

- A-102-015 4-H Club/County Scrapbook - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- A-102-016 4-H Member Scrapbook - Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- A-102-017 Special Events Scrapbook - Scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special events, such as a trip, family reunion, etc.

DEPARTMENT A – CITIZENSHIP DEVELOPMENT

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Division 120 – Citizenship Public Adventures

Purpose: The purpose of these citizenship exhibits is to foster civic responsibility and action within the diverse areas of citizenship including community service, service learning, government and policy making.

Project Materials: The official reference for the citizenship projects is Citizenship Public Adventures Kit (MI 7329) and Citizen Guide's Handbook (BU 7330).

Supporting Material: All entries must have a statement explaining the purpose of the exhibit and how the exhibit will be used. Exhibitors are encouraged to show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps the judges understand what the 4-H'er did and learned in the process that led to the exhibit. References: All exhibitors should reference material sources or supporting information used in exhibits. (i.e., if questions from a game were taken from an outside source, they must be referenced).

Identification: All entries should be labeled with the exhibitor's name, club and county.

Scoring: Scoresheets can be found on the web. Scoresheet SF183

Entries: Each exhibitor is limited to one item per class.

A-120-001 Care Package Display - This exhibit is a display about the PROCESS of creating and giving a care package, not the actual care package. You may use a poster, PowerPoint or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. You need to answer the following questions in your exhibit.

- How did you select the organization?
- What items did you include in your care package?
- Why did you select those items?
- How did it feel to present your care package to the organization?
- What did you learn from this experience?
- Other information that you feel is important about the care package or organization.

Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suit case for abuse shelter or homeless shelter, etc.

A-120-002 Citizenship Game - which could include but is not limited to symbol flash cards, question and answer board or stimulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.

A-120-003 Patriotic or Cultural Fine Arts - can be of made from any art media but should tie in the relevance of the artwork to citizenship.

A-120-004 Public Adventure Scrapbook - should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".

A-120-005 Public Adventure Poster - should describe your Public Adventure or Service Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24" x 28".

A-120-006 Written or Recorded Stakeholder Interview - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded.

A-120-007 Written Citizenship Essay - is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300-400 typewritten words.

A-120-008 For 9th-12th Graders Only: Oral Citizenship Essay - addressing the theme "Freedom's Obligations" should be 3-5 minutes. No background music, singing or other enhancement allowed. All essays should be on digital media and in a natural style. Voice tone should be normal and conversational. A copy of the written essay should be attached.

A-120-009 Service Items - can include but aren't limited to lap quilt and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.

A-120-010 4-H Club Exhibit - should depict what a 4-H club has done in the area of community

service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item or care package.

Division 130 – Seeing i2i

A-130-001 Cultural Fine Arts can be made of any art media but should symbolize what makes them unique.

A-130-002 How are We Different? Interview should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.

A-130-003 Name Art should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.

A-130-004 Family History depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.).

A-130-005 Exhibit depicting a cultural food that is special to your family. Can be a story or essay.

A-130-006 "This is Who I Am" poem.

A-130-007 Poster that depicts what you have learned through the i2i Project.

A-130-008 Biography - about an historical figure that has made a positive impact on our society or who have made a difference in the lives of others.

A-130-009 Play Script written about a different culture.

DEPARTMENT B – COMMUNICATIONS & EXPRESSIVE ARTS

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Division 154 – Communications

Education resources for youth taking the Communications project can be found at <http://4h.unl.edu/4hcurriculum/communication>.

Static exhibits in this division will be evaluated on clarity of purpose/message in relation to communication, accuracy of information, originality, creativity, evidence of exhibitor's learning in this area, and educational value of exhibit to viewers.

Communications Module 1

Use one or a combination of experiential activities in the Communications, Module 1 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include, but are not limited to:

- Conducting an interview and sharing with a group
- Giving and understanding directions
- Evaluating and using appropriate internet sources
- Composing a rap
- Preparing an illustrated talk

B-154-901 Communications Module 1 Poster - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area. Scoresheet SF94

B-154-902 Communications Module 1 Essay - Write an essay (3-5 pages) that showcases what was learned in this project area. Scoresheet SF94

Communications Module 2

Use one or a combination of the experiential activities in the Communications, Module 2 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include, but are not limited to:

- Identifying cultural differences in communication
- Developing guidelines for internet etiquette
- Evaluating another person's presentation
- Identifying communication careers
- Preparing a presentation using a form of technology

B-154-001 Communications Module 2 Poster - Create a poster, measuring 22"x28" or 24"x36", that showcases what was learned in this project area. Scoresheet SF94

B-154-002 Communications Module 2 Essay - Write an essay (3-5 pages) that showcases what was learned in this project area. Scoresheet SF94

Communications Module 3

Use one or a combination of the experiential activities in the Communications, Module 2 curriculum

to create an educational poster, essay, or digital media sharing with others what you have learned Topics may include, but are not limited to:

- Composing a personal resume
- Completing research on a speech or presentation topic
- Identifying ways to reduce risks online
- Evaluating own cell phone usage and etiquette
- Critiquing advertisements
- Job shadowing a communication professional

B-154-003 Communications Module 3 Poster - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area. Scoresheet SF94

B-154-004 Communications Module 3 Essay - Write an essay (3-5 pages) that showcases what was learned in this project area. Scoresheet SF94

B-154-005 Communications Module 3 Digital Media - Design a form of digital media (advertisement, flyer, short video or presentation, social media or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (web site, Dropbox, Google Drive, YouTube, Flickr, etc.) and using the web address of the digital media file, create a QR code (using any free QR code creator, ex. qr-code-generator.com). Print the following on an 8.5"x11" sheet of cardstock: 1) the QR code, 2) 1-3 sentences about what the viewers will see when they access the QR code on their mobile device. Scoresheet SF94.

Division 901 – Theatre Arts Units 2 & Unit 3

B-901-001 Costume - Made or decorated by 4-H'er for use in a theater arts production. Costume could be for self or others.

B-901-002 Portfolio - A collection of photographs, sketches or other samples illustrating the theater arts learnings such as costume design, stage make-up, written scripts, set design or other related learnings.

B-901-003 Puppet - Exhibit consists of a puppet made by the 4-H'er for use in a theater arts production.

B-901-004 Script - A script written by 4-H'er for a play, musical, skit, puppet show or other type of theater arts production.

B-901-005 You Be The Teacher - Share with others what you learned in this project. Exhibit may be a poster, notebook, display, audiotape or videotape.

B-901-006 Stage Set Photography Display - A display of photos of a stage set that was designed and built by the 4-H member. Include description of the photos.

B-901-007 Acting Portfolio - A collection of photographs of the 4-H'er acting in a play. Include a written description of the photos.

DEPARTMENT C – HUMAN DEVELOPMENT

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

4-H'ers must be enrolled in What It Takes to Be Your Teen Babysitter and Kids On the Grow project.

The term Human Development includes child care, family life, personal development and character development.

To learn characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development, please refer to the new 4-H online resource: <https://unl.box.com/s/eoigrjsuq67yvtqldf160mmjuhozvck> - What It Takes To Be Your Teen Babysitter. In addition another resource that will assist youth in understanding young children is the Nebraska Early Learning Guidelines- <http://www.education.ne.gov/OEC/elg.html>

Information sheets for Classes 1-6 & Class 8: Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet

Information sheets for Classes 1-6 should include: (1) Where did I get the idea for this exhibit? (2) What decisions did I make to make sure exhibit is safe for child to use? (3) What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 months.; Toddlers, 18 months -3 yrs.; Preschoolers, 3-5 yrs. or Middle Childhood, 6-9 yrs.) 4-Hers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals). (4) How is the toy, game or activity intended to be used by the child?

Information sheet for Class 8 should include: 1) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age. 2) What will the child learn or what skills will they gain by using the kit? 3) What item(s) were made by the 4-Her? 4-Her should make one or

more items in the kit, but purchased items are also allowed. (It is highly suggested that an inventory list of items in the kit be included).

Exhibitors in the Human Development project area will be asked to focus on designing toys that meet the different needs of children. Categories are based on the Early Learning Guidelines in Nebraska which identify the important areas our children should grow and develop. Use the Nebraska Department of Education website and the resources around the Early Learning Guidelines to help understand the six areas and the skills children need to develop to create your exhibit, in conjunction with your project manual. <http://www.education.ne.gov/OEC/elg.html>

Division 200 – I Have What It Takes To Be A Babysitter

4-Hers taking I Have What It Take To Be A Babysitter may enter:

Toy, game, or activity made for a selected and identified age group. Each area is a different class.

Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

C-200-001 Social Emotional Development (Scoresheet SF30)

C-200-002 Language and Literacy Development (Scoresheet SF30)

C-200-003 Science (Scoresheet SF30)

C-200-004 Health and Physical Development (Scoresheet SF30)

C-200-005 Math (Scoresheet SF30)

C-200-006 Creative Arts (Scoresheet SF30)

C-200-007 ACTIVITY WITH A YOUNGER CHILD - Poster or Scrapbook showing 4-Her working with a child age 0 to 8 years. May show making something with the child or child care and child interactions. May include photos, captions, story or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er must make the scrapbook or poster. No information sheet needed for Class 7. Scoresheet SF115

C-200-008 BABYSITTING KIT - State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for. Purpose of kit is for the 4-Her to take with them when they babysit in someone's else's home. Do not make kit for combination of ages or for your own family to use. 4-Her should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not larger than 12" x 15" x 10". All items in kit must be safe for child to handle. Information sheet for Class 8 should include: 1) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age; 2) What will the child learn or what skills will they gain by using the kit?; 3) What item(s) were made by the 4-Her. Most importantly the kit should serve a defined purpose, not just be a catch all for several items. Scoresheet SF85

4-H'ers taking any of the projects in Department C may enter

C-200-009 - FAMILY INVOLVEMENT ENTRY - Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include a list of family members and what each person did to participate in the event. Scoresheet SF115

4-Hers taking Kids On the Grow (CD 1, 2 or 3) may enter.

C-200-901 - Grow On My Own - Kids On the Grow (CD1) Scrapbook or poster 14" x 22" on some aspect of the project.

C-200-0010 - Growing With Others - Kids On the Grow (CD2) Scrapbook or poster. Examples: How to decide if it's time you can be home alone, and related activities. How responsibilities and privileges are related. Friendships. Working with others. Understanding rules and boundaries. A family tree. A family rules chart. A family meal plan, with pictures of a special family meal. A home safety checklist. Being street smart (safety). A school scrapbook showing yourself and your school activities, memories, and special interests. Scoresheet SF115

C-200-011 - Growing in Communities - Kids On The Grow (CD3) Scrapbook or poster. Examples: A career study. A photo story about your own growth and development, not only physically but emotionally, socially, spiritually, mentally. A television evaluation (see project manual). How you have overcome obstacles. Friendships. A community profile. A community service project. Working with parents. Teaching experiences. Understanding discipline. Playground safety check. Scoresheet SF115

DEPARTMENT C – HOME ENVIRONMENT

GENERAL INFORMATION FOR HOME ENVIRONMENT PROJECT - 4-H'ers may exhibit only in the project in which enrolled. Each individual is limited to one exhibit per entry number.

HOME ENVIRONMENT EXHIBITS are evaluated by these criteria:

- 1) Items must be designed to be used for home decorating, home furnishing, or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.)
- 2) Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday specific items are discouraged.
- 3) Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used along with simple directions for how they made their project with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.
- 4) Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
- 5) Items should be ready for display in the home: (pictures framed, wall hangings and pictures ready to hang, etc.). No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the items.
- 6) Items should not be made for beginning level or other project. (ex: simple (10 minute) table runners or woodworking). Exhibits from the beginning level, Design My Place, are county only and not state fair eligible.

Sending delicate, breakable, or valuable items is highly discouraged. All exhibits must be able to be easily moved by 2 people!

An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color, pattern or picture descriptions to aid in identification. No straight pins.

IDENTIFICATION - In addition to the entry tag, a label with the exhibitor's name and county should be attached to EACH separate piece of the exhibit.

SUPPORTING INFORMATION - Supporting information is required for all Home Environment exhibits. Information must include the elements and principles of design used and steps taken to complete project. Tag templates can be found on 4-H State Fair website: <https://unl.box.com/s/8tlog5jhw8fa2cztvrh6y71pg1rp8e6v>. Exhibits without supporting information will be dropped a ribbon placing.

Division 260 – Sketchbook Crossroads

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

Use techniques from manual or comparable techniques. Attach information to explain steps taken.

Information must also include element or principle of design used. (Pgs. 8-9)

C-260-001 Original pencil or chalk drawing ready to hang. Scratch art accepted here. (Pgs. 10-21)

C-260-002 Original ink drawing ready to hang. (Pgs. 22-28)

C-260-003 Home accessory made with fiber. (Pg. 29)

C-260-004 Home accessory made with felted wool. (Pgs. 29-33)

C-260-005 Home accessory made with cotton linter. (Pgs. 34-36)

C-260-006 Home accessory using batik. (Pgs. 37-39)

C-260-007 Home accessory made by weaving. (Pgs. 40-47)

C-260-008 Home accessory made with fabric exhibitor has dyed (Pgs. 48-50)

C-260-009 Original sculpted or thrown home accessory made with clay (no purchased items) (Pgs. 53-62)

C-260-010 An art exhibit using one of the techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example - a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska. Scoresheet SF200: Classes 1-9

Division 261 – Portfolio Pathways

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

Use techniques from manual or comparable techniques. Attach information to explain steps taken.

Information must also include element or principle of design used.

C-261-001 Original acrylic painting based on techniques learned in Unit 1 of Portfolio Pathways,

framed and ready to hang. (Pgs. 12-13)

C-261-002 Original oil painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 26-33)

C-261-003 Original watercolor based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 14-17)

C-261-004 Original sand painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 20-21)

C-261-005 Original encaustic painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 34-35)

C-261-006 Home accessory made with any printing technique in Pathways Unit II. (Pgs. 36-56)

C-261-007 An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example - solar printing; making prints using shed snakeskin or plant; an acrylic, oil; watercolor painting of scenes of your community or the surrounding area; or using objects from nature to make the painting. Include the required information listed above and how this project represents Nebraska life.

Scoresheet SF200: Classes 1-6

Division 251 – Design My Place

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

C-251-901 Needlework Item (made with yarn or floss) Swedish weaving, needlepoint, embroidery, counted cross stitch, etc.

C-251-902 Paper, Plastic, Glass, Clay, Wood Accessory

C-251-903 Tie & Dye or Batik Accessory

C-251-904 Metal Tooling, Metal or Tin Punch Accessory

C-251-905 Storage Container (made or recycled) - storage rack, bulletin board, laundry bag, decorative trash can, bookends

C-251-906 Other Simple Home Accessory not listed above.

Scoresheet SF200: Classes 1-6

Division 256 – Heirloom Treasures/Family Keepsakes

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

This project area is for items with historic, sentimental or antique value that are restored, repurposed or refinished to keep their original look and value. It is not for "recycled" items. For example, a bench would be considered an heirloom if the original finish is restored, but if decorated by painting it would be considered recycled. Entering highly valuable items (especially small ones) is discouraged, as exhibits are not displayed in closed cases. Note: Resources to support this project area are available on the 4-H website.

Attach information:

1. List of steps taken to complete your project. Before and after pictures encouraged.
2. Keepsakes documentation: how you acquired the item and the history of the item may be written, pictures, audio or video tape of interview with family member, etc.

C-256-001 Trunks, including doll-sized trunks or wardrobes.

C-256-002 An Article. Either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection.

C-256-003 Furniture. Either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.

C-256-004 Cleaned & Restored Heirloom Accessory or Furniture. A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles, G1682 for information on textiles. (Refinished items go in classes 2-3). This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.

Scoresheet SF206: Class 1, Scoresheet SF205: Classes 2-4

Division 257 – Design Decisions

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

Attach information to explain steps taken. Information must also include element or principle of design

used (p. 9-12).

C-257-001 Design Board for a Room. Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22" x 28" or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.

C-257-002 Problem Solved, Energy Savers or Career Exploration - Identify a problem (as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) or explore a career related to home environment. (What would it be, what education is needed, what would you do, etc.) Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved or your career exploration. (Pgs. 74-93)

C-257-003 Solar, Wind or Other Energy Alternatives for the Home - Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (Pgs. 74-93)

C-257-004 Science Experiment - Using illustrations or models, illustrate a science experiment related to home environment. Examples: compare energy use such as types of lighting for homes, water efficient processes or products, sun or landscaping to heat or cool homes.

C-257-005 Community Service Activity - Show what was done as a community service activity related to this project. In a notebook, photo story, or poster, show the purpose and results of that activity. Example: painting a mural at a daycare or 4-H building, helping an elderly person paint or clean their home, etc. May be an individual or club activity. Non-competitive. Special recognition certificates will be awarded to State Fair participants.

C-257-006 Window Covering - May include curtains, draperies, shades, shutters, etc.

C-257-007 Floor Covering - May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).

C-257-008 Bedcover - May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting (No tied fleece blankets). (Pgs. 50-53)

C-257-009 Accessory - Original Needlework/Stitchery.

C-257-010 Accessory - Textile - 2D (table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning 10 minute table runners.)

C-257-011 Accessory - Textile - 3D (pillows, pillow shams, fabric bowls, etc.)

C-257-012 Accessory - 2D

C-257-013 Accessory - Textile - 3D (string art, wreath, etc.)

C-257-014 Accessory - Original Floral Design. For classes 15-16, determine entry by what medium was manipulated.

C-257-015 Accessory - Original made from Wood - burn, cut, shape or otherwise manipulate.

C-257-016 Accessory - Original made from Glass - etch, mosaic, stain, molten or otherwise manipulate.

C-257-017 Accessory - Original made from Metal - cut, shape, punch, sculpt, reassemble or otherwise manipulate.

C-257-018 Accessory - Original made from Ceramic or Tile - treatment to exhibit must go through process that permanently alters that medium. Painting alone is not sufficient.

C-257-019 Accessory - Recycled/Upcycled item for the home - reuse common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.

C-257-020 Furniture - Recycled/Remade, made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.

C-257-021 Furniture - Wood Opaque finish such as paint or enamel.

C-257-022 Furniture - Wood Clear finish showing wood grain.

C-257-023 Furniture - Fabric Covered - May include stool, chair seat, slip-covers, headboard, etc.

C-257-024 Furniture - Outdoor Living - Furniture made/refurbished suitable for outdoor use. (Note: At State Fair will be displayed outside). Include description of what was done to recycle or reuse item in your attached information.

C-257-025 Accessory - Outdoor Living. Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: may be displayed outside at State Fair.) Include description of what was done to recycle or reuse item in your attached information.

Scoresheet SF201: Classes 1-4, 7 (if poster or CD)

Scoresheet SF202 and recognition certificate: Classes 5

Scoresheet SF200: Classes 6-18, 23-25

DEPARTMENT C – QUILT QUEST

Division 229 – Quilt Quest

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

In Quilt Quest, 4-Hers learn skills as they progress through the project. The least experienced 4-H exhibitor will select fabric, cut, and sew together only squares or rectangles in making the quilt top. They may have additional guidance in piecing the quilt block and layering together the quilt top, inner batting and the quilt bottom. Another person can do the quilting for them.

In the Premier class, the 4-Her has developed skills to be able to do all of the work by himself/herself. This includes pattern and fabric selection, cutting and sewing individual pieces, layering the quilt top/batting/backing together, and quilting. Quilting may be done by hand, by sewing machine or by a commercial-grade quilting machine. After quilting, the 4-Her must finish the quilt by “squaring it up,” put binding on the edge, and placing a label on the quilt which provides details about the quilt making process for historical purposes.

When judging Quilt Quest exhibits, the judges consider SF209 “Standard for Judging Quilts and Quilted Items.”

For all classes, 4-Hers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-Hers may also use “fabric collections” offered by manufacturers in a particular designer or fabric line. Examples of fabric collections include:

- **Jelly Rolls** are made of (up to) 40 different strips of 2½” wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-Hers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
- **Honey Buns** are made like the Jelly Rolls with 1½” strips of fabrics.
- **Layer Cakes** are 10” squares of fabric from a manufactured designer or fabric line with different pieces of fabric “layered” on top of one another to look like a piece of cake.
- **Charm Packs** are made of 5” squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- **Turnover** is a collection of coordinating fabrics that are cut into 6” triangles.
- **Fat Quarters** are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18” x 21”. (One half yard of fabric yields 2 fat quarters). The “fat quarter” can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
- **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-Her must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.

After fabric selection, youth can use a variety of tools for cutting the fabric and completing the quilt. Cutting into pattern pieces may include hand roller die cutting machines that cut particular shapes which can be applied to fabric. This is allowed in the construction of the quilt.

- A quilted exhibit is made up of at least 3 layers. Exhibits must be quilted or tied through all layers.
- Fleece blankets are not eligible in this division.
- Quilts must have a permanent label on the back in the bottom right corner with quilter’s name and date of completion.

C-229-010 Exploring Quilts. Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to: language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math-conversion of quilt patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt such as Baltimore album quilts or Amish quilts. Exhibit may include a 14 x 22 inch poster, notebook, CD, PowerPoint, Prezi, DVD, You Tube or other technique. All items in an exhibit must be attached together and labeled. NO quilted items should be entered in this class. Scoresheet SF208C

C-229-020 Quilted Designs Other Than Fabric. Two or three dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc. Scoresheet SF208B

C-229-030 Computer Exploration. Poster or notebook with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information on type of program used, process used to generate designs, or how you used color to create different quilt designs. Size of

poster or notebook to be suitable for the exhibit. Scoresheet SF208C

C-229-040 Wearable Art - Quilted clothing or accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H member. On a half sheet of 8½" x 11" paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc. Scoresheet SF208A

C-229-041 Inter-Generational Quilt - A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8½" x 11" paper, include an explanation answering the following questions: A) How was the quilt planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? Scoresheet SF208E

C-229-042 Service Project Quilt - A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8½" x 11" paper, include an explanation answering the following questions: A) Why was the quilt constructed and who will receive the donated quilt? B) How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? Scoresheet SF208D

Guidelines for classes 50-83 Quilted Exhibits

Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project.

A quilted exhibit consists of 3 or more layers. All quilted exhibits must be quilted (machine or hand) or tied. All quilt piecing and finishing must be the sole work of the 4-H member. Quilting, whether machine or hand quilted, may be done by another individual except for the Premier Quilt class. No pre-quilted fabric may be used. Wall quilts must have a hanging sleeve on the back of the quilt, or some method for hanging. All quilted exhibits must be clean and finished for intended purpose.

On a half sheet of 8½" x 11" paper, include an explanation answering the following questions: A) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? B) What did you do and what was done by others? C) What did you learn you can use on your next project?

Level I Quilted Exhibits. Pieced quilts are made up of squares and/or rectangles.

C-229-050 Small Level I Quilted Exhibit - Small: length + width = less than 60" This size includes miniature quilts, wall hangings, table runners, four placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.

C-229-051 Medium Level I Quilted Exhibit - Medium: length + width = 61" to 120"

C-229-052 Large Level I Quilted Exhibit - Large: length + width = over 120"

Level II Quilted Exhibits - In addition to squares or rectangles, quilts may have triangles, and/or may be embroidered.

C-229-060 Small Level II Quilted Exhibit - Small: length + width = less than 60" This size includes miniature quilts, wall hangings, table runners, four placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.

C-229-061 Medium Level II Quilted Exhibit - Medium: length + width = 61" to 120"

C-229-062 Large Level II Quilted Exhibit - Large: length + width = over 120"

Level III Quilted Exhibits - In addition to any of the methods in classes 50 - 62, quilts may have curved piecing, applique, Celtic style, stained glass style, paper piecing, art quilt style, or other non-traditional styles.

C-229-070 Small Level III Quilted Exhibit - Small: length + width = less than 60" This size includes miniature quilts, wall hangings, table runners, four placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.

C-229-071 Medium Level III Quilted Exhibit - Medium: length + width = 61" to 120"

C-229-072 Large Level III Quilted Exhibit - Large: length + width = over 120"

Premiere Quilt - Entire quilt is the sole work of the 4-H member, including quilting (hand or machine). Tied quilts are ineligible for this class.

C-229-080 Hand quilted Premiere Quilt

C-229-081 Sewing machine quilted Premiere Quilt

C-229-082 Long arm quilted - non computerized/hand guided Premiere Quilt

C-229-083 Long arm quilted - computerized Premiere Quilt

Scoresheet SF208A

DEPARTMENT F – ENTREPRENEURSHIP

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

General Information - All exhibits are directly related to activities in the project manual. Refer to the manual for ideas, suggestions and additional information to enhance project exhibits.

Exhibit Guidelines - The 4-H member's name, age, town and county must be listed on the back of the exhibit. Entry cards should be paper-clipped to the upper right-hand corner of the poster. If exhibit is a poster it must be 14" x 22" and may be arranged either horizontally or vertically.

Poster may not use copyrighted materials, such as cartoon characters or commercial product names. Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing. Posters may include photographs, charts or examples as well as a written explanation.

Division 531 - ESI: Entrepreneurship Investigation

For classes 1-3, follow guidelines for posters.

ESI Unit 1 Discover the E-Scene

F-531-001 Interview an Entrepreneur - Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business? (Based on pages 2.1 - 2.4 of manual)

ESI Unit 2 The Case of ME

F-531-002 Social Entrepreneurship Presentation - Prepare a five slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report cover with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for Ideas.

ESI Unit 3 Your Business Inspection

F-531-003 Marketing Package - (mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.

F-531-004 Sample of an Original Product with an information sheet (8½" x 11") answering the following questions:

1. What did you enjoy the most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market Analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product?

F-531-005 Photos of an Original Product (mounted on a 14" x 22" poster) - must include three photos of developed product and a mounted information sheet answering the following questions. **If exhibiting in both Class F-531-004 and Class F-531-005, products must be entirely different products.**

1. What do you enjoy most about making the product?
2. What challenges did you have when making this product? Would you do anything differently the next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community - data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product?

Scoresheet SF181

DEPARTMENT B – PHOTOGRAPHY

4-H'ers may visit with the judge on Wednesday, July 12, at 1:15 p.m. about their photography entries.

GUIDELINE RULES

- A. Youth in 4-H Photography Units 2 & 3 will be allowed to exhibit at the State Fair.
- B. 4-H'ers are allowed entries in only one unit of competition.
- C. Entry Tags: Entry tag must be paper clipped in the upper right-hand corner of displays or prints.
- D. A photograph may only be used on one exhibit and may be taken with a film or digital camera.
- E. Photos must be shot during their current project year by the 4-H member.
- F. Securely attach photos, rubber cement preferred.
- G. Do not use photo corners, borders or place coverings over the exhibits. Do not include negatives.
- H. **Data Tag** - Required on all classes. Securely attach (glue with rubber cement) the tags to the back of exhibits or include as page one in your photo showcase. Unit 1 displays require the Unit 1 Display Data Tag. Unit 2 prints and displays require the Unit 2 Print/Display Data Tag. Unit 2 showcases require the Unit 2 Showcase Data Tag. All Unit 3 entries, including portfolios require the Unit 3 Data Tag. Data tags are available at: <https://unl.box.com/s/1ttnemphrd4szykl5t9xm1ofiezi86js> or Dawson County web site: <http://extension.unl.edu/statewide/dawson>.
- I. Exhibits not following these rules will be dropped one ribbon placing.
- J. STATE FAIR SPECIAL DISPLAYS SELECTION: Photos will be selected from state fair print entries for a special rotating display. This exhibit will be on display in the three Dean's Offices on UNL's Campus. Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

Division 180 – Focus on Photography - Unit 1 Guidelines

- A. Unit 1 Picture Displays (Unit 1 Classes are given below):
 - Three 4" x 6" photos mounted on a single horizontal 11" x 14" black (preferred) or white poster or matting board.
 - Every photo on picture display must be pencil numbered (no. 2 lead pencil) below (for judge's reference only). Numbers should be readable but not detract from display.
 - No titles, captions, or stick-on numbers will be allowed.
 - Photos must be mounted vertically or horizontally.
 - Data Tags are required (See General Rule H).

Unit 1 Classes

- B-180-010 Places, People, and Pets or Animals Display - Entry will consist of a display of 3 photos, one photo will be a place, one photo will be people and one photo will be pets or animals.
- B-180-020 Photo Story Display - Entry will consist of a display of 3 photos that tell the beginning, middle and end of a story.
- B-180-030 Different Viewpoints Display - Entry will consist of a display of 3 photos using different viewpoints to create photos of interesting composition.
- B-180-040 Magic and Tricks Display - Entry will consist of a display of 3 pictures of 3 different subjects that use a "special effect" to create interesting photos.

Division 181 – Controlling the Image - Unit 2 Guidelines

- A. Unit 2 Picture Displays:
 - Three 4x6 photos mounted on a single horizontal 11" x 14" black (preferred) or white poster or matting board.
 - Every photo on picture display must be pencil numbered (no. 2 lead pencil) below (for judge's reference only). Numbers should be readable but not detract from display.
 - No titles, captions, or stick-on numbers will be allowed.
 - Photos must be mounted vertically or horizontally.
 - Unit 2 Print/Display Data Tags are required (See General Rule H).
- B. Unit 2 Exhibit Prints:
 - All exhibit prints are 8" x 10" prints mounted in 11" x 14" (outside size) cut matting (no frames) with a sandwich mat-board backing (not foam board); rectangular or oval inside mat opening.
 - Place photos horizontally or vertically as appropriate.
 - Unit 2 Print/Display Data Tags are required are required. (See General Rule H.)
- C. Unit 2 Photo Showcase:
 - Choose one lesson from each of the four project areas in the Level 2 project manual titled "Controlling the Image". (available at county offices) For example you might choose You Take Control from Project Area 1, Lighting in a Flash from Project Area 2, The Rule of Thirds from Project Area 3 and Bits and Pieces from Project Area 4.