year's theme or content from the Bible text covered in the current year. The theme may be reflected anywhere in the story so long as it is clearly and accurately taught or presented.
- The story should be three to six pages long. If there is a separate title page, it is not counted in the length of the story.
- The story should be typed, double spaced with 1" margins. Use a standard font and font size 10 or 12 for easy readability. Page numbers must be included. For participants sixth grade or younger, handwritten work is admissible if legible and neat.
- The title of the story should be at the top of the first page of the story or on a separate title page (separate from submission cover page, see below), which is not counted in the number of pages.
- Participant will write a paragraph on how this entry was used in the overall ministry of the church and/or personal ministry. (Suggestions: writing for church bulletin, submitting to a publisher, newspaper, magazine, to encourage shut-ins, teaching in a classroom or small group setting.)
- The story will be evaluated on readability, creativity, spirituality, and the use of the English language, including grammar, spelling, and punctuation. Illustrations are not part of this event and cause judging problems if included.

### Submission Instructions

The Church Coordinator or Coach should upload a PDF file to the HOALTC Dropbox by the pre-convention deadline. The file name should be the participant's name and event. Contact [dropbox@hoaltc.org](mailto:dropbox@hoaltc.org) when ready for upload or for Dropbox questions.

Page 1: The cover sheet with the information shown below.

- Event (Christian Fiction)
- Name
- Grade
- Congregation Name
- Congregation City, State
- Congregation Number
- Title of Story
- Paragraph describing local ministry use

Page 2 and following: The story

Christian Fiction HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Connection to LTC Theme</b>	<input type="checkbox"/> Theme is well-reflected and accurately handled in this writing.	<input type="checkbox"/> Theme is reflected in this writing and acceptably handled.	<input type="checkbox"/> Attention is needed in the handling of the theme.
<b>Introduction and Title</b>	<input type="checkbox"/> The introduction is very inviting and grabs the reader's attention. <input type="checkbox"/> Title is engaging and creative.	<input type="checkbox"/> Introduction is inviting and gains the reader's attention. <input type="checkbox"/> Title is appealing.	<input type="checkbox"/> Attention is needed to enhance the introduction. <input type="checkbox"/> Attention is needed on the title.
<b>Readability</b>	<input type="checkbox"/> The story is very engaging and enjoyable to read. <input type="checkbox"/> Plot is well-paced and engaging. <input type="checkbox"/> Character development is very realistic and believable. <input type="checkbox"/> All parts of the story fit together well and enhance the story.	<input type="checkbox"/> The story is engaging and enjoyable to read. <input type="checkbox"/> The plot is evident and interesting. <input type="checkbox"/> Character development is evident. <input type="checkbox"/> Most parts of the story fit together and are consistent with the story.	<input type="checkbox"/> Attention is needed to make the story more engaging and enjoyable to read. <input type="checkbox"/> Attention is needed to enhance the plot. <input type="checkbox"/> Attention is needed to show character development. <input type="checkbox"/> Attention is needed on how parts of the story fit together.
<b>Creativity</b>	<input type="checkbox"/> The plot is very creative and unique. <input type="checkbox"/> Form and/or story development is creative and unique. <input type="checkbox"/> Expression or style of writing is appealing and/or unique.	<input type="checkbox"/> Plot is evident. <input type="checkbox"/> Form and/or story development is adequate. <input type="checkbox"/> Expression and/or style of writing is acceptable.	<input type="checkbox"/> Attention is needed to make the plot evident. <input type="checkbox"/> Attention is needed to enhance form or story development. <input type="checkbox"/> Attention is needed to improve expression and/or style of writing.
<b>Writing Substance</b>	<input type="checkbox"/> Excellent use of grammar and punctuation. <input type="checkbox"/> No spelling errors. <input type="checkbox"/> Organization of thoughts is strong.	<input type="checkbox"/> Minimal grammar errors. <input type="checkbox"/> Minimal spelling errors <input type="checkbox"/> Organization of thoughts is evident.	<input type="checkbox"/> Attention needed for grammar. <input type="checkbox"/> Attention needed for spelling errors. <input type="checkbox"/> Attention needed for organization of thoughts.
<b>Format/ Submission Requirements</b>	<input type="checkbox"/> Proper length and page format of the entry per rules. (Consider age level.) <input type="checkbox"/> The cover sheet included all items. <input type="checkbox"/> Local ministry use was clearly described.	<input type="checkbox"/> Story length and page format mostly proper per rules, considering age level if needed. <input type="checkbox"/> Cover sheet was not complete	<input type="checkbox"/> Story length and/or page format requires attention to the rules. <input type="checkbox"/> The cover sheet was not included. <input type="checkbox"/> Local ministry use was not included
<b>Spirituality</b>	<input type="checkbox"/> This story is definitely spiritually encouraging and /or thought-provoking.	<input type="checkbox"/> This story is somewhat spiritually encouraging and / or thought-provoking.	<input type="checkbox"/> Attention is needed to make this story more spiritually encouraging and /or thought-provoking.
<b>What you did really well:</b>			
1.			
2.			
3.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Christian Poetry

<ul style="list-style-type: none"><li>• <b>Purpose</b></li></ul>
<ul style="list-style-type: none"><li>• Develop and use the ability to express spiritual feelings and thoughts in poetry and verse. The rhythm, meter, word, and form constructions of poetry may touch hearts and souls in a way that prose does not.</li></ul>
<ul style="list-style-type: none"><li>• <b>Expectations</b></li></ul>
<ul style="list-style-type: none"><li>• Coaches and participants should familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at <a href="http://hoaltc.org">hoaltc.org</a>.</li><li>• Coaches and participants will plan a use for this entry in a real-life situation and include that information as part of the entry.</li><li>• Students are registered by age divisions for judging purposes: grades 3-6; 7-9; or 10-12. Each participant is allowed only one entry in this event.</li><li>• Each participant will write a poem reflecting this year's theme.</li><li>• The poem may be written in any type of rhythm or meter. It does not have to rhyme; if rhyme is used it may be any rhyming scheme. The poem may be any form of or type of poetry but must adhere to that poetic form.</li></ul>
<ul style="list-style-type: none"><li>• <b>Rules</b></li></ul>
<ul style="list-style-type: none"><li>• The poem may be any type of poem and will be judged on following that poetic form. This includes meter, rhythm, length, rhyming scheme, etc. The type of poem must be identified on the cover sheet (see below). There are many poetic forms or types, e.g., iambic pentameter, haiku, limerick, cinquain, acrostic, shape poem, lyric, ode, free verse, etc.</li><li>• The poem should have a title.</li><li>• The poem should be typed and should not exceed one 8.5" X 11" page. Participants in grade level 3-6 may submit handwritten work if it is neat and orderly.</li><li>• The poem will be evaluated on adherence to page format and submission instructions, as well as readability, spirituality, and the use of the English language (including grammar, spelling, and punctuation).</li><li>• Participant will write a paragraph on how this entry was used in the overall ministry of the church and/or personal ministry. (Suggestions: writing for church bulletin, submitting to a publisher, newspaper, magazine, to encourage shut-ins, teaching in a classroom or small group setting.)</li></ul>
<ul style="list-style-type: none"><li>• <b>Submission Instructions</b></li></ul>
<p>The Church Coordinator or Coach should upload a two page PDF file to the HOALTC Dropbox by the pre-convention deadline. The file name should be the participant's name and event. Contact <a href="mailto:dropbox@hoaltc.org">dropbox@hoaltc.org</a> when ready for upload or for Dropbox questions.</p> <p>Page 1: The cover sheet with the information shown below.</p> <ul style="list-style-type: none"><li>• Event (Poetry)</li><li>• Name</li><li>• Grade</li><li>• Congregation Name</li><li>• Congregation City, State</li><li>• Congregation Number</li><li>• Title of Poem</li><li>• Paragraph describing local ministry use</li></ul> <p>○ Page 2: The poem</p>

Christian Poetry HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Theme</b>	<input type="checkbox"/> Theme is reflected and supported very well in the poem.	<input type="checkbox"/> Theme is present in the poem.	<input type="checkbox"/> Attention is needed to the reflection of the theme in the poem.
<b>Form</b>	<input type="checkbox"/> Creatively uses an appropriate poetic form. <input type="checkbox"/> Adheres well to the definition and requirements of the chosen poetic form.	<input type="checkbox"/> Somewhat creative use of appropriate poetic form. <input type="checkbox"/> Adheres mostly to the definition and requirements of the chosen poetic form.	<input type="checkbox"/> Attention needed to use poetic form more creatively <input type="checkbox"/> Attention needed to properly fit the definition and requirements of the chosen poetic form.
<b>Poetic Techniques</b>	<input type="checkbox"/> Very effective in using poetic techniques to reinforce message.	<input type="checkbox"/> Effective in using poetic techniques to reinforce message.	<input type="checkbox"/> Attention needed to enhance poetic technique in reinforcing message.
<b>Readability</b>	<input type="checkbox"/> Poem is engaging and enjoyable to read. <input type="checkbox"/> Poem presents a clear and complete picture in the reader's mind.	<input type="checkbox"/> Poem is enjoyable to read. <input type="checkbox"/> Poem presents a picture in the reader's mind.	<input type="checkbox"/> Attention is needed to make the poem more engaging and enjoyable. <input type="checkbox"/> Attention is needed to enhance poem's purpose or vision.
<b>Writing Substance</b>	<input type="checkbox"/> Excellent use of grammar. <input type="checkbox"/> No spelling errors. <input type="checkbox"/> Organization of thoughts is strong.	<input type="checkbox"/> Minimal grammar errors. <input type="checkbox"/> Minimal spelling errors <input type="checkbox"/> Organization of thoughts is evident.	<input type="checkbox"/> Attention needed to grammar errors. <input type="checkbox"/> Attention is needed to spelling errors. <input type="checkbox"/> Attention needed for organization of thoughts.
<b>Format Requirements</b>	<input type="checkbox"/> Proper length and page format according to the rules. (Consider age level.) <input type="checkbox"/> Local ministry use was clearly described.	<input type="checkbox"/> Poem length and page format mostly proper per rules, considering age level if needed.	<input type="checkbox"/> Poem length and/or page format requires attention to the rules. <input type="checkbox"/> Local ministry use was not included.
<b>Spirituality</b>	<input type="checkbox"/> This poem is spiritually encouraging and/or thought provoking.	<input type="checkbox"/> This poem is somewhat spiritually encouraging and / or thought provoking.	<input type="checkbox"/> Attention is needed to make the poem more spiritually encouraging and/or thought provoking.
<b>What you did really well:</b>			
1.			
2.			
3.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Digital Media Christian Podcast

### Purpose

- Challenge the participant in using a medium that is powerful in today's world where time is of the essence. The participant is to design and present a podcast that will reach out to the community and encourage them with the message of Christ.

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at [hoaltc.org](http://hoaltc.org).
- Coaches and participants will plan a use for this entry in a real-life situation and include that information as part of the entry.
- This is a team event
- Share a brief devotional thought based on the current year's LTC theme.

### Rules

- Create a script for the devotional.
- Record the podcast in an .mp3 format.
- The participant's recording will not be shorter than 30 seconds or longer than 5 minutes
- Background music, special effects, etc. are permissible.
- Prepare a documentation sheet (pdf format) to submit with the audio file, including a paragraph on how this entry was used in the overall ministry of the church and/or in personal ministry, and information listed below.
- Contact the Event Coordinator if you have questions.

### Submission Instructions

- Upload the audio file and PDF to the HOALTC Dropbox by the pre-convention event deadline. The file names should be the participant's name and event. Contact [dropbox@hoaltc.org](mailto:dropbox@hoaltc.org) when ready for upload or for Dropbox questions.
- Uploaded documentation for each recording submitted should include:
  - Name, address, and grade of participant
  - Name and city/state of the congregation of the participant
  - Script of the podcast
  - Paragraph of how used in the local ministry.

CHRISTIAN PODCAST HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Use of LTC Theme</b>	<input type="checkbox"/> The main content of the message was very relevant to this year's theme.	<input type="checkbox"/> The main content of the message was relevant to this year's theme.	<input type="checkbox"/> More attention is needed relating the content of the message to the theme.
<b>Flow and Continuity of message</b>	<input type="checkbox"/> Message flows very well. <input type="checkbox"/> Message is extremely captivating.	<input type="checkbox"/> Message flows moderately well. <input type="checkbox"/> Message is moderately captivating.	<input type="checkbox"/> Attention is needed to help message flow well. <input type="checkbox"/> Attention is needed to make the message more captivating.
<b>Originality and Creativity</b>	<input type="checkbox"/> Strongly original, creative, and unique. <input type="checkbox"/> Strongly inviting and engaging.	<input type="checkbox"/> Creativity and originality are evident. <input type="checkbox"/> Somewhat inviting and engaging.	<input type="checkbox"/> Attention is needed to increase originality and/or creativeness. <input type="checkbox"/> Attention is needed to make message more inviting and engaging.
<b>Voice, Inflection and Control</b>	<input type="checkbox"/> The voice was extremely well controlled. <input type="checkbox"/> The voice was strongly effective. <input type="checkbox"/> Speed was appropriate.	<input type="checkbox"/> Voice was controlled. <input type="checkbox"/> Voice was somewhat effective. <input type="checkbox"/> Speed was somewhat appropriate.	<input type="checkbox"/> Attention is needed on controlling voice. <input type="checkbox"/> Attention is needed to increase effectivity of voice. <input type="checkbox"/> Attention is needed for delivery speed.
<b>Special Effects</b>	<input type="checkbox"/> Special effects supported and enhanced message extremely well.	<input type="checkbox"/> Special effects supported and enhanced message.	<input type="checkbox"/> Attention is needed to help special effects support and enhance message better.
<b>Format and Submission</b>	<input type="checkbox"/> Production format and submission met all requirements. <input type="checkbox"/> Production met time requirements <input type="checkbox"/> Paragraph describing local ministry was included.	<input type="checkbox"/> Submission requirements were mostly met.	<input type="checkbox"/> Attention is needed to format and submission requirements. <input type="checkbox"/> Production did not meet time requirements. <input type="checkbox"/> Paragraph describing local ministry was not included.
<b>What you did really well:</b>			
1.			
2.			
3.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Video Ministry

### Purpose

- Develop skills in video production that can be used to promote or showcase congregational events, to convey Biblical teachings or messages, and to share Christian values and beliefs.

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at [hoaltc.org](http://hoaltc.org).
- Coaches and participants will plan a use for this entry in a real-life situation and include a written paragraph as part of the entry.
- This is an open category in which students can use a wide variety of video media (such as video, stop motion video, Claymation, etc.) to convey their story or message.
- Examples include:
  - Video drama and/or animation
  - Video lessons and/or announcements
  - Promotion of an upcoming church event
  - Highlight video of a recent church event (youth camp, mission trip, VBS, etc.)
  - Impact Video to be used in a church setting or posted on the internet or social media
- Due to the broad use of videos in this category, use of the LTC theme is not required, but strongly encouraged where applicable.
- Adult assistance for teams in the 3<sup>rd</sup>-6<sup>th</sup> and 7<sup>th</sup>-9<sup>th</sup> grade divisions is permitted for production technical assistance, with the emphasis on teaching students necessary skills; however, the creation of ideas, themes and filming should be solely the work of the student(s).
- Adult assistance for teams in the 10<sup>th</sup>-12<sup>th</sup> grade division is limited solely to advice and supervision. All work, including editing and production will be the work of the student(s).
- The director, writer, camera operator, editor and narrator must be students (editing may be assisted by adults in the grade 3<sup>rd</sup>-6<sup>th</sup> and 7<sup>th</sup>-9<sup>th</sup> divisions).
- Adults may be used in the video production, but major speakers should be students.
- Students may only work on one entry each year.
- The entry may include students from more than one grade division; however, the video will be judged in the division of the oldest participant.

## Rules

- The purpose of the production will be explained according to submission instructions.
- The production will be judged on creativity, technical skills as listed on the rubric, and overall effectiveness.
- Videos should be between two (2) and ten (10) minutes in length.
- Videos will be created in one of the following formats only: .wmi, .avi, .mpg, .mp4, .mp2. The file name will include the church name and number, and video title.
- Background music and/or sound effects, etc. are both permissible and strongly encouraged. If music and sound effects are used, original creation, documentation of royalty-free status, or permission for use of music or sound effects subject to royalties must be documented in the video credits.
- Participants will write a paragraph on how this entry was used in the overall ministry of the church and/or in personal ministry. (Suggestions: Use in church assembly, Bible class or small group, encourage shut-ins, publication to community, etc.)

## Submission Instructions

- The Church Coordinator or Coach should upload the following two files to the HOALTC Dropbox by the pre-convention deadline. Contact [dropbox@hoaltc.org](mailto:dropbox@hoaltc.org) when ready for upload or for Dropbox questions.
  1. The video file in the format and file name specified in the Rules section above.
  2. A digital document with the information shown below. The file name of the digital document should be the same as the video file, so they can be easily matched.
    - Congregation Name and Number
    - Video Title
    - Names and grade level of each participant
    - Title of the file that is uploaded
    - Include a summary paragraph describing the purpose of the video and the intended audience and message. This will help the judges understand your thoughts during production and the message you want to get across to your audience.
    - Paragraph of how the project was used in local ministry.
- Ownership of work submitted to HOALTC as part of this event remains the property of the submitter. If the HOALTC Board of Directors seeks to display this video other than during the convention for which it was submitted, permission of the submitter will be obtained



VIDEO MINISTRY HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Content</b>	<input type="checkbox"/> The content was relevant to the purpose of the presentation. <input type="checkbox"/> The flow of the storyline/ message/ dialogue/ scenes, etc. for the type of video of this project was easy to follow & effective for the purpose.	<input type="checkbox"/> Content was somewhat relevant to the purpose of the presentation. <input type="checkbox"/> There was a discernable flow to the storyline/ message/ dialogue/ scenes, etc. for the type of video of this project that accomplished the purpose.	<input type="checkbox"/> More attention is needed that content is relevant to the audience. <input type="checkbox"/> Work needs to be done for the flow of the storyline/ message/ dialogue/ scenes, etc. for this video project to effectively accomplish the purpose.
<b>Creativity</b>	<input type="checkbox"/> The creativity of this video was exceptional adding a depth of interest and enjoyment.	<input type="checkbox"/> The creativity of this video was moderate and was somewhat interesting.	<input type="checkbox"/> More attention is needed for the creative aspects of developing the video to interest the audience.
<b>Camera</b>	<input type="checkbox"/> Use of camera angles greatly enhanced the visual appeal of this production. <input type="checkbox"/> Use of camera focus consistently enhanced the production. <input type="checkbox"/> There were no distracting movements in the background. <input type="checkbox"/> Camera movements were smooth.	<input type="checkbox"/> Use of camera angles somewhat enhanced the visual appeal of this production. <input type="checkbox"/> The camera focus was mostly sharp. <input type="checkbox"/> A few distracting movements in the background. <input type="checkbox"/> Camera movements mostly smooth.	<input type="checkbox"/> Attention is needed for camera angles to enhance production. <input type="checkbox"/> Attention is needed to ensure the camera is in focus. <input type="checkbox"/> Attention is needed to minimize background distractions. <input type="checkbox"/> Attention is needed on camera movements.
<b>Lighting</b>	<input type="checkbox"/> Use of lighting techniques greatly enhanced the production.	<input type="checkbox"/> Use of lighting techniques somewhat enhanced this production.	<input type="checkbox"/> Attention is needed on lighting techniques.
<b>Sound</b>	<input type="checkbox"/> Use of sound effects and/or music greatly enhanced this production. <input type="checkbox"/> Sound was well balanced with no distracting background noise.	<input type="checkbox"/> Sound effects and/or music generally enhanced this production. <input type="checkbox"/> At times, sound was distorted or distracting.	<input type="checkbox"/> Attention is needed to sound effects or music. <input type="checkbox"/> Attention is needed to enhance the overall sound of the production.
<b>Editing</b>	<input type="checkbox"/> Editing techniques were well-used to enhance storytelling. <input type="checkbox"/> Transitions between scenes were smooth and seamless. <input type="checkbox"/> The titles and/or credits were very effective.	<input type="checkbox"/> Editing techniques were occasionally used to enhance storytelling. <input type="checkbox"/> Transitions were somewhat smooth. <input type="checkbox"/> Titles and credits were somewhat effective.	<input type="checkbox"/> Film editing techniques could more adequately enhance storytelling. <input type="checkbox"/> Attention to transitions is needed. <input type="checkbox"/> Titles and/or credits were not used.
<b>Visuals</b>	<input type="checkbox"/> Setting and props were appropriate and enhanced this production.	<input type="checkbox"/> Setting and props somewhat enhance this production.	<input type="checkbox"/> Setting and props could more adequately enhance this production.
<b>Overall Effectiveness</b>	<input type="checkbox"/> This production was very effective for the intended use.	<input type="checkbox"/> The production was somewhat effective.	<input type="checkbox"/> Attention is needed to format the production to the intended use.
<b>Format and Submission</b>	<input type="checkbox"/> The production format and submission met all requirements. <input type="checkbox"/> Production met time limits. <input type="checkbox"/> Paragraph of local ministry use was included.	<input type="checkbox"/> The production format and submission met most requirements.	<input type="checkbox"/> Attention is needed to format and submission requirements. <input type="checkbox"/> Production did not meet time requirements. <input type="checkbox"/> Paragraph of local ministry use was not included.
<b>Copyright</b>	<input type="checkbox"/> Copyright standards were fully met.		<input type="checkbox"/> Copyright standards were not met.
<b>What you did really well:</b>			
1.			
2.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Web Design

### Purpose

- Provide young people the opportunity to develop and demonstrate their creative and technical talents by the creation of a web site on the internet.

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.
- Coaches and participants will plan a use for this entry in a real-life situation and participants will write a paragraph describing this use in a local ministry.
- Teams or individuals from a congregation will create a web site.
- Grades 3-9: The creation and design of the presentation ideas will be the effort of the participant(s). Adult helpers are allowed to help with the implementation and technical assistance.
- Grades 10-12: The site will be the work of the participant(s) only. Adult assistance will be limited to that of advice and supervision.

### Rules

- The site must glorify God and represent the current year's LTC theme.
- The site will be of a format that is accessible on the church's existing website and must fit into the purpose of the existing site.
- Sites may be linked but the participant(s) must specify exactly which URLs are to be judged.
- An unlimited number of teams and/or participants from each congregation are allowed per grade level with a maximum of two (2) participants per team.
- Participants may only work on one entry.
- A written paragraph must be included with the identifying information listed below, describing how the entry was used in the ministry of the church or in your personal ministry. (Suggestions: Use in a church assembly, a Bible class or small group setting, use on a ministry website, broadcast on a radio or TV station.)

### Submission Instructions

- Register each entry no later than the pre-convention event deadline.
- The church coordinator will email the following information to the event coordinator on or before the preconvention event deadline:
  - Congregation Name
  - Congregation Number
  - Age Group
  - List of team members and their grade in school
  - Complete URL for the site
  - List of pages of URLs within the site that are to be judged
  - Contact person and contact information for questions about the site.
  - Paragraph of how used in a local ministry.

Web Design HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Content</b>	<input type="checkbox"/> The presentation was used on the church's established website. <input type="checkbox"/> The content really gave the site a solid purpose.	<input type="checkbox"/> The content of the site was good and could be followed. All parts were clear and easy to depict. <input type="checkbox"/> Content somewhat showed purpose	<input type="checkbox"/> More attention is needed on developing site content. <input type="checkbox"/> Content did not show the purpose of the site.
<b>Message</b>	<input type="checkbox"/> The message was relevant to the theme and fit the existing website to support its purpose.	<input type="checkbox"/> The main content of the site was somewhat relative to this year's theme.	<input type="checkbox"/> More attention is needed relating the content of the site to the theme.
<b>Creativity</b> Animation Flow Sharpness	<input type="checkbox"/> The site made excellent use of creative tools available such as: <input type="checkbox"/> Animations <input type="checkbox"/> Interactivity <input type="checkbox"/> Sound <input type="checkbox"/> Pictures <input type="checkbox"/> Color <input type="checkbox"/> The site elements were very insightful and very easy to use. <input type="checkbox"/> Every element was crisp and added to the message of the site. <input type="checkbox"/> The site properly presented itself and was very easy to maneuver.	<input type="checkbox"/> The site made good use of the creative tools available such as: <input type="checkbox"/> Animations <input type="checkbox"/> Interactivity <input type="checkbox"/> Sound <input type="checkbox"/> Pictures <input type="checkbox"/> Color <input type="checkbox"/> Elements of the site were somewhat insightful and easy to use. <input type="checkbox"/> Most elements were crisp and added to the message of the site. <input type="checkbox"/> The site was moderately easy to maneuver.	<input type="checkbox"/> More attention is needed using creative tools such as: <input type="checkbox"/> Animations <input type="checkbox"/> Interactivity <input type="checkbox"/> Sound <input type="checkbox"/> Pictures <input type="checkbox"/> Color <input type="checkbox"/> Attention is needed to increase insightfulness and ease of use. <input type="checkbox"/> Some elements were crisp and added to the message of the site. <input type="checkbox"/> Attention is needed to make the site easier to maneuver.
<b>Functionality</b>	<input type="checkbox"/> This site was extremely effective and was used on the church's existing website domain in conjunction with the site's purpose. <input type="checkbox"/> The site's function was continuous throughout the pages designated for the LTC themed purpose. <input type="checkbox"/> All audiences could obtain the objective message.	<input type="checkbox"/> This site was somewhat effective and was used on the church's existing website domain. <input type="checkbox"/> The site functions somewhat well throughout all pages designated for LTC themed purpose. <input type="checkbox"/> An audience of only some ages or backgrounds could obtain the objective message.	<input type="checkbox"/> Attention is needed to make the site more effective in conjunction with the existing church website. <input type="checkbox"/> Attention is needed to make site function continuously on pages designated for LTC purpose. <input type="checkbox"/> Attention is needed to make the site accessible to all audiences.
<b>Submission</b>	<input type="checkbox"/> Submission instructions fully completed. <input type="checkbox"/> Local ministry use was clearly described.	<input type="checkbox"/> Submissions instructions partially completed.	<input type="checkbox"/> Attention needed to fulfill submissions instructions. <input type="checkbox"/> Local ministry use was not included.
<b>What you did really well:</b>			
1.			
2.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoalhc.org">lrc@hoalhc.org</a> within 30 days of the end of the convention.			

## Music Song Writing

### Purpose

- Encourage youth to use their musical interests and talents to write an *a cappella* song that conveys a Christian message when sung in at least one of a variety of settings (VBS, foreign missions, camps, solo or group performance, etc.).

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project.
- Coaches and participants will plan a use for this entry in a real-life situation and will include that information as part of this entry.
- Write an original melody and original lyrics with one or more target settings (VBS, solo performance, group performance, congregational, etc.). Do not write the words "to be sung to the tune of" an existing melody. No awards will be given for lyrics only.
- You may set a scripture text to music instead of writing original lyrics, in which case you must note that fact on your title page.
- Harmony is not required or evaluated; however, participants should consider incorporating harmonic chords to enhance their composition, particularly if they dream of someday publishing their work for future use.
- More than one person may work on a composition, but the song will be judged in the division of the oldest participant. Writers of both lyrics and music should be the participants only.
- Handwritten work is admissible if legible and neatly presented. Software and/or online tools may be used.
- Space is available in the Display Events Area for participants to display their entry if they choose to do so. Participant or Church Coordinator should give a copy to the Display Event Coordinator, so it can be placed at an appropriate time and location. Participant or CC should pick it up on Saturday afternoon. While HOALTC staff are present part of the time, they are not responsible or accountable for displayed entries.

## Rules

- Entries must highlight the current year's theme or content from the Bible text covered in the current year.
- The song's melody will be evaluated based on originality, how easy the melody is to follow, and how pleasant the melody is to the listener.
- The song's lyrics will be evaluated based on originality, how well the lyrics fit the melody, and how well the lyrics fit the rhythm.
- Each entry will be evaluated on its overall format in relation to the expectations, rules, and submission instructions.
- Participant will write a paragraph on how this activity was used in the overall ministry of the church and/or personal ministry. (Suggestions: Use in a church assembly, in a Bible class or small group setting, on a ministry website, teach song in small group, perform song for a group such as nursing home, etc.)
- The strength of the song will be evaluated on if it is engaging, thought provoking, inspiring, and encouraging to the listener. The strength of the song will also be evaluated for how well it fits the target setting(s) (i.e., solo, group, VBS, congregational, etc.).

## Submission Instructions

- The Church Coordinator or Coach should upload the following two files to the HOALTC Dropbox by the pre-convention deadline. Contact [dropbox@hoaltc.org](mailto:dropbox@hoaltc.org) when ready for upload or for Dropbox questions.
  - The audio file of the song in one of these formats: .aac, .mp3, .wav.
  - A PDF document with:
    - 1) A cover sheet with the information shown below. The file name of the PDF should be the same as the audio file, so they can be easily matched.
      - Name(s)
      - Grade(s)
      - Congregation Name
      - Congregation City, State
      - Congregation Number
      - Title of the Song
      - Scripture Reference (if used)
      - Target Setting(s) for Song
      - Paragraph of how used in ministry
    - 2) The song

SONG WRITING HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Theme</b>	<input type="checkbox"/> Theme stands out and is strongly supported by song.	<input type="checkbox"/> Theme is evident and supported by song.	<input type="checkbox"/> Theme needs more attention to be evident in the song.
<b>Melody</b>	<input type="checkbox"/> Melody is original. <input type="checkbox"/> Melody is exceptionally pleasing to hear. <input type="checkbox"/> Melody is very memorable and very easy to follow.	<input type="checkbox"/> Melody is mostly original. <input type="checkbox"/> Melody is pleasing to hear. <input type="checkbox"/> Melody is memorable and easy to follow.	<input type="checkbox"/> Melody needs attention for originality. <input type="checkbox"/> Melody is somewhat pleasing to hear. <input type="checkbox"/> Melody is somewhat memorable and somewhat easy to follow.
<b>Lyrics</b>	<input type="checkbox"/> The lyrics are original or are clearly a scripture text as noted on title page. <input type="checkbox"/> Lyrics fit the melody.	<input type="checkbox"/> Lyrics are mostly original or are scripture text as noted on title page. <input type="checkbox"/> Lyrics mostly fit the melody.	<input type="checkbox"/> Lyrics need attention on originality, use of scripture, and/or notation on title page as a scripture text. <input type="checkbox"/> Lyrics need attention to fit the melody.
<b>Organization</b>	<input type="checkbox"/> Copy is very neat and readable. <input type="checkbox"/> The information is very well organized and easy to follow. <input type="checkbox"/> Song is very easy to follow.	<input type="checkbox"/> Copy is mostly neat and readable. <input type="checkbox"/> The information is mostly organized and easy to follow. <input type="checkbox"/> Song is somewhat easy to follow.	<input type="checkbox"/> Copy neatness and readability needs attention. <input type="checkbox"/> Information organization needs attention. <input type="checkbox"/> Song needs attention to be easier to follow.
<b>Format and Submission</b>	<input type="checkbox"/> Submission requirements were fully met. <input type="checkbox"/> Paragraph clearly describing local ministry was included.	<input type="checkbox"/> Submission requirements were mostly met.	<input type="checkbox"/> Attention is needed to submission requirements. <input type="checkbox"/> Paragraph describing local ministry use was not included.
<b>Strength of Song</b>	<input type="checkbox"/> Song fits target setting(s). <input type="checkbox"/> Song is inspiring and encouraging. <input type="checkbox"/> Song is engaging and thought provoking.	<input type="checkbox"/> Song mostly fits target setting(s). <input type="checkbox"/> Song is mostly inspiring and encouraging. <input type="checkbox"/> Song is mostly engaging and thought provoking.	<input type="checkbox"/> Song somewhat fits target setting(s). <input type="checkbox"/> Song is somewhat inspiring and encouraging. <input type="checkbox"/> Song is somewhat engaging and thought provoking.
<b>What you did really well:</b>			
1.			
2.			
3.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Scholarships

HOALTC provides opportunities for high school participants to receive scholarships from various sources. Applicants must register for the Scholarship Event to be considered. Opportunities are:

- The HOALTC Outstanding Senior Scholarship: This scholarship is awarded by the HOALTC Board of Directors to at least one deserving graduating 12<sup>th</sup> grade student each year, which may be used at any accredited college, university or trade school. This scholarship is in the form of a check made out to the institution the student will be attending, to be deposited into their student account to pay for tuition, room and board, or other school fees. The Board may, at their discretion, award additional Outstanding Senior Scholarships in varying amounts.
- Christian College and University Scholarships: HOALTC facilitates the awarding of scholarships to students planning to attend Abilene Christian University, Oklahoma Christian University, Harding University, David Lipscomb University, and York College. The scholarships are made available by the schools themselves, and there may be restrictions regarding the use of these funds. Consult the individual schools for details.

HOALTC participants in 11th - 12th grades are eligible to apply for Christian College and University Scholarships. HOALTC kindly requests that students only apply for Christian college scholarships from colleges they are actively considering. There may be limited numbers or amounts available and if students apply for a scholarship at a school they do not plan to attend, it may prevent someone who does want to attend that school from receiving a scholarship. There are some limitations set by the schools which are listed on the application. The colleges/universities may change their scholarship policies at any time.

### Scholarship Application Evaluation Process

Applications will be evaluated by a committee comprised of experienced Christians who are:

- Not members of the HOALTC board.
- Have no children who are eligible for any of these scholarships.
- Are experienced in evaluating Christian leadership.

A member of the Board of Directors will remove personally identifying information from each application prior to delivering it to the evaluation committee to ensure fairness. Questions or concerns about the evaluation process may be directed to [scholarship@hoaltc.org](mailto:scholarship@hoaltc.org).

### Submission Process

Please see submission requirements at [hoaltc.org/scholarship](http://hoaltc.org/scholarship)

Submission Deadline: See Dates and Deadlines under Quick Links on [hoaltc.org](http://hoaltc.org).

### Awards Notification

Church Coordinators will be contacted the week of the convention if a student from his or her congregation has been selected for a scholarship award. Scholarships are awarded at the Closing Celebration at the conclusion of the convention.

## HOALTC Pre-Convention Challenge Events

HOALTC Pre-Convention Challenge events are those in which students are challenged to meet quantified participation goals for various activities. Church Coordinators and coaches should consult the specific rules and requirements for each event as they help students complete these events.

Nine Challenge Events are divided into three general categories:

- Outreach
  - Outreach Challenge
  - Service Challenge
- Personal Growth
  - Leadership Challenge
  - Prayer Journaling Challenge
  - Scripture Memory Challenge
- Public Participation
  - Bible Reading Challenge
  - Christian Conversations Challenge
  - Teaching Challenge
  - Worship Leadership Challenge

Each event has specific age-related requirements and/or award standards. Church Coordinators, Coaches, and participants should consult the specific event requirements for age-related differences.

Please note that Outreach Challenge and Leadership Challenge are only open for older participants.

Church coordinators or designated coaches are asked to maintain accurate records of each student's activities so that appropriate medals can be awarded. Church Coordinators shall complete and submit the electronic Congregation Medal Request Form found at [hoaltc.org](http://hoaltc.org) on or before the Challenge Event Deadline.

See Dates and Deadlines at [hoaltc.org](http://hoaltc.org) for deadlines.

Because some events require a significant amount of time to complete, participants may begin working toward Challenge Event goals for the following year immediately after the preceding year's Pre-convention Challenge deadline. Church Coordinators may want to encourage year-round participation even if the congregation's official LTC year does not start until September.

**Note to Church Coordinators:** Forms are provided within this manual and at [hoaltc.org](http://hoaltc.org) to help track each student's progress and determine award levels. Even though they ask for a signature, they are solely for local record-keeping and will not be submitted to HOALTC. Additionally, a Challenge Event Medal Pre-Submission Worksheet is provided, here and online, for your convenience as a means to compile information prior to electronic submission.

Please be sure to retain records of individual student awards until after medals have been distributed at the convention so that you will know who should receive each medal.

**Special Note about Deadlines:** Most Pre-Convention Challenge Events should be completed by the Challenge Event deadline. The exception to this is Leadership Challenge, which involves helping coach an HOALTC event and therefore might not be finished until the time of the convention itself. Please see the Leadership Challenge rules for further details.



## Outreach Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Encourage young people to reach out and teach others the Gospel through study and involvement.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• Students will document the projects in which he/she is involved, identifying dates, materials used (if applicable), and the audience being targeted through these outreach projects.</li> <li>• Materials used for this Challenge must be Bible-based and evangelistic; the object is to teach and convert the lost to Christ.</li> <li>• Suggested Projects:             <ul style="list-style-type: none"> <li>○ Conducting a Bible study with someone who is not a baptized believer.</li> <li>○ Conducting a Bible study with a new convert.</li> <li>○ Participating in a mission trip.</li> <li>○ Conducting a weekly Bible study for your peers (including at least one non-Christian) for at least a month.</li> <li>○ Being a part of an outreach team that works for one day to invite people to worship, a gospel meeting, VBS, or to participate in a Bible study.</li> <li>○ Organizing or working on a youth rally designed to reach area youth.</li> <li>○ Contacting those who visit your Bible class to invite them to return and study. (example: visit, phone call, or card).</li> <li>○ Being a part of a teaching team that works with a VBS reaching out to area youth.</li> <li>○ Working with the local outreach minister/leader to assist in teaching the Gospel to the lost.</li> </ul> </li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>• Participants must be in 7th – 12th grades.</li> <li>• Two or more outreach projects must include working with individuals who are not New Testament Christians.</li> <li>• Students must write a one-page report of the lessons they have learned from reaching out to others with the Gospel.</li> </ul>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>• The coach or mentor should report each student's award level to their Church Coordinator by the Pre-Convention Challenge deadline.</li> <li>• The Church Coordinator will submit a Medal Request Form at <a href="http://hoaltc.org">hoaltc.org</a>.</li> </ul>

**AWARDS:**

Gold – 8 projects

Silver – 6 projects

Bronze – 4 projects

## Outreach Challenge Form

Note: This form is provided for your convenience and record-keeping purposes only and will **NOT** be submitted to HOALTC.

Student Name: \_\_\_\_\_

### Projects

	Project	Date	Materials used, if any	Audience targeted
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				

\_\_\_\_\_ One-page report submitted to coach or church coordinator

### Awards

Gold – 8 projects

Silver – 6 projects

Bronze – 4 projects

**AWARD EARNED (circle one):**    **GOLD**    **SILVER**    **BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Service Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>Encourage participants to make Christian service an integral part of their lifestyle.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>Students will make Christian service an integral part of their lives through participation in work that benefits others without compensation.</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>Service projects must be completed between the prior year's Pre-Convention Challenge submission date and the upcoming Pre-Convention Challenge deadline.</li> <li>Students should work with their Church Coordinator or designated Coach to identify acceptable service projects. Examples of some acceptable service projects are activities such as set-up / clean up for a fellowship meal, raking leaves for a shut-in, volunteering for a local non-profit organization, or teaching VBS.</li> <li>Students must submit a short report to their Church Coordinator or event coach that answers the following: Which service project did you find most meaningful and beneficial? Explain why.</li> </ul>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>The coach or mentor should report each student's award level to their Church Coordinator by the Pre-Convention Challenge deadline.</li> <li>The Church Coordinator will submit a Medal Request Form at <a href="http://hoaltc.org">hoaltc.org</a></li> </ul>

### AWARDS:

3 <sup>rd</sup> – 6 <sup>th</sup>	
Gold	10
Silver	8
Bronze	6

7 <sup>th</sup> – 12 <sup>th</sup>	
Gold	12
Silver	10
Bronze	8

## Service Challenge Form

This form is for local record-keeping purposes and will **NOT** be submitted to HOALTC.

**Student Name:** \_\_\_\_\_

Grade Level (circle one):      3<sup>rd</sup> - 6<sup>th</sup>      7<sup>th</sup> - 12<sup>th</sup>

	Project	Date
1.		
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
11.		
12.		

\_\_\_\_\_ Attached report explaining the blessings of the participant's service (check for yes)

3 <sup>rd</sup> – 6 <sup>th</sup>	
Gold	10
Silver	8
Bronze	6

7 <sup>th</sup> – 12 <sup>th</sup>	
Gold	12
Silver	10
Bronze	8

**AWARD (circle one):**    **GOLD**    **SILVER**    **BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Personal Growth Leadership Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Promote the leadership of older participants in the training of younger participants and participation of leaders in the LTC program.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• The participant will work under the guidance of the Church Coordinator who will certify completion of this event. The Church Coordinator may further define the requirements of this event for their local church.</li> <li>• The teen must work with an adult but must take a major leadership role in the training. No more than two teens may work together with one team.</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>• The participant must be a student in grade 9, 10, 11, or 12.</li> <li>• The participant shall lead a group of students in grades 3 – 9 in their training for the LTC convention. He / She may either:             <ul style="list-style-type: none"> <li>○ Coach or co-coach a team event</li> <li>or</li> <li>○ Coach three individuals preparing for an individual event.</li> </ul> </li> <li>• The participant must meet with these students for a minimum of six sessions.</li> <li>• The participant will write a typed or neatly written report explaining how helping and mentoring younger LTC students impacted the participant. This report should be submitted to the participant's Church Coordinator.</li> </ul>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>• The Church Coordinator will complete the Leadership Challenge Form and submit it, along with the participant's report, when checking in at the HOALTC convention.</li> <li>• <b>Note: Gold is the only award level for the completion of this Challenge.</b></li> </ul>

## Leadership Challenge Form

**Instructions: Church Coordinators should complete this form and verify it with their signature below. Attach the student's one-page report and turn the form and report in at the HOALTC Central desk upon check-in at the HOALTC convention.**

Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

Church Number: \_\_\_\_\_

Church Coordinator: \_\_\_\_\_

Church Coordinator Cell Number: ( ) \_\_\_\_\_

Student worked with (check one):

A group preparing a team event       Three or more individuals preparing individual events

Event with which the participant assisted: \_\_\_\_\_

Dates the participant provided leadership in the above area (must list six):

1. _____	3. _____	5. _____
2. _____	4. _____	6. _____

**AWARD EARNED (circle one):    GOLD    SILVER    BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Prayer Journal Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>Promote the habit of constant prayer through regular journaling and to impart understanding of various purposes of prayer.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>Because students may be more authentic and transparent in private journals, the Church Coordinator or Coach may consider allowing students to self-verify the contents of their journals and/or devise a method of verification that will not violate the student's privacy. Verification methods are left to the discretion of the Church Coordinator or Coach.</li> <li>Journaling will have occurred during some or all of the 12 months preceding the pre-convention deadline.</li> <li>Journaling should include reflections about the things about which the student prayed each day; should avoid simply listing people or topics.</li> <li>During the course of this event, prayers and reflections should be multi-faceted and include such things as:             <ul style="list-style-type: none"> <li>Praise – expressions of admiration for the Lord</li> <li>Petition – requests for self or others</li> <li>Thanksgiving – words of appreciation</li> <li>Confession – acknowledgment of shortcomings or sins</li> </ul> </li> <li>The Church Coordinator will specify one or more individuals to verify prayer journaling.</li> <li>The verifier must not be related to the participant.</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>The participant must maintain a prayer journal documenting things for which they prayed on each documented day.</li> <li>Each counted <b>week</b> must include a <b>minimum of five days</b> of journaling.</li> <li>Students are to maintain a list of prayers for which an answer was evident.</li> </ul>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>The coach or mentor should report each student's award level to their Church Coordinator by the Pre-Convention Challenge deadline.</li> <li>The Church Coordinator will submit a Medal Request Form at <a href="http://hoaltc.org">hoaltc.org</a>.</li> </ul>

### AWARDS:

3rd – 6th		
Gold	Silver	Bronze
8 weeks + list of answered prayers	6 weeks + list of answered prayers	4 weeks + list of answered prayers

7th – 12th		
Gold	Silver	Bronze
10 weeks + list of answered prayers	8 weeks + list of answered prayers	6 weeks + list of answered prayers

## Prayer Journal Challenge Form

Note: This form will **NOT** be submitted to HOALTC. It is for local record-keeping purposes only.

Student Name: \_\_\_\_\_

Age Division (circle one): 3<sup>rd</sup> - 6<sup>th</sup>                      7<sup>th</sup> - 12<sup>th</sup>

	Week Beginning (date)	Week Ending (date)	Number of Days Journalled*
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

\* "Weeks" must have at least five journal entries during a 7-day period.

Total weeks journalled: \_\_\_\_\_

List of answered prayers (check for yes): \_\_\_\_\_

**AWARDS:**

3 <sup>rd</sup> – 6 <sup>th</sup>		
Gold	Silver	Bronze
8 weeks + list of answered prayers	6 weeks + list of answered prayers	4 weeks + list of answered prayers

7 <sup>th</sup> – 12 <sup>th</sup>		
Gold	Silver	Bronze
10 weeks + list of answered prayers	8 weeks + list of answered prayers	6 weeks + list of answered prayers

**AWARD EARNED (circle one):    GOLD    SILVER    BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Scripture Memory Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Help participants develop the habit of committing multi-verse passages of scripture to memory, and to encourage the inclusion of memory work in Bible school programs.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• Memorization of single verses is not prohibited; however, students are especially encouraged to learn longer Biblical texts (e.g., Psalm 23, the Beatitudes, etc.) as part of this event.</li> <li>• Scriptures may be self-selected or assigned by an adult.</li> <li>• The participant may use any translation except those identified as paraphrased or condensed.</li> <li>• The Church Coordinator or Event Coach should appoint at least one adult to verify memorization by listening to the students orally recite memorized verses. Ideally, this adult will not be related to the participant.</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>• Students must recite all verses in no more than three sittings, (e.g., a 4<sup>th</sup> grader might earn a gold medal by reciting 12 verses in Sitting 1, 13 verses in Sitting 2, and 5 verses in Sitting 3, for a total of 30 verses).</li> <li>• Memory work will be quoted verbatim (within reason) to the chosen text.</li> <li>• A participant may use a list of scriptures during the sittings but may have no other notes.</li> </ul>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>• The coach or mentor should report each student's award level to their Church Coordinator by the Pre-Convention Challenge deadline.</li> <li>• The Church Coordinator will submit a Medal Request Form at <a href="http://hoaltc.org">hoaltc.org</a>.</li> </ul>

### AWARDS:

Grade 3-6	
Award	Scriptures
Gold	30
Silver	20
Bronze	10

Grade 7-9	
Award	Scriptures
Gold	50
Silver	30
Bronze	20

Grade 10-12	
Award	Scriptures
Gold	70
Silver	50
Bronze	30

## Scripture Memory Challenge Form

Note: This form will **NOT** be submitted to HOALTC. It is for local record-keeping purposes only.

Student Name: \_\_\_\_\_

Grade Level (circle one):      3<sup>rd</sup> - 6<sup>th</sup>      7<sup>th</sup> - 9<sup>th</sup>      10<sup>th</sup> - 12<sup>th</sup>

The totality of verses may be recited in 1 – 3 sittings

Date	Scriptures recited	Number of scriptures recited in sitting	Verified by

**AWARDS:**

Grade 3-6	
Award	Scriptures
Gold	30
Silver	20
Bronze	10

Grade 7-9	
Award	Scriptures
Gold	50
Silver	30
Bronze	20

Grade 10-12	
Award	Scriptures
Gold	70
Silver	50
Bronze	30

**AWARD EARNED (circle one):**    **GOLD**    **SILVER**    **BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Public Participation Bible Reading Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>Give participants experience in publicly reading aloud from the Bible in various group settings.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>The participant need not interpret or explain the reading.</li> <li>The participant need not memorize the passage.</li> <li>Readings counted towards the Bible Reading Challenge cannot be duplicated in Worship Challenge or any other event.</li> <li>A coach or mentor will record and verify each reading; a record-keeping form is provided on the following page and at hoaltc.org.</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>Students must read in at least two different venues during the course of this challenge. Suggested opportunities: a classroom, Bible study, devotional, VBS, worship service, etc.</li> <li>The participant should prepare an introduction (as described below) of a selected reading from the Bible. These introductions should last 30 seconds or less and should contain contextual information such as: <ul style="list-style-type: none"> <li>Who</li> <li>What</li> <li>When</li> <li>Where</li> <li>Why</li> <li>Other pertinent contextual information</li> <li>Translation used</li> </ul> </li> </ul> <p>All readings must occur in a group setting.</p>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>The coach or mentor should report each student's award level to their Church Coordinator by the Pre-Convention Challenge deadline.</li> <li>The Church Coordinator will submit a Medal Request Form at hoaltc.org.</li> </ul>

### AWARDS:

Grades 3-4	Readings required
Gold	4
Silver	3
Bronze	2

Grades 7-9	Readings required
Gold	7
Silver	6
Bronze	5

Grades 5-6	Readings required
Gold	5
Silver	4
Bronze	3

Grades 10-12	Readings required
Gold	9
Silver	8
Bronze	7

## Bible Reading Challenge Form

Note: This form is provided for your convenience and record-keeping purposes only and will **NOT** be submitted to HOALTC.

Student Name: \_\_\_\_\_

Grade Level (circle one): 3-4   5-6   7-9   10-12

	Date	Verses	Setting	Verified by
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				

**Awards:**

Grades 3-4	Readings required
Gold	4
Silver	3
Bronze	2

Grades 7-9	Readings required
Gold	7
Silver	6
Bronze	5

Grades 5-6	Readings required
Gold	5
Silver	4
Bronze	3

Grades 10-12	Readings required
Gold	9
Silver	8
Bronze	7

**AWARD (circle one):**   **GOLD**   **SILVER**   **BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Christian Conversations Challenge

Purpose
<ul style="list-style-type: none"> <li>Encourage young people to develop conversational skills necessary for basic communications among church members and guests: welcoming, getting to know others, and furthering friendships among people of all ages and stations of life. The conversations should be polite and respectful with real concern for the other person, as we are part of God’s family, and everyone is of value to God.</li> </ul>
Expectations
<ul style="list-style-type: none"> <li>The student will work with the Church Coordinator or a Designated Coach, who should be an adult, preferably unrelated to the student.</li> <li>The student will participate in conversations as described below and accumulate points on the Conversation Challenge Form. The coach should use guidelines below to determine that the conversation qualifies for inclusion in this event and for determining the point worth of a conversation that is not specifically outlined.</li> <li>Qualifying conversations should be outside of activities included in other LTC events; talking about an activity for HOALTC Service Challenge or for a Puppet or Chorus performance does not qualify. If the activity is not done for any other LTC event, it could qualify, at the discretion of the student’s Church Coordinator and coach.</li> <li>If conversations seem fake, student should explain that this is a learning activity and truthfully ask for help. If a student feels uncomfortable, practice and experience in getting to know people should lessen this. Coaches can explain the challenge to the congregation to encourage all to help make this a good experience for students.</li> </ul>
Rules
<ul style="list-style-type: none"> <li>Qualifying conversations should be between people outside the student’s family and normal circle of friend (beyond usual interactions the student would normally have). If this is not possible (congregations where everyone already knows each other and/or is related to each other), the coach should encourage the use of longer conversations, especially with older members; stretching the topics of conversation; and encourage interactions with visitors.</li> <li>Conversation points are determined by the amount of interaction involved, including to some degree the length and complexity, as illustrated by the following examples: <b>Basic Greetings or Welcomes:</b> Student: “Hello, Mr. Brown” (Could include handshake, fist bump, etc. according to situation.); Mr. Brown replies, Hello, how are you doing?” Student: “Great. It’s good to see you today.” Points: 5 points for basic greeting started by the student, to <b>each person</b> greeted. (Student greets three separate people = 15 points.) <b>Response to Greeting:</b> If started by others and student responds with “Hello. How are you?” back to the greeter. Points: 3 points for response. <b>If student continues conversation</b> and adds comment or question, 1 point added for each interaction, i.e., “Did you enjoy the holiday?” or “We won the ball game yesterday!” or “I’m excited about the church picnic next weekend. Hope you will be there too.” The greeting becomes 6 points or the response, 4 points.</li> <li>Beyond the basic greeting, the additional interchanges add 1 point, so even short conversations could reach 7 to 10 points. The principle applies to greetings, welcomes, introductions, short requests, polite inquiries, etc.</li> <li><b>Direct conversations</b> while working on plans or projects together, Bible questions outside of Bible class time, etc. that have several communication interchanges (requiring a length of time) could reach 20 or 25 points but will be limited to 25 points maximum. If a conversation includes more than two people, points are counted according to the direct interactions of the student counting points.</li> <li>Verification can be obtained from the persons involved in the conversations or by a separate witness and is not required for every conversation. This can be fairly general that conversations occurred and that points seem reasonable, unless coach decides to have more detailed verification.</li> </ul>
Submission Instructions
<ul style="list-style-type: none"> <li>The coach or mentor should report each student’s award level, based on the point scale below, to their Church Coordinator before the Pre-Convention Challenge deadline.</li> <li>The Church Coordinator will submit a Medal Request Form at <a href="http://hoaltc.org">hoaltc.org</a>.</li> </ul>

### AWARDS:

3 <sup>rd</sup> – 6 <sup>th</sup>	
Gold	200 points
Silver	150 points
Bronze	100 points

7 <sup>th</sup> – 12 <sup>th</sup>	
Gold	300 points
Silver	250 points
Bronze	200 points

### Christian Conversations Challenge Form

Note: This form is provided for your convenience and record-keeping purposes only and will **NOT** be submitted to HOALTC. Make additional copies if needed.

Student Name: \_\_\_\_\_

Grade Level (circle one): 3-6    7-12

Date	Person	Points

Date	Person	Points

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

AWARD (circle one):    GOLD    SILVER    BRONZE

Certified by: \_\_\_\_\_ Date: \_\_\_\_\_

## Teaching Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Encourage young people to develop skills necessary for effective Bible class teaching</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• The participant will be assigned a teaching mentor by his or her Church Coordinator or Coach.</li> <li>• Participants are encouraged to complete these tasks within consecutive weeks.</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>• Depending on the participant’s grade level and award goal, the participant will work as a helper, helper and teacher, and/or teacher with a single class of students (e.g., their congregation’s 4<sup>th</sup> graders) for the duration of the challenge. <ul style="list-style-type: none"> <li>○ <b>As a helper:</b> The participant must assist the teacher in preparing for the class. This would include things such as cutting out handwork, coloring and preparing visual aids, preparing artwork, etc.</li> <li>○ <b>As a helper and teacher:</b> The participant must assist the teacher in preparing for the class and teach a portion of the class such as the Bible lesson or the application story.</li> <li>○ <b>As a teacher:</b> The participant is responsible for preparing for the class and teaching the entire class period.</li> </ul> </li> <li>• Participants must be at least three years older than the students with which they are working.</li> <li>• Participants must complete a report outlining the following aspects of their Challenge activity: Dates taught, number of students in the class, the ages of the students in the class, the topic of study, and the activity in which the participant was involved.</li> </ul>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>• The coach or mentor should report each student's award level to their Church Coordinator by the Pre-Convention Challenge deadline.</li> <li>• The Church Coordinator will submit a Medal Request Form at <a href="http://hoaltc.org">hoaltc.org</a>.</li> </ul>

### AWARDS:

#### Grades 3 – 6

- **Gold** – two class periods as a helper + two class periods as a helper and teacher (four weeks).
- **Silver** – two classes as a helper + one class period as a helper and teacher (three weeks).
- **Bronze** – one class as a helper + one class period as a helper and teacher (two weeks).

#### Grades 7-12

- **Gold** – one class as a helper + two class periods as a helper and teacher, + one class period as a teacher (four weeks).
- **Silver** – one class as a helper + two class periods as a helper and teacher (three weeks).
- **Bronze** - one class as a helper + one class period as a helper and teacher (two weeks).

## Teaching Challenge Form

This form is for local record-keeping purposes only and will **NOT** be submitted to HOALTC.

**Student Name:** \_\_\_\_\_

**Grade Level (circle one):**    3<sup>rd</sup> - 6<sup>th</sup>                  7<sup>th</sup> - 12<sup>th</sup>

	Activity (check all that apply)		Ages Taught	Number of Students	Class Topic	Activity	Date
	Helper	Teacher					
1.							
2.							
3.							
4.							

**AWARDS:**

**Grades 3 – 6**

- Gold – two class periods as a helper + two class periods as a helper and teacher (four weeks).
- Silver – two classes as a helper + one class period as a helper and teacher (three weeks).
- Bronze – one class as a helper + one class period as a helper and teacher (two weeks).

**Grades 7-12**

- Gold – one class as a helper + two class periods as a helper and teacher, + one class period as a teacher (four weeks).
- Silver – one class as a helper + two class periods as a helper and teacher (three weeks).
- Bronze - one class as a helper + one class period as a helper and teacher (two weeks).

**AWARD (circle one):**    **GOLD**    **SILVER**    **BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## Worship Leadership Challenge

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Promote participation by young men and women in worship leadership activities.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• The participant will work with the Church Coordinator and / or a designated coach who will:               <ul style="list-style-type: none"> <li>○ facilitate the participation of the students in worship,</li> <li>○ coach the students as how to properly participate in phases of worship,</li> <li>○ verify the places, times, and participation on the challenge form.</li> </ul> </li> <li>• Worship Leadership Challenge activities can be conducted during the regular worship times, women’s programs, gospel meetings, worship conducted at nursing homes, Vacation Bible School, camps, or youth group devotionals.</li> <li>• Events counted for this event cannot include home devotionals or where only the participant's immediate family members are present.</li> <li>• Students cannot count activities used for Bible Reading or Service Challenge for Worship Leadership Challenge also. They are separate events. They can do all of these events, but must meet the requirements for each separately.</li> </ul>
<b>Rules</b>	<p>Students must complete their service in Activity Categories in public assemblies:</p> <ul style="list-style-type: none"> <li>• Category 1 – Prayer – lead public prayer two times.</li> <li>• Category 2 – Song leading – serves as the primary song leader in one worship event.</li> <li>• Category 3 – Scripture reading – read scripture in one worship event.</li> <li>• Category 4 – Preaching – deliver one lesson.</li> <li>• Category 5 – Communion – wait on the Lord’s table two times.</li> <li>• Category 6 – Announcements – make announcements two times.</li> <li>• Category 7 – Signing – interpreting a portion of one worship service.</li> <li>• Category 8 – Worship Design – design one worship assembly, including all phases of worship.</li> <li>• Category 9 – Media Operation – operate media equipment for two worship services.</li> </ul>
<b>Submission Instructions</b>	<ul style="list-style-type: none"> <li>• The coach or mentor should report each student's award level to their Church Coordinator by the Pre-Convention Challenge deadline.</li> <li>• The Church Coordinator will submit a Medal Request Form at <a href="http://hoaltc.org">hoaltc.org</a>.</li> </ul>

### AWARDS:

#### 3rd – 6th grades:

- Gold – Completion of a complete set of activities from three separate categories.
- Silver – Completion of a complete set of activities from two separate categories.
- Bronze - Completion of a complete set of activities from one category.

#### 7th – 12th grades:

- Gold – Completion of a complete set of activities from five separate categories.
- Silver – Completion of a complete set of activities from four separate categories.
- Bronze – Completion of a complete set of activities from three separate categories.

## Worship Leadership Challenge Form

This form is for local record-keeping purposes only and need **NOT** be submitted to HOALTC.

**Student Name:** \_\_\_\_\_

**Grade Level (circle one):**    3<sup>rd</sup> - 6<sup>th</sup>                  7<sup>th</sup> - 12<sup>th</sup>

	Category	Dates	
1.			
2.			
3.			
4.			
5.			

### AWARDS:

#### 3<sup>rd</sup> – 6<sup>th</sup> grades:

Gold – Completion of a complete set of activities from three separate categories.

Silver – Completion of a complete set of activities from two separate categories.

Bronze - Completion of a complete set of activities from one category.

#### 7<sup>th</sup> – 12<sup>th</sup> grades:

Gold – Completion of a complete set of activities from five separate categories.

Silver – Completion of a complete set of activities from four separate categories.

Bronze – Completion of a complete set of activities from three separate categories.

### Activity Categories:

Students must complete their service in selected Activity Categories in public assemblies:

- Category 1 – Prayer – lead public prayer two times.
- Category 2 – Song leading – serve as primary song leader in one worship event.
- Category 3 – Scripture reading – read scripture in one worship event.
- Category 4 – Preaching – deliver one lesson.
- Category 5 – Communion – wait on the Lord’s table two times.
- Category 6 – Announcements – make announcements two times.
- Category 7 – Signing – interpreting a portion of one worship service.
- Category 8 – Worship design – design one worship assembly, including all phases of worship.
- Category 9 – Media operations – Operate media equipment for two worship services.

**AWARD (circle one):**    **GOLD**    **SILVER**    **BRONZE**

**Certified by:** \_\_\_\_\_ **Date:** \_\_\_\_\_

## Challenge Event Medal Pre Submission Worksheet

This worksheet is provided for the convenience of Church Coordinators as a means to compile a complete list of awards earned prior to completion and submission of the electronic form at hoaltc.org. This form will **NOT** be submitted to HOALTC. Church Coordinators are encouraged to keep records identifying recipients of the medals requested below.

The events are listed in alphabetical order.

<b>Bible Reading</b>	
Gold	
Silver	
Bronze	

<b>Christian Conversations</b>	
Gold	
Silver	
Bronze	

<b>Leadership</b>	
Gold	
Silver	
Bronze	

<b>Outreach</b>	
Gold	
Silver	
Bronze	

<b>Prayer Journal</b>	
Gold	
Silver	
Bronze	

<b>Scripture Memory</b>	
Gold	
Silver	
Bronze	

<b>Service</b>	
Gold	
Silver	
Bronze	

<b>Teaching</b>	
Gold	
Silver	
Bronze	

<b>Worship Leadership</b>	
Gold	
Silver	
Bronze	

## HOALTC Convention Display Events

Display Event entries are completed beforehand and brought to convention to be judged and displayed. They are events that encourage artistic expression. Church Coordinators and coaches should consult the rules and judging rubrics for each event as they help students prepare entries. Participants must be registered. Please follow registration guidelines carefully.

Four display events consist of:

- Bulletin Board
- Christian Art (May submit two entries, each a different medium.)
  - Drawing
  - Painting
  - Mixed Media
  - Sculpture

**Please note:** If specific media requirements are not met, the entry may be removed from judging, or the award level may be adjusted by the Event Coordinators.

- Christian Banner
- Christian Photography
- Christian Digital Poster

Adults may discuss the theme and its possible applications and make suggestions about content and style. Adults may also make suggestions and provide advice on techniques and display considerations, but the work should be entirely the work of the participants.

There are 3 grade levels for these events: grades 3-6, grades 7-9, and grades 10-12. Team events consisting of participants from more than one level will be judged based on the highest grade level.

**Submission Instructions:** Church Coordinators check in at LTC Central after 2:00 on Friday and receive their Display Event rubrics. Then they need to place the students' entries at the appropriate place in the Display Event area by 5:00 on Friday. Please note in the rules how the entries should be displayed. There will be Ambassadors present to assist as needed.

Due to the number of submissions in these events, the area can be fairly crowded at times. Therefore, it is requested that a limited number of adults, along with older students if needed, place the entries in the Display Event area.

### Display Events Schedule:

While HOALTC staff are present most of the time, they are not responsible or accountable for displayed entries.

2:00 p.m. – 5:00 p.m., Friday	Display Event Check-In, <b>no viewing allowed</b>
6:00 p.m. – 8:00 p.m., Friday (work time)	Judging Display Events, <b>no viewing allowed</b>
2:00 p.m. – 4:30 p.m., Saturday	Pick up Display Events, including Pre-convention Events on display ** If it is necessary for HOALTC to return items left behind, we will ask for reimbursement for postage and handling costs.

## Bulletin Board

### Purpose

- Encourage young people to develop the ability to use creative ideas and techniques to communicate a thought or theme through an attention-grabbing bulletin board.

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.
- Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.
- Entries will be judged on creativity, craftsmanship, and design principles. Noncompliance with size or presentation and major inaccuracies of media type could result in lowering of the award level or removal of the piece from judging. See the rubric and specific requirements below.
- Adult assistance will be limited to that of advice and supervision. The bulletin boards will be the work of the participants only, including last-minute work at the convention.
- A bulletin board is an information-giving tool and should make a clear point that is readily understood.
- Each congregation is expected to self-monitor so that no participant works on multiple bulletin boards. Teams are subject to grade-level divisions of grades 3-6, grades 7-9, grades 10-12. If a team consists of mixed age groups, the bulletin board will be judged at the grade level of the oldest team member.

### Rules

- Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.
- Materials: Bulletin boards may not contain any materials that require the use of electricity or battery power. Other materials are not restricted, but the board should be rigid enough to stand on its own. (Poster board alone is too flimsy.) All displays must be in good taste.
- Size: The display will be no larger than three feet by four feet. Nothing may extend beyond this area. Smaller sizes are permissible.
- Display: Each entry must furnish its own easel, or any other item needed for the display. The display must be self-supporting, i.e., supported or braced in some way so it can be viewed at eye level. It must stand alone on the floor - will not be propped up on a table. Displays must be portable.
- Identification: A small card (about 3X5") with the church name and number and age level will be attached to the front of the board. Bulletin boards are entered under the name of a church rather than individuals.
- Numbers: Each team will have a maximum of six (6) participants, with an unlimited number of teams per congregation.

<b>BULLETIN BOARD HOALTC 2025</b>			
	<b>Exemplary</b>	<b>Meeting Expectations</b>	<b>Developing</b>
<b>Message and Design</b>	<input type="checkbox"/> The team presents a clear, unique, and meaningful illustration of their vision of the theme. <input type="checkbox"/> Use of text greatly enhances, explains, and clarifies the theme and overall look of this entry.	The team presents a somewhat clear illustration of their vision of the theme. <input type="checkbox"/> Use of text adequately explains the theme and enhances the overall look of this entry.	<input type="checkbox"/> Attention is needed to present a clearer vision of the theme. <input type="checkbox"/> Attention is needed for better use of text.
	<input type="checkbox"/> This entry develops excellent points of interest to draw the viewer's eye to important parts of the work.	<input type="checkbox"/> This entry somewhat develops points of interest to draw the viewer's eye to important parts of the work.	<input type="checkbox"/> Attention is needed to further develop points of interest to draw the viewer's eye to important parts of the work.
	<input type="checkbox"/> This entry arranges elements into a pleasing, balanced, unified appearance.	<input type="checkbox"/> This entry arranges elements somewhat well.	<input type="checkbox"/> Attention is needed on the arrangement of the elements.
	<input type="checkbox"/> The use of texture and materials adds great interest and contrast to the overall look of this entry	<input type="checkbox"/> The use of texture and materials somewhat adds interest and contrast to the look of this entry.	<input type="checkbox"/> Attention is needed on the use of texture and materials.
	<input type="checkbox"/> The use and blending of color is skillful and enhances the overall look of this entry.	<input type="checkbox"/> The use and blending of color somewhat enhance the overall look of this entry.	<input type="checkbox"/> Attention is needed on the use and blending of color.
<b>Creativity</b>	<input type="checkbox"/> This entry shows a large amount of original thought. Ideas are creative and inventive.	<input type="checkbox"/> This entry somewhat shows evidence of original thought and ideas.	<input type="checkbox"/> Attention is needed on developing more originality.
<b>Craftsmanship</b>	<input type="checkbox"/> This entry shows exceptional skill with materials used. <input type="checkbox"/> This entry shows very neat and orderly workmanship.	This entry shows skill with materials used. <input type="checkbox"/> This entry shows mostly neat and orderly workmanship.	<input type="checkbox"/> Additional attention is needed on material use and/or selection. <input type="checkbox"/> Additional attention to workmanship is needed.
<b>Standard Requirements</b>	<input type="checkbox"/> Size is no larger than 3' by 4'. <input type="checkbox"/> A small card with the church name, number & age is attached. <input type="checkbox"/> The Bulletin Board has no materials that require electricity or battery power. <input type="checkbox"/> Display structure is self-supporting and portable.		<input type="checkbox"/> This entry clearly exceeds 3' x 4' <input type="checkbox"/> Identification is incomplete or missing. <input type="checkbox"/> This entry uses materials outside the approved materials list. <input type="checkbox"/> Display structure is inadequate or detracts from viewing the entry.
<b>What you did really well:</b>			
1.			
2.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Christian Art

<p><b>Purpose</b></p>	<ul style="list-style-type: none"> <li>• Encourage young people to communicate their faith and beliefs through an artistic medium, and to develop skills with artistic media.</li> </ul>
<p><b>Expectations</b></p>	<ul style="list-style-type: none"> <li>• Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. Noncompliance with certain rules could result in lowering of the award level, see rubric. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.</li> <li>• Adult assistance will be limited to that of advice and supervision. The entries will be the work of the participants only, <b>including</b> last-minute work at the convention.</li> <li>• The entries should be original and creative in thought, composition, and execution.</li> <li>• Each participant may submit <b>two</b> entries in this event, each one in a differing media category. There are four media possibilities. Part of the learning process for art is understanding the differences in the media used. Participants should be coached to understand this and should be careful to select and properly meet the definitions of the medium in the piece. Each entry should be registered in the correct medium. Major issues may result in entry being disqualified.</li> </ul>
<p><b>Rules</b></p>	<ul style="list-style-type: none"> <li>• Entries must highlight the current year’s theme and/or content from the Bible text covered in the current year.</li> <li>• Identification: A small card (about 3X5”) should be placed with the entry on the table. This is vital for the administration of the event, and if missing or incomplete could result in a lowering of the award level. It should contain the following 5 pieces of information: <ul style="list-style-type: none"> <li>○ the artist’s name and grade</li> <li>○ congregation name and number</li> <li>○ up to four sentences explaining the work and how it relates to the theme.</li> </ul> </li> <li>• Entries will be judged on creativity, craftsmanship, and design principles. Noncompliance with size or presentation and major inaccuracies of media type could result in lowering of the award level or removal of the piece from judging. See the rubric and specific requirements below.</li> <li>• Specific media requirements: <b>Drawing</b> <ul style="list-style-type: none"> <li>○ <b>Materials and surfaces:</b> Charcoals, pen and ink, pencil, color pencil, crayon, chalk, or oil pastels, etc. on a 2-dimensional surface such as paper, card stock, scratch board, illustrator’s board, etc.</li> <li>○ <b>Presentation:</b> Edges neatly finished but a frame is not required. Drawing should lie flat on the table. Special lighting will not be permitted.</li> <li>○ <b>Size:</b> Drawing size, including frame if used, should not exceed 18 X 24 inches. Smaller entries are permissible.</li> </ul> </li> </ul>

- Specific media requirements: **Painting**
  - **Materials and surfaces:** Oils, acrylics, watercolors, transparent inks, gouache, alkyds, etc. on a 2-dimensional surface such as canvas, paper, Masonite, illustrator's board, etc. A mounted canvas with a 2-dimensional painting is acceptable.
  - **Presentation:** Edges neatly finished but a frame is not required. Drawing should lie flat on the table. Special lighting will not be permitted.
  - **Size:** Painting size, including frame if used, should not exceed 18 X 24 inches. Smaller entries are permissible.
  
- Specific media requirements: **Mixed media (including Collage and Computer-Generated Art)**
  - **Materials and surfaces:** A combination of materials used in drawing, painting, and/or collage on a 2-dimensional surface such as paper, canvas, card stock, scratch board, illustrator's board, etc.
  - **Presentation:** Edges neatly finished but a frame is not required. The piece should lie flat on the table. Special lighting will not be permitted.
  - **Size:** Mixed media piece size, including frame if used, should not exceed 18 X 24 inches. Smaller entries are permissible. Relief of the piece or collage texture of up to approximately one inch in height is allowed.
  
- Specific media requirements: **Sculpture**
  - **Materials:** The type of materials (including Legos) is not restricted, with the understanding that all displays must be in good taste. Event Coordinators reserve the right to make final decisions in this area.
  - **Presentation:** Sculptures must be self-supporting, i.e., supported or braced as needed for stability in display. However, sculptures and supports/braces must remain movable. Special lighting will not be permitted.
  - **Size:** The base of the sculpture should fit into a 12 X12 inch square and should not stand over 18 inches in height. Smaller entries are permissible.



CHRISTIAN ART HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Message</b>	<input type="checkbox"/> The artist presents an exceptionally clear illustration of his/her vision of the theme.	<input type="checkbox"/> The artist presents a somewhat clear vision of the theme.	<input type="checkbox"/> Attention is needed for presentation of this year's theme.
<b>Design Principles</b>	<input type="checkbox"/> <b>Emphasis</b> – This entry strongly develops points of interest to draw the viewer's eye to important parts of the work.	<input type="checkbox"/> <b>Emphasis</b> – This entry somewhat develops points of interest to draw the eye to important parts of the work.	<input type="checkbox"/> <b>Emphasis</b> – This entry needs attention to develop interest in important parts of the work.
	<input type="checkbox"/> <b>Balance</b> – This entry expertly arranges elements so that no one part of the work overpowers or seems heavier than any other part.	<input type="checkbox"/> <b>Balance</b> – This entry somewhat arranges elements so that no one part of the work overpowers or seems heavier than any other part.	<input type="checkbox"/> <b>Balance</b> – Attention is needed to arrange elements so that no one part of the work overpowers or seems heavier than any other part.
	<input type="checkbox"/> <b>Variety</b> - The artist consistently and skillfully uses many of the elements of art when visually expressing ideas, e.g., line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture to great effect.	<input type="checkbox"/> <b>Variety</b> - The artist somewhat uses many of the elements of art when visually expressing ideas, e.g., line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture.	<input type="checkbox"/> <b>Variety</b> – Attention is needed to use the elements of art when visually expressing ideas, e.g., line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture.
	<input type="checkbox"/> <b>Movement</b> - This entry creates an exceptional illusion of action or physical change in position, or the viewer's eye easily follows a path through the artwork.	<input type="checkbox"/> <b>Movement</b> - This entry somewhat creates an illusion of action or physical change in position, or the viewer's eye follows a path through the artwork.	<input type="checkbox"/> <b>Movement</b> – Attention is needed to create some action or physical change in position, or one's eye somewhat follows a path through the artwork.
	<input type="checkbox"/> <b>Proportion</b> – This entry shows a strong sense of proportion and scale.	<input type="checkbox"/> <b>Proportion</b> – This entry shows acceptable proportion or scale.	<input type="checkbox"/> <b>Proportion</b> – Attention should be given to proportion or scale.
<b>Creativity</b>	<input type="checkbox"/> This entry shows excellent original thought and creative and inventive ideas.	<input type="checkbox"/> This entry shows original thoughts and ideas.	<input type="checkbox"/> This entry shows some original thoughts and ideas.
<b>Craftsmanship</b>	<input type="checkbox"/> The entry meets the requirements and definition of and shows exceptional skill with the specific medium.	<input type="checkbox"/> This entry shows skill with the specific medium and meets most of the requirements.	<input type="checkbox"/> This entry shows a need for understanding and development of skill with the specific medium.
<p><b>Nonobservance of these rules may affect the award level:</b></p> <p>* Yes or * No A small identifying card (approx. 3x5") placed nearby that includes all 5 pieces of information: Artist's name, grade level, church number and name. An explanation of the work.</p> <p>* Yes or * No Size, presentation is acceptable: For Drawing, Painting, and Mixed Media, the entry, including frame if used, does not exceed 18" x 24", and lies flat on the table with edges neatly finished. For Mixed Media, the relief (height) is one inch or less. For Sculpture, the entry must be stable and self-supporting, and does not exceed 12" x 12" at the base and be no higher than 18".</p> <p>* Yes or * No Piece removed/disqualified due to major issues with media requirements.</p>			
<p><b>What you did really well:</b></p> <p>1.</p> <p>2.</p> <p>3.</p>			
<p><b>Ways to grow and improve next time:</b></p> <p>1.</p> <p>2.</p>			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Christian Banner

<p><b>Purpose</b></p>	<ul style="list-style-type: none"> <li>• Give young people an opportunity to develop their talents, creative ideas, and artistic techniques to communicate a Biblical thought or theme by creating a Christian banner.</li> </ul>
<p><b>Expectations</b></p>	<ul style="list-style-type: none"> <li>• Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.</li> <li>• Adult assistance will be limited to that of advice and supervision. The entry should be the work of the participants only, <b>including</b> last-minute work at the convention.</li> <li>• A banner is an attention-getting display and should make a clear point that is quickly and readily understood.</li> <li>• Each congregation is expected to self-monitor that no participant works on multiple banners. Teams are subject to grade-level divisions of grades 3-6, grades 7-9, grades 10-12. If a team consists of mixed age groups, the banner will be judged at the grade level of the oldest team member.</li> </ul>
<p><b>Rules</b></p>	<ul style="list-style-type: none"> <li>• Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.</li> <li>• <b>Materials:</b> Banners are to be made primarily of cloth materials. All displays must be in good taste.</li> <li>• <b>Size:</b> The banner should be no larger than three feet by six feet. Nothing may extend beyond this area. Smaller sizes are permissible.</li> <li>• <b>Display:</b> Each entry must furnish its own stand (similar to a map stand), and/or other items needed for the display. It must be self-supporting (supported or braced in some way so it can be viewed at eye level). It must stand alone on the floor - will not be propped up on a table. Displays must be portable.</li> <li>• <b>Identification:</b> A small card (about 3X5") with the church name and number, and age level should be attached to the front of the banner. Banners are entered under the name of a church rather than individuals.</li> <li>• <b>Numbers:</b> Each team should have a maximum of six participants, with an unlimited number of teams per congregation.</li> </ul>

CHRISTIAN BANNER HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Message and Design</b>	<input type="checkbox"/> The team presents a clear, unique, and meaningful illustration of their vision of the theme. <input type="checkbox"/> Use of text greatly enhances, explains, and clarifies the theme and overall look of this entry.	<input type="checkbox"/> The team somewhat presents a clear illustration of their vision of the theme. <input type="checkbox"/> Use of text somewhat explains the theme and fits the overall look of this entry.	<input type="checkbox"/> Attention is needed to present a clearer vision of the theme. <input type="checkbox"/> Attention is needed to better use of text.
	<input type="checkbox"/> This entry displays excellent points of interest to draw the viewer's eye to important parts of the work.	<input type="checkbox"/> This entry somewhat displays points of interest to draw the viewer's eye to important parts of the work.	<input type="checkbox"/> Attention is needed to further develop points of interest to draw the viewer's eye to important parts of the work.
	<input type="checkbox"/> This entry arranges elements into a pleasing, balanced, unified appearance.	<input type="checkbox"/> This entry arranges elements somewhat well.	<input type="checkbox"/> Attention is needed on the arrangement of the elements.
	<input type="checkbox"/> The use of texture and materials adds great interest and contrast to the overall look of this entry.	<input type="checkbox"/> The use of texture and materials somewhat adds interest and contrast to the look of this entry.	<input type="checkbox"/> Attention is needed on the use of texture and materials.
	<input type="checkbox"/> The use and blending of color is skillful and enhances the overall look.	<input type="checkbox"/> The use and blending of color somewhat enhance the overall look of this entry.	<input type="checkbox"/> Attention is needed on the use and blending of color.
<b>Creativity</b>	<input type="checkbox"/> This entry shows a large amount of original thought. Ideas are creative and inventive.	<input type="checkbox"/> This entry shows some evidence of original thought and ideas.	<input type="checkbox"/> Attention is needed on developing more originality.
<b>Craftsmanship</b>	<input type="checkbox"/> This entry shows exceptional skill with materials used. <input type="checkbox"/> This entry shows very neat and orderly workmanship.	<input type="checkbox"/> This entry shows some skill with materials used. <input type="checkbox"/> This entry shows some neat and orderly workmanship.	<input type="checkbox"/> Additional attention is needed on material selection. <input type="checkbox"/> Additional attention on workmanship is needed.
<b>Standard Requirements</b>	<input type="checkbox"/> Size (no larger than 3' x 6') is acceptable. <input type="checkbox"/> A small card with the church name, number, & age is attached. <input type="checkbox"/> The Banner is made primarily of cloth. <input type="checkbox"/> Display structure is self-supporting and portable.		<input type="checkbox"/> The banner is clearly larger than 3' x 6'. <input type="checkbox"/> Identification is incomplete or missing. <input type="checkbox"/> This entry is not primarily cloth. <input type="checkbox"/> Display structure is inadequate or detracts from viewing the entry.
<b>What you did really well:</b>			
1.			
2.			
3.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Christian Photography

<b>Purpose</b>	<ul style="list-style-type: none"> <li>• Develop skills among youth to use photography to record events, express emotions, and capture images to strengthen their Christian living and encourage young people to communicate their faith and beliefs through the artistic medium of photography.</li> </ul>
<b>Expectations</b>	<ul style="list-style-type: none"> <li>• Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at <a href="http://hoaltc.org">hoaltc.org</a>.</li> <li>• Adult assistance will be limited to that of advice and supervision. The participant submitting the work should be the sole creator of the entry.</li> <li>• The entries should be original and creative in thought, composition, and execution.</li> <li>• Photographs may be either black-and-white or color.</li> <li>• Each participant should submit only one entry in this event.</li> </ul>
<b>Rules</b>	<ul style="list-style-type: none"> <li>• Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.</li> <li>• Size: All photographs must be no larger than 8 x 10 inches, and no smaller than 5 x 7 inches.</li> <li>• Identification: A small card (about 3 x 5") with the following information should be neatly prepared to be placed next to the photograph when placing it for display: <ul style="list-style-type: none"> <li>○ Artist's name</li> <li>○ Grade level</li> <li>○ Home congregation name and number</li> <li>○ Up to 4 sentences explaining the work and how it relates to the theme.</li> </ul> </li> <li>• Special lighting will not be permitted.</li> <li>• No photo frames are permitted. Each entry should be placed in the proper age-group display area along with the small ID card and the judging rubrics obtained at Display check-in.</li> </ul>

CHRISTIAN PHOTOGRAPHY HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Standard Requirements</b>	<input type="checkbox"/> There is a small ID card displayed next to the entry that includes the artist's name, grade level, congregation name and number, and description of the work.		<input type="checkbox"/> Identification is incomplete or missing.
<b>Message</b>	<input type="checkbox"/> The artist presents an exceptionally clear illustration of his/her own vision of the theme.	<input type="checkbox"/> The artist presents a somewhat clear vision of the theme.	<input type="checkbox"/> Attention is needed to present a clear vision of the theme.
<b>Design Principles</b>	<input type="checkbox"/> <b>Emphasis</b> – This entry strongly develops points of interest to draw the viewer's eye to important parts of the work.	<input type="checkbox"/> <b>Emphasis</b> – This entry somewhat draws the viewer's eye to important parts of the work.	<input type="checkbox"/> <b>Emphasis</b> – Attention is needed to develop points of interest to draw the viewer's eye to important parts of the work.
	<input type="checkbox"/> <b>Balance</b> – This entry expertly arranges elements so that no one part of the work overpowers or seems heavier than any other part.	<input type="checkbox"/> <b>Balance</b> – This entry mostly arranges elements so that no one part of the work overpowers or seems heavier than any other part.	<input type="checkbox"/> <b>Balance</b> – Attention is needed to arrange elements so that no one part of the work overpowers or seems heavier than any other part.
	<input type="checkbox"/> <b>Variety</b> - The artist consistently uses many of the elements of art when visually expressing ideas: line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture to great effect.	<input type="checkbox"/> <b>Variety</b> - The artist somewhat uses many of the elements of art when visually expressing ideas: line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture.	<input type="checkbox"/> <b>Variety</b> – Attention is needed to use some of the elements of art when visually expressing ideas: line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture.
	<input type="checkbox"/> <b>Movement</b> - This entry creates an exceptional illusion of action or physical change in position /the viewer's eye easily follows a path throughout the artwork.	<input type="checkbox"/> <b>Movement</b> - This entry somewhat creates an illusion of action or physical change in position /the viewer's eye follows a path throughout the artwork.	<input type="checkbox"/> <b>Movement</b> – Attention is needed to create some illusion of action or physical change in position /make the viewer's eye follow a path throughout the artwork.
	<input type="checkbox"/> <b>Proportion</b> – This entry gives a strong sense of proportion and scale.	<input type="checkbox"/> <b>Proportion</b> – This entry gives a proper sense of proportion or scale.	<input type="checkbox"/> <b>Proportion</b> – Attention could be given to proportion or scale of this work.
<b>Creativity</b>	<input type="checkbox"/> This entry shows excellent original creative thought and inventive ideas.	<input type="checkbox"/> This entry shows original thoughts and ideas.	<input type="checkbox"/> Attention is needed to show original thoughts and ideas.
<b>Craftsmanship</b>	<input type="checkbox"/> This entry shows exceptional skill with the medium of photography.	<input type="checkbox"/> This entry shows good skill with the medium of photography.	<input type="checkbox"/> This entry shows some skill with the medium.
<b>Size</b>	<input type="checkbox"/> Size range of 5X7" to 8X10" is met.		<input type="checkbox"/> Outside of 5X7" to 8X10" size range.

**What you did really well:**

1.

2.

3.

**Ways to grow and improve next time:**

1.

2.

Please help us improve these rules and rubrics each year by sending feedback by email to [lrc@hoaltc.org](mailto:lrc@hoaltc.org) within 30 days of the end of the convention.

## Digital Poster

<b>Purpose</b>
<ul style="list-style-type: none"><li>• Encourage young people to develop the ability to use graphic design to create a theme based message and creative design.</li><li>• A Digital poster can be used to inspire others with a message or to promote an event.</li><li>• It also has a variety of uses, power point, social media post, printed and used as a poster, and more.</li><li>• For LTC Display purposes it will be printed and displayed as a poster similar to a Bulletin board.</li></ul>
<b>Expectations</b>
<ul style="list-style-type: none"><li>• Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.</li><li>• Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.</li><li>• Entries will be judged on creativity and design principles. Noncompliance with size or presentation and major inaccuracies of media type could result in lowering of the award level or removal of the piece from judging. See the rubric and specific requirements below.</li><li>• Adult assistance will be limited to that of advice and supervision. The Digital Poster will be the work of the participants only.</li><li>• A digital poster is an information-giving tool and should make a clear point that is readily understood.</li></ul>
<b>Rules</b>
<ul style="list-style-type: none"><li>• Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.</li><li>• Creation: The student will make their digital poster using a graphic design program of their choice. Programs such as Adobe Illustrator, Paint.net, etc. then the digital poster must be printed as a poster for LTC display purposes, but the poster should be rigid enough to stand on its own. (Poster board alone is too flimsy.) All displays must be in good taste.</li><li>• Size: The display will be no larger than three feet by four feet. Nothing may extend beyond this area. Smaller sizes are permissible.</li><li>• Display: Each entry must furnish its own easel, or any other item needed for the display. The display must be self-supporting, i.e., supported or braced in some way so it can be viewed at eye level. It must stand alone on the floor - will not be propped up on a table. Displays must be portable.</li><li>• Identification: A small card (about 3X5") should be placed with the entry on the table. This is vital for the administration of the event, and if missing or incomplete could result in a lowering of the award level. It should contain the following 5 pieces of information:<ul style="list-style-type: none"><li>○ the artist's name and grade</li><li>○ congregation name and number</li><li>○ up to four sentences explaining the work and how it relates to the theme.</li></ul></li></ul>

DIGITAL POSTER HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Message</b>	<input type="checkbox"/> The artist presents an exceptionally clear illustration of his/her vision of the theme.	<input type="checkbox"/> The artist presents a somewhat clear vision of the theme.	<input type="checkbox"/> Attention is needed for presentation of this year's theme.
<b>Design Principles</b>	<input type="checkbox"/> <b>Emphasis</b> – This entry strongly develops points of interest to draw the viewer's eye to important parts of the work.	<input type="checkbox"/> <b>Emphasis</b> – This entry somewhat develops points of interest to draw the eye to important parts of the work.	<input type="checkbox"/> <b>Emphasis</b> – This entry needs attention to develop interest in important parts of the work.
	<input type="checkbox"/> <b>Balance</b> – This entry expertly arranges elements so that no one part of the work overpowers or seems heavier than any other part.	<input type="checkbox"/> <b>Balance</b> – This entry somewhat arranges elements so that no one part of the work overpowers or seems heavier than any other part.	<input type="checkbox"/> <b>Balance</b> – Attention is needed to arrange elements so that no one part of the work overpowers or seems heavier than any other part.
	<input type="checkbox"/> <b>Variety</b> - The artist consistently and skillfully uses many of the elements of art when visually expressing ideas, e.g., line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture to great effect.	<input type="checkbox"/> <b>Variety</b> - The artist somewhat uses many of the elements of art when visually expressing ideas, e.g., line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture.	<input type="checkbox"/> <b>Variety</b> – Attention is needed to use the elements of art when visually expressing ideas, e.g., line, shape, form (3-dimensional shape), color, value (contrast of light and dark areas), and texture.
	<input type="checkbox"/> <b>Movement</b> - This entry creates an exceptional illusion of action or physical change in position, or the viewer's eye easily follows a path through the artwork.	<input type="checkbox"/> <b>Movement</b> - This entry somewhat creates an illusion of action or physical change in position, or the viewer's eye follows a path through the artwork.	<input type="checkbox"/> <b>Movement</b> – Attention is needed to create some action or physical change in position, or one's eye somewhat follows a path through the artwork.
	<input type="checkbox"/> <b>Proportion</b> – This entry shows a strong sense of proportion and scale.	<input type="checkbox"/> <b>Proportion</b> – This entry shows acceptable proportion or scale.	<input type="checkbox"/> <b>Proportion</b> – Attention should be given to proportion or scale.
<b>Creativity</b>	<input type="checkbox"/> This entry shows excellent original thought, creative and inventive ideas.	<input type="checkbox"/> This entry shows original thoughts and ideas.	<input type="checkbox"/> This entry shows some original thoughts and ideas.
<b>Craftsmanship</b>	<input type="checkbox"/> The entry meets the requirements and definition of and shows exceptional skill with the specific medium.	<input type="checkbox"/> This entry shows skill with the specific medium and meets most of the requirements.	<input type="checkbox"/> This entry shows a need for understanding and development of skill with the specific medium.
<p><b>Nonobservance of these rules may affect the award level:</b>  * Yes or * No A small identifying card (approx. 3x5") placed nearby that includes all 5 pieces of information:  Artist's name, grade level, church number and name.  An explanation of the work.  * Yes or * No Size, presentation is acceptable: Size is no larger than approximately 3' X 4'.  * Yes or * No Display structure is self-supporting and portable.</p>			
<p><b>What you did really well:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> <li>3.</li> </ol>			
<p><b>Ways to grow and improve next time:</b></p> <ol style="list-style-type: none"> <li>1.</li> <li>2.</li> </ol>			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltec.org">lrc@hoaltec.org</a> within 30 days of the end of the convention.			

## Scrapbook

<p><b>Purpose</b></p>	<ul style="list-style-type: none"> <li>• Development of visual and artistic skills in compiling and presenting a pictorial and written history of church fellowship and/or ministry activities from the previous year. These skills can be used throughout the participants’ lifetimes.</li> </ul>
<p><b>Expectations</b></p>	<ul style="list-style-type: none"> <li>• Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Quick Links page at hoaltc.org.</li> <li>• The scrapbook should be an album of pictures and written labels and/or written descriptions of events pictured, relating to fellowship and ministry activities of the members of this congregation. Documentation of LTC work may be included but is not required.</li> <li>• Use of this year’s LTC theme is NOT required for this event.</li> <li>• Adult assistance should be limited to that of advice and supervision. The scrapbook should be the work of the participants, <b>including</b> last-minute work at the convention.</li> <li>• Scrapbooks may be created and bound manually, and/or can use software and online tools. Computer-prepared scrapbooks must still be printed out for display. At this time, we do not have the capability for online submissions.</li> <li>• Each congregation is expected to self-monitor that no participant works on multiple scrapbooks. Teams are subject to grade-level divisions of grades 3-6, grades 7-9, grades 10-12. If a team consists of mixed age groups, the scrapbook will be judged at the grade level of the oldest team member.</li> </ul>
<p><b>Rules</b></p>	<ul style="list-style-type: none"> <li>• Scrapbooks will be no smaller than 8.5 x 11 inches and no larger than 13 x 16 inches in size when closed. The scrapbook must have a cover and must contain a title page as its first page and at least six more pages. Front and back are two pages; an open double page spread is two pages.</li> <li>• The title page should include the church name and number, age level for judging, names of the participants, and name of adult advisor(s).</li> <li>• Scrapbooks will be judged on appearance, creativity, design, craftsmanship, and proper use of the English language. Noncompliance with size or presentation could result in lowering of award level or removal of the scrapbook from judging. See the rubric and rules below.</li> <li>• Numbers: Each team will have a maximum of six (6) participants, with an unlimited number of teams per congregation.</li> </ul>



SCRAPBOOK HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Content</b>	<input type="checkbox"/> This scrapbook does an exceptional job of presenting a historical record of the fellowship and ministry activities of members of this congregation. <input type="checkbox"/> Events depicted in this scrapbook are very clearly understood even by someone unrelated to the events. <input type="checkbox"/> Captions and journaling clearly describe each photo/event, drawing the viewer into the event depicted. (Use of current theme is not required.)	<input type="checkbox"/> This scrapbook presents a good historical record of the fellowship and ministry activities of members of this congregation. <input type="checkbox"/> Events depicted in this scrapbook are clear to viewers not related to the events. <input type="checkbox"/> Captions and journaling describe the photos and events. (Use of current theme is not required.)	<input type="checkbox"/> This scrapbook could more adequately present fellowship and ministry activities of members of this congregation. <input type="checkbox"/> Events depicted in this scrapbook are somewhat hard to understand for viewers unrelated to the events. <input type="checkbox"/> Captions and journaling could more adequately describe each photo or event.
<b>Design</b>	<input type="checkbox"/> Space, shapes, texture, and colors show much creativity in the design and appearance of the scrapbook cover and pages, making it very pleasing and attractive to the eye.	<input type="checkbox"/> Space, shapes, texture, and colors add creativity to the design of this scrapbook cover and pages, giving it a pleasing appearance.	<input type="checkbox"/> Space, shapes, texture, and colors could be better used to show creativity in the design and appearance of this scrapbook.
<b>Craftsmanship</b>	<input type="checkbox"/> This scrapbook is very neatly done and shows great care in its assembly. <input type="checkbox"/> Most photos were composed well and are in focus.	<input type="checkbox"/> This scrapbook is neat and shows care in its assembly. <input type="checkbox"/> Some photos were composed well and are in focus.	<input type="checkbox"/> This scrapbook could use additional care in its neatness and assembly. <input type="checkbox"/> Additional care is needed in photo composition and focus.
<b>Use of Language</b>	<input type="checkbox"/> Spelling, punctuation, and grammar are used with a high degree of accuracy.	<input type="checkbox"/> Spelling, punctuation, and grammar are used with age-appropriate accuracy.	<input type="checkbox"/> Attention is needed on spelling, punctuation, and grammar.
<b>Standard Requirements</b>	<input type="checkbox"/> The title page is in the correct location inside the cover, is neat, and shows all church, age level, participant, and adult advisor information. <input type="checkbox"/> Entry is within size requirements of 8.5 x 11 to 13x16 when closed and contains at least 6 pages in addition to title page.	<input type="checkbox"/> The title page is in correct location inside the cover, and contains most of the requested church, age level, participant, and adult advisor information.	<input type="checkbox"/> Title page is not present, not in correct location inside the cover, or does not contain complete information. <input type="checkbox"/> Entry is outside of size requirements or does not contain enough pages.
<b>What you did really well:</b>			
<b>Ways to grow and improve next time:</b>			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## HOALTC Convention Events

HOALTC Convention Events are activities that occur at the convention. While there is preparation beforehand, the judging and awards given are based on what happens at the convention.

Nine convention events are included in four general categories:

- Bible Knowledge / Reading
  - Bible Bowl
  - Bible Quiz
  - Bible Reading (Grades 3-6 only.)
- Music
  - Chorus
  - Song Leading
- Performance
  - Live Christian Drama
  - Puppets
- Speaking
  - Public Speaking
  - Signing for the Deaf (may include songs)

Church Coordinators and Coaches should consult the rules and judging rubrics for each event as they help students prepare their entries. Each year there are some changes, so do not rely on any previous year's information

If any participant needs special consideration or special accommodation, see information posted at Church Coordinator quick links page at [hoaltc.org](http://hoaltc.org). Time must be allowed to accommodate the request.

There are 3 grade levels in most events: grades 3-6, grades 7-9, and grades 10-12. Teams consisting of participants from more than one level will be judged based on the highest grade level.

Several events have designated spaces called 'staging areas' in which groups may practice or gather prior to being judged. The Event Coordinator will direct groups to these areas, when available. Ambassadors will facilitate the entry and exit of performance rooms.

**Bible Knowledge/Reading  
Bible Bowl**

<b>Purpose</b>	<ul style="list-style-type: none"><li>● Challenge our youth to increase their personal commitment to Bible study as a continuing way of life. Participation in Bible Bowl provides participants an opportunity to commit scriptural facts to memory.</li></ul>
<b>Registration and Pre-Event Instructions</b>	<ul style="list-style-type: none"><li>● Participating congregations will register each participant online by name and grade by the final registration deadline.</li><li>● Church Coordinators, Coaches, and Participants should familiarize themselves with the instructions and organization of the event. If any participant needs special consideration (e.g., being seated near overhead screens due to vision difficulties), please see information posted on the Church Coordinator quick links page at <a href="http://hoaltc.org">hoaltc.org</a>.</li><li>● HOALTC will notify Church Coordinators via email with finalized seating charts approximately one week before the convention.</li><li>● Church Coordinators must provide one Scorer for <b>every</b> four Bible Bowl participants from their congregation. Scorers should report to the event room 10 minutes before the event start time.</li></ul>

<p><b>Event Organization</b></p>	<p><b>Subject of Study</b></p> <ul style="list-style-type: none"> <li>● Content of Bible Bowl questions and answers will be taken from the text of the 2011 <i>New International Version</i> of the Bible.</li> <li>● The theme and related book(s) of study can be found at <a href="http://hoaltc.org">hoaltc.org</a>.</li> <li>● HOALTC provides a study guide designed to prepare participants for gold-level performance. See <a href="http://hoaltc.org">hoaltc.org</a> for details.</li> </ul> <p><b>Bowl Format</b></p> <ul style="list-style-type: none"> <li>● The Bible Bowl consists of three rounds. Rounds One and Two each contain 35 questions, and each covers roughly half of the material in chapter order. Round Three contains 30 questions covering the entirety of the material at a deeper level.</li> <li>● The Bible Bowl has two Divisions: <ul style="list-style-type: none"> <li>○ Division One: Division One consists only of participants in grades 3-6. They are required to participate in Rounds One and Two. Scoring for Division One will be done independently of students in Division Two. Participants in grades 3-6 who wish to participate in Round 3 may choose to do so, and in making this choice will have their scores calculated with participants in Division Two.</li> <li>○ Division Two: Division Two consists of students in grades 7-12 and participants in grades 3 - 6 who have opted to move up to Division Two. Participants in this division must participate in Rounds One, Two, and Three of the Bowl.</li> </ul> </li> <li>● Bible Bowl questions are multiple choice and objective, calling for no interpretation. Content is drawn from the current year theme’s text, including footnotes and chapter headings.</li> </ul>
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### **Bowl Administration**

- Participants will sit in assigned seats facing a Scorer.
- A seating area for spectators is provided near the back of the room. Spectators should remain silent and only enter or exit between rounds.
- Each participant is provided a block with the letters A-E showing on the various sides. Only letters A-D will be used.
- Within each round:
  - A question and its four possible answers will be projected on a screen and will be read aloud by the Event Coordinator.
  - After the reading, participants will have a total of ten seconds to display one of the letters A-D on the block to the Scorer.
  - A timekeeper will announce “five” at the five second mark and “time” at the ten second mark.
  - By the end of the ten seconds, the Scorer will record the participant’s answer. A participant not displaying an answer at that time receives no credit for that question.
  - Once the answers are recorded, the process is repeated until the end of the round.
- After Rounds One and Two, participants should stay in their place but may stand and stretch while Scorers prepare for the next round.
- After Round Two, score sheets are handed in to the Event Coordinator for those participating in Division One. Division One participants are then dismissed.
- After Round Three, score sheets are handed in to the Event Coordinator for all Division Two participants.

### **Protests**

- Protests of questions and/or scoring should be lodged by the student’s Bible Bowl Coach or Scorer to the Event Coordinator on the evening of the event.

### Awards

A participant's score is the sum of correct answers. Awards are given for the gold, silver, and bronze levels.

The minimum score required for each medal is determined by finding the average score of the top 10% of participants. Once this average is found, gold, silver, and bronze are assigned 90%, 75%, and 60% of the average, respectively. Refer to the table below for examples.

Participants may have no materials during the event and may be disqualified for speaking or looking at other participant's answers during a round.

Average Score of top 10% Participants in Division	Minimum Score Required for:		
	Gold	Silver	Bronze
100	90	75	60
95	86	71	57
90	81	68	54
85	77	64	51
80	72	60	48
75	68	56	45
70	63	53	42
65	59	49	39
60	54	45	36
55	50	41	33
50	45	38	30

## Bible Quiz

<p><b>Purpose</b></p>	<ul style="list-style-type: none"> <li>• Challenge our youth to increase their personal commitment to Bible study as a continuing way of life. Participation in Bible Quiz provides participants an opportunity to             <ul style="list-style-type: none"> <li>• gain knowledge of the scripture,</li> <li>• learn resourcefulness in locating content of the scripture, and</li> <li>• gain confidence in their use of the scripture.</li> </ul> </li> </ul>
<p><b>Expectations</b></p>	<ul style="list-style-type: none"> <li>• Coaches and participants will familiarize themselves with the expectations and rules of the event. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at <a href="http://hoaltc.org">hoaltc.org</a>.</li> <li>• Participating congregations will register each participant online by name and grade by the final registration deadline. Bible Quiz teams consist of one to five students.             <ul style="list-style-type: none"> <li>○ Each team must be entered in a grade level equal to or higher than the oldest team member; a team member may participate in a grade level above, but not below, his or her own.</li> <li>○ There is no limit to the number of teams that a church may enter in any grade level (3<sup>rd</sup>-6<sup>th</sup>, 7<sup>th</sup>-9<sup>th</sup>, and 10<sup>th</sup>-12<sup>th</sup>)</li> </ul> </li> <li>• Provide one adult Table Monitor for <b>each</b> Bible Quiz Team registered.</li> <li>• Coaches will equip their youth with the resources necessary to increase their Bible knowledge. HOALTC provides a study guide designed to prepare participants for Bible Quiz. See <a href="http://hoaltc.org">hoaltc.org</a> for details.</li> </ul>
<p><b>Event Details</b></p>	<p><b>Subject of Study</b></p> <ul style="list-style-type: none"> <li>• Bible Quiz material will be taken from the Bible text chosen to be the theme for each year. The theme and related book(s) of study can be found on the HOALTC home page.</li> <li>• Content of all questions will be drawn from the text, including footnotes and chapter headings, of the 2011 version of the <i>New International Version</i>.</li> </ul> <p><b>Quiz Format</b></p> <ul style="list-style-type: none"> <li>• The Bible Quiz is a team event featuring five 12-minute paper test rounds.</li> <li>• Bible Quiz features two grade-based divisions             <ul style="list-style-type: none"> <li>○ The Elementary Series for teams registered at 3rd-6th grade level (40 questions per test)</li> <li>○ The Teen Series for teams registered at 7th-9th or 10th-12th grade level (50 questions per test)</li> </ul> </li> <li>• Test formats will vary slightly based on the theme text for the year:             <ul style="list-style-type: none"> <li>○ New Testament theme text tests will feature one closed-book <i>What Chapter?</i> test followed by four open-book section tests, each covering roughly ¼ of the theme text</li> <li>○ Old Testament theme text tests will feature five open-book section tests, each covering roughly 1/5 of the theme text</li> </ul> </li> <li>• <i>What Chapter?</i> tests are closed book and require students to identify the chapters in which verses or events are found</li> </ul>

- Section tests are open book, and are divided into five question sets, with questions appearing in the following formats:
  - True/False
  - Multiple Choice
  - Matching
  - Find the Verse
  - Short Answer
- Teams shall consist of 1 to 5 students. Teams consisting of students from both Series levels will compete at the Teen Series level.

**Quiz Administration**

- The quiz will be administered in an area with table space and chairs for each team and their table monitor
- All coaches or spectators (who are not assigned a table monitor role) will be seated in an area behind or around the testing area and will remain separated from the teams, and silent, during testing periods.
- Spectators are asked to not enter or leave the event area while a round is in process.
- Team members must participate in the same team throughout the entire event. No substitutions are allowed.
- If a team member misses the beginning of a round, his or her team will participate without him or her for that round and will not be allowed to fill that position with a substitute. The team member may participate in the next round.
- At the beginning of each round, each team will be presented a closed envelope containing five copies of the question sheet and five pencils. The envelope must not be opened until instruction is given to do so.
- Bibles may be used for all rounds.
- No other helps, other than the text of the Bible may be used. Charts, concordances, maps, etc. included in the Bible may not be used. Texts may be marked in any way desired. No papers may be added to the text and extra papers must be removed.
- Students may choose to utilize an electronic version of the Bible. However, the search function cannot be utilized; only the electronic text of the Bible may be used. Use of the search function will disqualify the team for the round.
- All teams will take all five rounds of Bible Quiz.
- There will be a 3-minute break between rounds for students to stretch and review scores from previous rounds.

**Scoring**

- Scoring will be completed by volunteers while the subsequent round is being administered. Each test will be scored by two different volunteers to ensure accuracy
- For the Teen Series, a maximum of 50 points may be scored in each test round. A maximum of 250 points may be scored for the entire Bible Quiz Event.



- For the Elementary Series, a maximum of 40 points may be scored in each test round. A maximum of 200 points may be scored for the entire Bible Quiz Event.

### **Protests**

- Protests will be received only from adult coaches or Table Monitors.
- All protests must be logged with the Event Coordinator
- The Event Coordinator's judgment will, in all cases, be final.

### **Awards**

Award levels will be determined using the following method:

- A team's "raw score" is the sum of correct answers from each of the five tests.
- The highest score in each age division will be rounded up to 250 to arrive at an "adjusted score."
- The number of points added to the highest score will be added to each team's score (e.g. If the highest score in the 3rd-6th division is 236, 14 points will be added to that team's score to round it up to 250; 14 points will then be added to all other team scores in the 3rd-6th division to determine their "adjusted scores").
- Awards will be assigned based on the following thresholds:
  - Gold: Scores in the 90%-100% range (225-250 adjusted score)
  - Silver: Scores in the 75%-89% range (188-224 adjusted score)
  - Bronze: Scores in the 60%-74% range (150-187 adjusted score)

## Bible Reading

### Purpose

- Provide an opportunity for 3rd through 6th grade participants to develop and improve their skill of reading God's word in public.

### Expectations

- Coaches and Participants will familiarize themselves with the expectations, rules, and the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at [hoaltc.org](http://hoaltc.org).
- The participant should place major emphasis on the actual reading of scripture.
- Memorization is neither required nor encouraged. The ability to read the passage is what is being judged.
- A speaker's podium is supplied, but the speaker can choose whether to stand behind it and use it, move around it, or stand to the side of it.

### Rules

- Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.
- All readings should be from a standard translation. No paraphrases.
- A brief introduction is required identifying the passage, the translation, and the setting of the passage. The introduction will not exceed 20 seconds.
- The Participant will exhibit confidence and enthusiasm while reading.
- The Participant will stand with good posture with feet firmly on the ground.
- The Participant will model eye contact, appropriate volume, good tone of voice, and planned pauses.
- The Participant will work to be easily understood through the use of pronunciation and articulation.
- The entire presentation of introduction and scripture reading combined should be more than 1 minute and less than 2 minutes. The reader may be stopped if over two minutes to keep the event on schedule.

BIBLE READING HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Scripture</b>	<input type="checkbox"/> The theme was well established with the chosen scripture.	<input type="checkbox"/> The theme was discernable with the chosen scripture.	<input type="checkbox"/> The theme was not evident with the chosen scripture.
<b>Introduction</b>	<input type="checkbox"/> The introduction effectively identified the passage, the translation, and the setting of the passage.	<input type="checkbox"/> The introduction was missing one of the three required elements.	<input type="checkbox"/> The introduction was missing two or all of the three required elements.
<b>Poise and Posture</b>	<input type="checkbox"/> The reader showed exceptional confidence and enthusiasm. <input type="checkbox"/> The reader stood with good posture with both feet firmly on the ground.	<input type="checkbox"/> The reader showed moderate confidence and enthusiasm. <input type="checkbox"/> The reader sometimes stood with good posture with both feet firmly on the ground.	<input type="checkbox"/> The reader showed some confidence and enthusiasm. <input type="checkbox"/> The reader did not stand with good posture with both feet firmly on the ground.
<b>Delivery</b>	<input type="checkbox"/> Excellent eye contact with audience. <input type="checkbox"/> Pronunciation and articulation are exceptionally easy to understand. <input type="checkbox"/> Volume, tone, and planned pauses were exceptionally effective in emphasizing key points. <input type="checkbox"/> Speaking rate was appropriate; neither too fast nor too slow.	<input type="checkbox"/> Good eye contact with the audience. <input type="checkbox"/> Pronunciation and articulation were moderately easy to understand. <input type="checkbox"/> Volume, tone, and planned pauses were mostly effective in emphasizing key points. <input type="checkbox"/> Speaking rate was occasionally too slow or too fast.	<input type="checkbox"/> Some eye contact with the audience. <input type="checkbox"/> Pronunciation and articulation were somewhat understandable. <input type="checkbox"/> Use of volume, tone and pauses were sometimes effective to emphasize key points. <input type="checkbox"/> Speaker's speaking rate was mostly too fast or too slow.
<b>Nonobservance of these rules may affect the level of the award</b> <input type="checkbox"/> The introduction did not exceed the 20-second time limit. <input type="checkbox"/> Introduction and reading were within the time limit of 1 to 2 minutes.		Time as measured by the Timer Judge from time the student reached the podium to the end of the reading of the Scripture:  : _____	
<b>What you did really well:</b> 1.  2.  3.			
<b>Ways to grow and improve next time:</b> 1.  2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:ltc@hoaltc.org">ltc@hoaltc.org</a> within 30 days of the end of the convention.			

## Music Chorus

<b>Purpose</b>
<ul style="list-style-type: none"> <li>● Equip our youth to sing as an a cappella chorus in a variety of settings (VBS, foreign missions, camps, etc.) to encourage believers, witness to unbelievers, and praise God.</li> </ul>
<b>Expectations</b>
<ul style="list-style-type: none"> <li>● Coaches and Participants will familiarize themselves with the expectations in the event rubric. If any Participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.</li> <li>● Coaches will select an arrangement of songs that highlights the a cappella singing talents of their chorus participants and their ability to convey a message highlighting the year's theme or content derived from the Bible text.</li> <li>● Coaches/Directors are not to sing with the chorus.</li> <li>● Participants' attire should create a positive reflection on their congregation and Christ. Themed attire or matching attire is welcomed, but not required. The chorus' attire should not distract the audience from the overall performance.</li> <li>● If background context would be helpful to judges, the Coach/Director may give the introducing Ambassador a 3X5 index card to announce where this performance has been or will be given other than at HOALTC.</li> <li>● For safety and judging reasons, the room will not be dimmed or blacked out. No hazardous materials like candles can be used for props. The focus should be on singing and the message, and not on technical effects or enhancements.</li> <li>● No risers are provided.</li> </ul>
<b>Rules</b>
<ul style="list-style-type: none"> <li>● Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.</li> <li>● Each chorus will be rated on the competency with which they demonstrate the following: <ul style="list-style-type: none"> <li>○ general musicianship</li> <li>○ blending of voices</li> <li>○ diction</li> <li>○ dynamic contrast to express mood and feeling</li> <li>○ stage presence</li> <li>○ overall effectiveness</li> </ul> </li> <li>● Each chorus will have eight (8) minutes to set up, sing, and clear the stage.</li> <li>● Choruses are permitted but not required to use accompanying sounds during their performances (e.g., snapping fingers, vocal percussion, etc.) Use of such sounds should enhance the message.</li> </ul>
<b>Submission and Performance Instructions</b>
<ul style="list-style-type: none"> <li>● Church Coordinators will register chorus participants by grade (3-6, 7-9, 10-12) and size (small chorus = 2 to 9; large chorus = 10 or more).</li> <li>● Students may participate in no more than two (one large and one small) choruses.</li> <li>● Coaches/Directors should check in with the Chorus Event Coordinator at least 15 minutes before the room start time.</li> <li>● The Event Coordinator will direct the chorus to a staging area where they can rehearse if desired.</li> <li>● An Ambassador will lead the chorus into the performance room and introduce them to the judges and audience.</li> <li>● Participants should stay to watch and support other teams following their performance.</li> </ul>

CHORUS HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>LTC Theme</b>	<input type="checkbox"/> Theme stands out and is strongly supported.	<input type="checkbox"/> Theme is evident and supported.	<input type="checkbox"/> Theme needs more attention to be evident and supported.
<b>General Musicianship</b>	<input type="checkbox"/> Good attack and release. <input type="checkbox"/> Excellent accent and rhythm. <input type="checkbox"/> Excellent pitch.	<input type="checkbox"/> Understandable attack and release. <input type="checkbox"/> Accent and rhythm were mostly appropriate. <input type="checkbox"/> Good pitch most of the time.	<input type="checkbox"/> Attack and release need further development. <input type="checkbox"/> Accent and rhythm need more attention. <input type="checkbox"/> Pitch needs more attention.
<b>Appearance and Stage Presence</b>	<input type="checkbox"/> The chorus looks extremely energetic and happy. <input type="checkbox"/> The chorus maintained excellent eye contact with the audience or director throughout. <input type="checkbox"/> Chorus looked comfortable on stage.	<input type="checkbox"/> The chorus looks mostly energetic and happy. <input type="checkbox"/> The Chorus maintained eye contact with the audience or director most of the time. <input type="checkbox"/> Most of the Chorus looked comfortable on stage.	<input type="checkbox"/> The chorus looks somewhat energetic and happy. <input type="checkbox"/> The Chorus made eye contact some of the time with the audience or director. <input type="checkbox"/> Some of the Chorus looked comfortable on stage.
<b>Diction</b>	<input type="checkbox"/> The lyrics were very clear and easily understood. <input type="checkbox"/> Consonants were crisp and clear.	<input type="checkbox"/> The lyrics were mostly clear and easily understood. <input type="checkbox"/> Consonants were mostly crisp and clear.	<input type="checkbox"/> The lyrics were clear and easily understood some of the time. <input type="checkbox"/> Consonants were crisp and clear some of the time.
<b>Non-Verbal Communication</b>	<input type="checkbox"/> Chorus invoked a significant emotional response <input type="checkbox"/> Chorus shows clearly that they believe what they are singing	<input type="checkbox"/> Chorus invoked some emotional response <input type="checkbox"/> Chorus mostly showed that they believe what they are singing	<input type="checkbox"/> Chorus invoked little emotional response <input type="checkbox"/> Chorus somewhat showed that they believe what they are singing
<b>Dynamic Contrast</b>	<input type="checkbox"/> Clear contrast and dynamic range throughout.	<input type="checkbox"/> Some contrast and dynamic range throughout.	<input type="checkbox"/> Attention is needed for contrast and dynamic range throughout.
<b>Blend of Voices</b>	<input type="checkbox"/> Great blend of voices, the chorus sounds united as one.	<input type="checkbox"/> Good blend of voices, the chorus sounds mostly united.	<input type="checkbox"/> Blend and unity of voices needs attention.
<b>Accompanying Sounds (if used)</b>	<input type="checkbox"/> Sounds enhanced the message.	<input type="checkbox"/> Sounds mostly enhanced the message.	<input type="checkbox"/> Sounds somewhat enhanced the message.
<b>Overall Effectiveness</b>	<input type="checkbox"/> Songs were inspiring and encouraging.	<input type="checkbox"/> Songs were mostly inspiring and encouraging.	<input type="checkbox"/> The songs were somewhat inspiring and encouraging.

Nonobservance of these rules may affect the level of the award: • Maximum time limit of 8 minutes starts with first person on stage and ends with last person off stage.	Time as measured by the Timer Judge from time the first person reached the stage to the time the last person left the stage: _____ : _____
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**What you did really well:**

- 1.
- 2.
- 3.

**Ways to grow and improve next time:**

- 1.
- 2.

Please help us improve these rules and rubrics each year by sending feedback by email to [lrc@hoaltc.org](mailto:lrc@hoaltc.org) within 30 days of the end of the convention.

## Song Leading

<b>Purpose</b>
<ul style="list-style-type: none"><li>• Equip and encourage our youth to lead a cappella singing in a variety of settings (VBS, foreign missions, camps, etc.) to encourage believers, witness to unbelievers, and praise God.</li></ul>
<b>Expectations</b>
<ul style="list-style-type: none"><li>• Coaches and Participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.</li><li>• Participants will lead one of the songs in the list on the hoaltc.org website for group singing with the people in the room.</li><li>• Overheads will not be used. A songbook that contains only the songs from the website will be provided at the convention to the participants and the audience to use. Since most of these songs have many arrangements, using the referenced songbook is strongly advised. The songbook will have the CCLI number that HOALTC has obtained for this event to enable us to copy and use these songs. See below.</li><li>• Participants will check-in with the Event Coordinator at least 15 minutes before their scheduled time.</li><li>• A podium is supplied, but the song leader can choose whether to stand behind it and use it, move around it, or set it to the side. Microphone should be adjusted by participant if the podium is used.</li></ul> <p>HOALTC follows current copyright laws concerning music. We strongly encourage all congregations and LTC participants to consider and adhere to these laws. If you are interested in obtaining a license for your own congregation, contact Christian Copyright Licensing, Inc. <a href="http://www.ccli.com">www.ccli.com</a> (800) 234-2446.</p>
<b>Rules</b>
<ul style="list-style-type: none"><li>• Each participant should introduce themselves and announce the song number and title from the songbook provided at the convention.</li><li>• Participant will lead two stanzas of the chosen song, or one stanza twice if the song only has one stanza.</li><li>• Singing will be evaluated on a participant's ability to pitch a song appropriately, sing on pitch, control their breathing, and use the appropriate volume. Re: pitching devices, while not required, is encouraged, especially if the participant struggles with finding an appropriate pitch for a song (too high or too low).</li><li>• Dynamics will be evaluated on a participant's ability to follow and communicate the dynamics of a song to the audience.</li><li>• Tempo/Beat will be evaluated on a participant's ability to use hand gestures to indicate the beat to the audience and their ability to maintain consistent tempo throughout the song.</li><li>• Transitions will be evaluated based on a participant's ability to move from one stanza to the next, if they move from one style (pitch, tempo) during the song, and how well they communicate changes to the audience.</li><li>• Leadership will be evaluated based on a participant's confidence in leading the song, how well their actions enhance the song leading, and how well the participant conveys the mood of the song.</li></ul>
<b>Registration Instructions</b>
<ul style="list-style-type: none"><li>• Church Coordinators will register Song Leading participants online by grade level (3-6, 7-9, 10-12).</li><li>• The selection for female participants wanting only women in the audience can be made at the Registration Portal.</li><li>• Church Coordinators will receive information concerning time and location of each participant's session.</li></ul>

SONG LEADING HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Introduction</b>	<input type="checkbox"/> Introduction and announcement of song number and title spoken very clearly with excellent volume.	<input type="checkbox"/> Introduction and announcement of song number and title spoken somewhat clearly with good volume.	<input type="checkbox"/> Attention should be given to introduction and announcing song number and title clearly or with proper volume.
<b>Singing (as appropriate for Grade Level)</b>	<input type="checkbox"/> Expert pitch. <input type="checkbox"/> Expert breath control. <input type="checkbox"/> Appropriate volume throughout. <input type="checkbox"/> If used, expert use of pitching device. (Not required.)	<input type="checkbox"/> Usually on pitch. <input type="checkbox"/> Good breath control. <input type="checkbox"/> Appropriate volume most of the time. <input type="checkbox"/> If used, adequate use of pitching device. (Not required.)	<input type="checkbox"/> Attention needed for pitch. <input type="checkbox"/> Basic breath control. <input type="checkbox"/> Appropriate volume some of the time. <input type="checkbox"/> If used, pitching device could be used more effectively. (Not required.)
<b>Dynamics</b>	<input type="checkbox"/> Dynamic marks in the songbook were expertly followed and communicated to the audience.	<input type="checkbox"/> Dynamic marks in the songbook were usually followed and communicated to audience.	<input type="checkbox"/> Dynamic marks in the songbook were sometimes followed and communicated to audience.
<b>Tempo/Beat</b>	<input type="checkbox"/> Consistently used hand gestures to expertly indicate beat to audience. <input type="checkbox"/> Maintained consistent tempo throughout.	<input type="checkbox"/> Used hand gestures to indicate beat to audience most of the time. <input type="checkbox"/> Maintained consistent tempo most of the time.	<input type="checkbox"/> Used hand gestures to indicate beat to audience some of the time. <input type="checkbox"/> Maintained consistent tempo some of the time.
<b>Transitions</b>	<input type="checkbox"/> Moved expertly from one stanza to the next while letting the audience know song leader's intention. <input type="checkbox"/> Two stanzas were led. <input type="checkbox"/> Moved expertly between different styles in a verse (pitch, tempo) while letting the audience know song leader's intention. (If applicable).	<input type="checkbox"/> Moved from one stanza to the next while letting the audience know the song leader's intention. <input type="checkbox"/> Moved between different styles in a verse (pitch, tempo) while letting the audience know song leader's intention. (If applicable).	<input type="checkbox"/> More practice is needed moving from one stanza to the next. <input type="checkbox"/> More or less than two stanzas were led. <input type="checkbox"/> More practice is needed moving between different styles in a verse (pitch, tempo). (If applicable).
<b>Leadership</b>	<input type="checkbox"/> Very confident throughout. <input type="checkbox"/> Expertly demonstrated appropriate eye contact, clarity and projection of voice, tone, and pace. <input type="checkbox"/> Gestures significantly enhanced the song leader's ability to lead. <input type="checkbox"/> Expertly conveyed mood of song.	<input type="checkbox"/> Confident most of the time. <input type="checkbox"/> Mostly demonstrated appropriate eye contact, clarity and projection of voice, tone, and pace. <input type="checkbox"/> Gestures mostly enhanced the ability of the song leader to lead. <input type="checkbox"/> Somewhat conveyed mood of song.	<input type="checkbox"/> Confident some of the time. <input type="checkbox"/> Demonstrated appropriate eye contact, clarity and projection of voice, tone, and pace. <input type="checkbox"/> Attention is needed for gestures to enhance the ability to lead. <input type="checkbox"/> Attention is needed to convey the mood of song.
<b>What you did really well:</b>			
1.			
2.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Performance Live Christian Drama

Purpose
<ul style="list-style-type: none"><li>• Encourage participants to dramatize Biblical stories or modern-day applications of Christian truths. Through drama, youth may see the issues they confront acted out and may become more receptive to hearing what God has to say.</li></ul>
Expectations
<ul style="list-style-type: none"><li>• Coaches and Participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any Participant needs special consideration, see information posted at Church Coordinator quick links page at hoaltc.org.</li><li>• Each team will select or write an appropriate modern-life or Biblical drama based on the current year's theme and/or content derived from the Bible text.</li><li>• The participating team will provide their own costumes, props, and lighting if desired. See Event Coordinators regarding leaving drama props in the staging area during other events if the schedule includes short turn-around time.</li><li>• Adults may help in the set-up and break-down of props. Adults should be clear of the stage during the performance.</li><li>• The performance stage that HOALTC provides is 18 feet wide by 8 feet deep platform and raised 2 feet off the floor. Steps are provided for safe access and will be on both sides of the platform. Four microphones on stands are provided and are placed on the floor in front of the platform.</li></ul>
Rules
<ul style="list-style-type: none"><li>• Entries must highlight the current year's theme and/or content from the Bible text covered in the current year. The theme may be reflected anywhere in the drama as long as it is clearly and accurately presented.</li><li>• The minimum length of the drama should be five minutes. Each team will have a maximum of eight minutes to set up, perform and exit the stage area.</li><li>• No electrical plugs may be used by drama teams; any electronics need to be run by battery. For safety and judging reasons, the room cannot and will not be dimmed or blacked out. The focus should be on acting and the message, and not on technical effects or enhancements.</li><li>• Script content will be evaluated based on originality, plot, how well the story flowed through transitions, and the level of character development.</li><li>• Acting will be evaluated on a variety of criteria including<ul style="list-style-type: none"><li>○ energy of the actors</li><li>○ connecting with the audience</li><li>○ how well lines were articulated and heard by the audience</li><li>○ how well lines were memorized</li><li>○ the appropriate expression of emotion and gestures</li><li>○ how well movement on stage enhanced the story.</li></ul></li><li>• If used, visuals (props, sets, costumes) and sound effects or background sound will be evaluated on how well they enhanced the story.</li><li>• The overall effectiveness of the drama's message will be evaluated for entertainment value and if it is inspiring, motivating, encouraging, informative/instructive, and both applicable and thought-provoking to modern times.</li></ul>



### **Submission and Performance Instructions**

- Each congregation is expected to self-monitor that each student participates in only one live drama event. Teams are subject to grade-level divisions: grades 3-6, 7-9, 10-12. If a team consists of mixed age groups, the drama should be registered at the grade level of the oldest team member.
- Coaches/Directors should check in with the Live Christian Drama Event Coordinator at least 15 minutes before the room start time.
- The Event Coordinator will direct the team to a staging area where they can house props and wait until their time slot, if necessary due to the short turn-around time. The staging area should be cleared of team items immediately after the performance as other teams and event may be using the same space.
- An Ambassador will lead the team into the performance room and introduce them to the judges and audience.
- Participants should stay to watch and support other teams following their performance.

LIVE CHRISTIAN DRAMA HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>LTC Theme</b>	<input type="checkbox"/> Theme was clearly presented during the performance.	<input type="checkbox"/> Theme was presented during the performance.	<input type="checkbox"/> The theme was not evident in the performance.
<b>Script</b>	<input type="checkbox"/> Script was creative and held audience attention very well. <input type="checkbox"/> The plot was well written, and the story flowed well. <input type="checkbox"/> Excellent character development.	<input type="checkbox"/> Script had elements of creativity and held audience attention. <input type="checkbox"/> The plot was acceptable with only minor interruptions in the story's flow. <input type="checkbox"/> Moderate character development.	<input type="checkbox"/> Script needs more creativity to hold audience attention. <input type="checkbox"/> Plot and story flow need attention. <input type="checkbox"/> Character development needs attention.
<b>Acting</b>	<input type="checkbox"/> The entire cast is energetic and engaging. <input type="checkbox"/> The cast pronounced and projected their lines well. <input type="checkbox"/> All lines were memorized and delivered with emotion and appropriate gestures. <input type="checkbox"/> Cast movements on stage enhanced the story well.	<input type="checkbox"/> Some of the cast are energetic, the audience not entirely engaged. <input type="checkbox"/> Most of the cast pronounced and projected their lines. <input type="checkbox"/> Most lines were memorized and delivered with emotion and appropriate gestures. <input type="checkbox"/> Cast movements on stage mostly enhanced the story.	<input type="checkbox"/> Some of the cast may be energetic, most need to work on energy and drawing the audience in. <input type="checkbox"/> Some of the cast pronounced and projected their lines. <input type="checkbox"/> Some lines were memorized and delivered with emotion and appropriate gestures. <input type="checkbox"/> Cast movements on stage somewhat enhanced the story.
<b>Visuals and Sounds (if used. Leave unused items blank at all 3 levels.)</b>	<input type="checkbox"/> Props expertly enhanced the story. <input type="checkbox"/> Sets expertly enhanced the story. <input type="checkbox"/> Costumes expertly enhanced the story. <input type="checkbox"/> Sound effects/background sounds skillfully enhanced the story.	<input type="checkbox"/> Props mostly enhanced the story. <input type="checkbox"/> Sets mostly enhanced the story. <input type="checkbox"/> Costumes mostly enhanced the story. <input type="checkbox"/> Sound effects/background sounds mostly enhanced the story.	<input type="checkbox"/> Props somewhat enhanced the story. <input type="checkbox"/> The sets somewhat enhanced the story. <input type="checkbox"/> The costumes somewhat enhanced the story. <input type="checkbox"/> Sound effects/background sounds somewhat enhanced the story.
<b>Overall Effectiveness of the Drama's Message</b>	<input type="checkbox"/> Inspiring & motivating. <input type="checkbox"/> Greatly encouraging. <input type="checkbox"/> Informative/instructive. <input type="checkbox"/> Easily applicable to modern times.	<input type="checkbox"/> Inspiring. <input type="checkbox"/> Encouraging. <input type="checkbox"/> Mostly Informative/instructive. <input type="checkbox"/> Applicable to modern times.	<input type="checkbox"/> Somewhat inspiring. <input type="checkbox"/> Somewhat encouraging. <input type="checkbox"/> Somewhat informative/instructive. <input type="checkbox"/> Somewhat applicable to modern times.
<b>Nonobservance of these rules may affect the level of the award:</b> <input type="checkbox"/> The Drama itself is minimum of 5 minutes. <input type="checkbox"/> Total time is a maximum of 8 minutes starting with the first person on stage ending with the last person off stage, including the setting up of props.		Time as measured by the Timer Judge from time the first person reached the stage to the time the last person left the stage: _____ : _____	
<b>What you did really well:</b> 1.  2.  3.			
<b>Ways to grow and improve next time:</b> 1.  2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Puppets

### Purpose

- Encourage youth in the development of skills for the presentation of Biblical stories through the use of puppets.

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at [hoaltc.org](http://hoaltc.org).
- Each team will select or write an appropriate puppet script to be presented live, based on the current year's theme or content derived from the Bible text.
- No electric plugs may be used by puppet teams; all electronics must be run by battery. For safety and judging reasons, the room cannot and will not be dimmed or blacked out. The focus should be on puppetry skills and the message, and not on technical effects or enhancements.
- Tape recordings of special effects are allowed, but no tape recording of dialogue will be allowed.
- Adults may help in the set-up and break-down of props. Adults should be clear of the stage during the performance.
- The performance stage that HOALTC provides is 18 feet wide by 8 feet deep platform, raised 2 feet off the floor. It has a front wall that is 12 feet wide and 4 feet tall, and a back wall that is 12 feet wide and 6 feet tall. There is a 3-foot space between the front and back wall; the walls may be connected by a pipe that angles between and connects the top ends of each wall. The stage 'wall' consists of black drape material. There is a link to a diagram on the website [hoaltc.org](http://hoaltc.org). Steps are provided for safe access and will be on both sides of the platform. Microphones on stands are provided, and they are placed on the floor in front of the platform. This is the size and format of the stage construction which must be used for HOALTC puppet performances.
- All forms of puppetry are acceptable, i.e., hand puppets, marionettes, karaoke, etc.

### Rules

- Entries must highlight the current year's theme and/or content from the Bible text covered in the current year.
- Each team will have 10 minutes to set up, perform and exit the stage area. In grades 3-6, the play will be at least 3 minutes in length and in grades 7-12 the play will be at least 4 minutes in length. Time is measured from when the team has been introduced and walk into the room until all participants and props are removed from the stage area.
- The puppet play will be judged according to the items on the rubric.

### Submission Instructions

- Students are allowed to participate in two puppet events as long as they are not in the same session. Teams are subject to grade-level divisions: grades 3-6, 7-9, 10-12. If a team consists of mixed age groups, the event should be registered at the grade level of the oldest team member.
- Coaches/directors should check in with the Puppets Event Coordinator at least 15 minutes before the scheduled performance time.
- The Event Coordinator will direct the puppet team to a staging area where they can house props and wait until their time slot. The staging area should be cleared of team items immediately after the performance as other teams and events may be using the same space.
- An Ambassador will lead the team into the performance room and introduce them to the judges and audience.
- Participants should stay to watch and support other teams following their performance.

<b>PUPPETS HOALTC 2025</b>			
	<b>Exemplary</b>	<b>Meeting Expectations</b>	<b>Developing</b>
<b>Script Content</b>	<input type="checkbox"/> The script was very creative and well written, held audience attention, and Biblical principles were evident throughout. <input type="checkbox"/> Excellent character development.	<input type="checkbox"/> The script was somewhat interesting, somewhat held audience attention and Biblical principles were evident some of the time. <input type="checkbox"/> Average character development.	<input type="checkbox"/> Attention is needed to make script hold audience attention and develop Biblical principles. <input type="checkbox"/> Some character development.
<b>Theme</b>	<input type="checkbox"/> The main content of the puppet play was extremely relevant to this year's theme.	<input type="checkbox"/> The main content of the puppet play was somewhat relevant to this year's theme.	<input type="checkbox"/> The main content of the play needed attention to express relevance to this year's theme.
<b>Acting</b>	<input type="checkbox"/> Expertly pronounced and projected the spoken word. <input type="checkbox"/> Emotion was expertly delivered using voice and gesture.	<input type="checkbox"/> Pronounced and projected the spoken word most of the time. <input type="checkbox"/> Emotion was shown using voice and gesture most of the time.	<input type="checkbox"/> Pronounced and projected the spoken word some of the time. <input type="checkbox"/> Some emotion was delivered using voice and gesture.
<b>Visuals and Sounds (if used. Leave unused items blank at all 3 levels.)</b>	<input type="checkbox"/> The props were very appropriate and enhanced the story well. <input type="checkbox"/> Costumes, if used, greatly enhanced characterization. <input type="checkbox"/> Sound effects/background sound, if used, greatly enhanced the story. <input type="checkbox"/> Visuals and sound effects were used safely.	<input type="checkbox"/> The props were somewhat appropriate and enhanced the story. <input type="checkbox"/> Costumes, if used, somewhat enhanced characterization. <input type="checkbox"/> Sound effects/background sound, if used, somewhat enhanced story.	<input type="checkbox"/> The props were somewhat appropriate but did not enhance the story. <input type="checkbox"/> Costumes, if used, need attention to enhance characterization. <input type="checkbox"/> Sound effects/background sound, if used, need attention to enhance the story. <input type="checkbox"/> Visuals and sound effects were not used safely.
<b>Puppetry</b>	<input type="checkbox"/> Puppets were extremely life-like in their movements and actions. <input type="checkbox"/> Puppets interacted with each other and did not sink while on stage. <input type="checkbox"/> Puppets mouths remained closed when not speaking.	<input type="checkbox"/> Puppets were somewhat life-like in their movements and actions. <input type="checkbox"/> Puppets interacted with each other. They mostly did not sink while on stage. <input type="checkbox"/> Puppets mouths were closed if not speaking, most of the time.	<input type="checkbox"/> Puppets were not very life-like in their movements and actions. <input type="checkbox"/> Puppets showed little interaction with each other. Attention is needed to prevent puppets from sinking. <input type="checkbox"/> Attention is needed to keep puppets' mouths closed when not speaking.
<b>Teamwork</b>	<input type="checkbox"/> The team had cooperative interaction from set up to take down.		<input type="checkbox"/> The team did not have cooperative interaction from set up to take down.
<b>Overall Effectiveness</b>	<input type="checkbox"/> The presentation was very interesting and entertaining.	<input type="checkbox"/> The presentation was interesting and entertaining.	<input type="checkbox"/> The presentation was somewhat interesting or entertaining.
<b>Nonobservance of these rules may affect the level of the award:</b> <input type="checkbox"/> The play itself is a minimum of 3 minutes (gr 3-6) or 4 minutes (gr 7-12). <input type="checkbox"/> Total time is a maximum of 10 minutes starting with the first person on stage ending with the last person off stage, including the setting up of props.		Time as measured by the Timer Judge from time the first person reached the stage to the time the last person left the stage: _____ : _____	
<b>What did you really like:</b> 1.  2.			
<b>Ways to grow and improve next time:</b> 1.  2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Speaking Public Speaking

### Purpose

- Provide opportunity for young men and women to develop their verbal communication talents for spreading the word of God by exercising public speaking skills in relation to life, current events, history, etc. and how they relate to Biblical principles.

### Expectations

- Coaches and participants will familiarize themselves with the expectations in the event rubric prior to beginning the project. If any participant needs special consideration, see information posted on the Church Coordinator quick links page at hoaltc.org.
- It is understood that a parent's or coach's involvement will differ at certain age groups. It is permissible for parents or coaches to assist younger participants (3<sup>rd</sup>-6<sup>th</sup> grades) with preparing and structuring the speech's content. However, it is expected that participants will be heavily involved. By 7<sup>th</sup>-8<sup>th</sup> grade, parents and coaches should minimize their assistance and let the work be led by the participants. By 9<sup>th</sup> grade and above, **ALL** work should be researched and prepared by the participant.
- Parents and/or Coaches should only help the participant to develop their own speech rather than write one for them. Give direction as to the kinds of things that work well in a speech but let them come up with their own content. Adherence to this principle cannot be monitored or evaluated by the judges or event coordinators. Coaches and parents will be expected to set the example for participants by enforcing this principle.
- This event is not to be a dramatic interpretation, but an original speech.
- Speeches may not be repeated by another speaker.
- There are no requirements for dress. The participant should try to dress appropriately, realizing that their dress can have an impact on how their speech is received.
- A speaker's podium is supplied, but the speaker can choose whether they want to stand behind it and use it, move around it, or set it to the side.
- Video or audio equipment to make a recording is permissible but must be set up ahead of time and remain stationary until the end of the session.
- Participants will be at the correct room before the event begins.

### Rules

- Each speech will be five (5) to ten (10) minutes in length. Speeches that are over or under the time limit may have their rating changed as a result.
- The speech should fit the current year's theme or be taken from the Biblical text for the current year's convention. However, participants in grades three (3) through six (6) may choose to speak about a Bible character as the topic of their speech.
- Notes will be allowed. Consideration will be given to participants who demonstrate thorough preparation by not simply reading their speech. Judging emphasis is on preparation and presentation; extra credit is not given for memorization.
- Props will be allowed during the speech but will be judged for their appropriateness and how well they enhance the speech.
- Use of computer graphics such as PowerPoint will not be allowed.
- Please contact the event coordinator if you have questions.

Public Speaking HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Introduction</b>	<input type="checkbox"/> The intro grabbed me and held my attention very well. Began comfortably and related very well with the audience. <input type="checkbox"/> The intro led very well into the rest of the speech.	<input type="checkbox"/> The intro grabbed me and held my attention moderately well. <input type="checkbox"/> Began somewhat comfortably and related somewhat well with audience. <input type="checkbox"/> The intro somewhat led into the rest of the speech. <input type="checkbox"/> Topic is somewhat clear	<input type="checkbox"/> Attention is needed for the introduction. <input type="checkbox"/> Attention is needed to begin comfortably and relate with the audience. <input type="checkbox"/> Attention is needed for introduction to lead to rest of speech. <input type="checkbox"/> Attention is needed for topic to be clear.
<b>Style &amp; Delivery</b>	<input type="checkbox"/> Expert use of grammar. <input type="checkbox"/> Extremely comfortable, confident, and enthusiastic. <input type="checkbox"/> Expert eye contact throughout. <input type="checkbox"/> Used volume, tone & pauses expertly. <input type="checkbox"/> Body movements or hand gestures greatly enhanced the message.	<input type="checkbox"/> Somewhat strong use of grammar. <input type="checkbox"/> Somewhat comfortable, confident, and enthusiastic. <input type="checkbox"/> Somewhat good eye contact. <input type="checkbox"/> Used volume, tone and pauses somewhat well. <input type="checkbox"/> Body movements or hand gestures somewhat enhanced the message.	<input type="checkbox"/> Attention is needed on appropriate grammar. <input type="checkbox"/> Attention is needed for confidence and enthusiasm. <input type="checkbox"/> Attention is needed for eye contact. <input type="checkbox"/> Attention is needed for volume, tone and pauses. <input type="checkbox"/> Attention is needed for hand gestures to enhance the message.
<b>Organization &amp; Content (Grades 3-6 may use a Bible character.)</b>	<input type="checkbox"/> The structure was very easy to follow throughout. <input type="checkbox"/> The content of the speech expertly led toward the main point. <input type="checkbox"/> Transitions were very smooth and hardly noticeable. <input type="checkbox"/> Illustrations and examples expertly demonstrated the point. <input type="checkbox"/> Props (if used) were expertly used to help get the point across. <input type="checkbox"/> The scripture used was very well understood and the points were an excellent application of the passage. <input type="checkbox"/> The main point was strong. <input type="checkbox"/> Speech fit this year's theme expertly.	<input type="checkbox"/> The structure was somewhat easy to follow. <input type="checkbox"/> The content of the speech somewhat led toward the main point. <input type="checkbox"/> Transitions were somewhat smooth and hardly noticeable most of the time. <input type="checkbox"/> Illustrations and examples somewhat demonstrated the point. <input type="checkbox"/> Props (if used) were somewhat well used to help get the point across. <input type="checkbox"/> The scripture used was somewhat understood and the points were an application of the passage. <input type="checkbox"/> The main point was somewhat strong. <input type="checkbox"/> Speech mostly fits this year's theme.	<input type="checkbox"/> The structure needs attention. <input type="checkbox"/> Attention needed for content to lead toward the main point. <input type="checkbox"/> Attention needed for transitions. <input type="checkbox"/> Attention needed for illustrations and examples. <input type="checkbox"/> Attention is needed for the use of props (if used). <input type="checkbox"/> Attention is needed for scripture use and application. <input type="checkbox"/> The main point was apparent. <input type="checkbox"/> Attention is needed to fit the theme.
<b>Overall Impression</b>	<input type="checkbox"/> I was challenged, interested, and edified. <input type="checkbox"/> Showed expert insight and originality for the topic.	<input type="checkbox"/> I was somewhat challenged, interested, and edified. <input type="checkbox"/> Somewhat showed insight and originality for the topic.	<input type="checkbox"/> Attention needed for challenge, interest, and edification. <input type="checkbox"/> Attention needed for insight or originality.
<b>Nonobservance of these rules may affect the level of the award:</b> <input type="checkbox"/> Minimum of 5 minutes and maximum of 10 minutes.		Time as measured by the Timer Judge from time the student reached the podium to the end of the speech: _____ : _____.	
<b>What you did really well:</b> 1.  2.  3.			
<b>Ways to grow and improve next time:</b> 1.  2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			

## Signing for the Deaf/Hard of Hearing

### Purpose

- Develop and grow in the knowledge of American Sign Language for the purpose of reaching out to the Deaf/Hard of Hearing in your congregation and church gatherings, giving glory to God and His Church.

### Process

Each participating congregation will:

- Ensure participants select the best signing system for the Deaf/HOH in the congregation. **ASL (American Sign Language) is the language of the Deaf in the United States and Canada**, therefore if you have no Deaf/Signing members to guide you, it would be the best choice. However, some school-aged children and some adults use Signed English systems (such as SEE or CASE). The important thing is to be considerate of the people you are learning sign language for and use the system of their preference.
- **ASL (American Sign Language)** – is a visual-spatial language with 5 major components: Handshape, Palm Orientation, Location, Movement and Facial Expression. The grammar in this language is encoded in the non-manual markers like facial expressions, head movements, shoulder raises and body movements, classifier use, as well as mouth morphemes. It is also shown through repetition and the length/brevity of the sign. For example, “SIT” would be one short sign and “CHAIR” would bounce twice. ASL uses different word order, grammar, and syntax than the English language. A sample sentence in English: *The boy has the book*, would be signed in ASL with these signs: *BOY HE, BOOK HAVE HE*.
- **SEE (Signed Exact English)** – is English on the hands. It uses the grammatical structure of English, uses some regular and some modified ASL signs, adding suffixes, prefixes, etc. Rather than focusing on conceptual signs, it concentrates on correct English word and word order.
- **Reliable ASL resources:**
- **ASLConnect** <https://www.gallaudet.edu/asl-connect/> This site has FREE ASL courses from the only 4-year deaf university in the world.
- **handspeak.com** –North American video dictionary of signs & culture.
- **ASL that!** (Joseph Wheeler – sign videos on just about any subject) <https://www.youtube.com/channel/UC7fvfWv6FL7HeTFeSLz-muQ>
- **deafmissions.com** has ASL speeches, children’s programs, resources & the first ASL “translation” of the Bible on DVD.

**Deaf friend or community member.** Kansas School for the Deaf, Deaf Culture Center in the Kansas City/Olathe area offer classes & other ways to serve the deaf population. Use technology and people before sign language books

## Participant/Event Rules

- **Clarified in 2024:** Students are welcome to watch other participants perform, if desired. As there are three distinct sign language methods and students learn signs differently, watching other participants could be confusing to a younger student; therefore, adult leaders should take this into consideration when determining whether it is beneficial for a student to watch another participant before completing their own event.
- Participants will sign to the recordings provided by the Event Coordinator at convention, which are the same recordings provided on the website. **No other recordings may be used at the convention.**
- No signs or coaching instructions can be given to the participant while performing. In the event this should happen, the judges can request that the people involved leave the room for the duration of the performance.
- A solid color blouse/shirt/dress contrasting with skin tone shall be worn while signing. Jewelry should be minimal, and participants will want to take off their name lanyard while signing. No stripes, ruffles, etc.
- All participants will be pre-registered by their church coordinator. At registration, declare participants' grade category AND their level of signing. They will be assigned times by age group but will be judged according to the level they identify at. There will be 5 levels. This is to make it more challenging for those who have signed for several years and less intimidating for beginners of any age.
- If a participant has received a gold in the previous two years, they are encouraged to move to the next level. If less than gold, they should stay at the same level the following year. If all 5 levels are achieved, participants may confer with the Event Coordinator to develop an individual assignment which will be more challenging.
- If a participant's name is not on the list or other changes need to be made, see the Event Coordinator for resolution prior to the event.
- All participants must meet at their assigned room 10 minutes prior to their scheduled time.
- Participants will be judged on several elements, as listed in the rubric. Among these are: Preparation, Fingerspelling, Understandability/Sign Clarity, Expression, Vocabulary, and clothing choice. A video will be available online at [hoaltc.org/sl](http://hoaltc.org/sl) to explain these categories.

## LEVEL REQUIREMENTS

- **Level 1** - Participant will fingerspell his/her first and last name. Participant will sign **EITHER** one (1) song **OR** one (1) scripture from this year's list, fingerspelling the name of the song or scripture reference first.
- **Level 2** - Participant will follow the rules for *Level 1* but choose one (1) song **AND** one (1) scripture from the list. Participant will sign "Hello, my name is \_\_\_\_." before beginning.
- **Level 3** - Participant will learn **BOTH** songs **and** **BOTH** scriptures and judges will randomly select which two items will be performed. Follow *Level 1 and 2 rules* for fingerspelling and intro, beginning with a signed greeting, "Hello, my name is \_\_\_\_." and "Thank you" at the end to the judges.
- **Level 4** - Participant will learn **BOTH** songs **and** **BOTH** scriptures from the list, giving a signed introduction of themselves before beginning. This should be 30-60 seconds in length and include name, grade, where from and briefly why they are involved in Signing at LTC and thank judges at the end as in Level 3. Judges will randomly select one (1) song/one (1) scripture as in Level 3.
- **Level 5** - Participant must introduce themselves briefly (30-60 seconds telling name, grade, where from, and how many years they have signed at LTC) and thank judges at end as in Level 3. Then they will sign/interpret a **2-5-minute communion talk and prayer**. A recording of the talk must be made available to and be approved by the Sign Language Coordinator at least 4 weeks prior to convention.

The list of songs and scripture choices to select from are at [hoaltc.org/sl](http://hoaltc.org/sl)

## Submission Instructions

- Church Coordinator will register all participants in the proper grade and level/ division online on the registration portal at [hoaltc.org](http://hoaltc.org).



SIGNING FOR THE DEAF HOALTC 2025			
	Exemplary	Meeting Expectations	Developing
<b>Standard Requirements</b>	<input type="checkbox"/> Followed level requirements. <input type="checkbox"/> Choice of apparel is excellent (solid, contrasting color).	<input type="checkbox"/> Followed most level requirements <input type="checkbox"/> Choice of apparel provides some contrast from the hands.	<input type="checkbox"/> Attention is needed to meeting level requirements more fully. <input type="checkbox"/> Choice of apparel doesn't provide enough contrast from the hands.
<b>Introduction &amp; Finger spelling</b>	<input type="checkbox"/> Name & selection(s) very clear and easy to understand.	<input type="checkbox"/> Name & selection(s) are somewhat clear and easily understood.	<input type="checkbox"/> Attention is needed to make name & selection(s) clear and understood.
<b>Movement</b>	<input type="checkbox"/> Hand shapes and placement of signs are smooth and flowing.	<input type="checkbox"/> Hand shapes and placement of signs are moderately smooth and flowing.	<input type="checkbox"/> Hand shapes and placement of signs are sometimes smooth.
<b>Understandability / Sign clarity</b>	<input type="checkbox"/> All signs are clear and distinct.	<input type="checkbox"/> Most signs are clear.	<input type="checkbox"/> Some signs are clear.
<b>Confidence</b>	<input type="checkbox"/> The singer is well practiced and at ease with the material and in front of an audience. <input type="checkbox"/> Excellent eye contact.	<input type="checkbox"/> The singer was somewhat practiced and at ease with material and audience. <input type="checkbox"/> Moderate eye contact.	<input type="checkbox"/> The singer does not seem practiced and at ease. <input type="checkbox"/> Some eye contact.
<b>Expression</b>	<input type="checkbox"/> Facial and body expression appropriate to selection(s) and greatly enhances meaning and understanding for the audience.	<input type="checkbox"/> Facial and body expression somewhat appropriate to selection(s) and enhances meaning and understanding for the audience.	<input type="checkbox"/> Attention is needed to make facial and body expression appropriate to selection(s).
<b>Vocabulary</b>	<input type="checkbox"/> Signer clearly demonstrates complete understanding of the selection(s) meaning with word choice.	<input type="checkbox"/> Signer demonstrates moderate understanding of the selection(s) meaning with word choice.	<input type="checkbox"/> Signer demonstrates some understanding of the selection(s) meaning with word choice.
<b>What did you really well:</b>			
1.			
2.			
.			
<b>Ways to grow and improve next time:</b>			
1.			
2.			
Please help us improve these rules and rubrics each year by sending feedback by email to <a href="mailto:lrc@hoaltc.org">lrc@hoaltc.org</a> within 30 days of the end of the convention.			