

NEBRASKA STATE FAIR - PREMIER 4-H SCIENCE AWARD

OBJECTIVE: Recognize 4-H youth static exhibits incorporating or demonstrating concepts from the areas of 4-H Science (science, technology, engineering, or applied math) at the Nebraska State Fair.

CURRICULUM AREAS TARGETED:

- ANIMAL SCIENCE - Veterinary Science
- COMMUNICATIONS & EXPRESSIVE ARTS – Consumer Management, Fiber Arts (Quilt Quest), Heritage, Human Development,
- ENVIRONMENTAL EDUCATION & EARTH SCIENCE – Conservation/Wildlife, Entomology, Forestry, Range, Weed Science
- HEALTHY LIFESTYLES – Food & Nutrition, Physical Fitness, Safety
- LEADERSHIP & CITIZENSHIP – Citizenship
- PLANT SCIENCE – Crop Production, Horticulture, Weed Science
- SCIENCE, ENGINEERING & TECHNOLOGY – Aerospace, Computers, Electricity, Robotics, Welding, Wind Energy, Woodworking

EXHIBIT ENTRY: Exhibits must be "Selected for State Fair" to be eligible for this additional entry opportunity. Youth will identify ONE exhibit to be considered for the Premier 4-H Science Award. The Premier 4-H Science Award Application must be submitted along with a photograph of the exhibit to the Nebraska Extension Office in Dodge County by the state fair entry deadline. The photograph will not be used for judging, only to locate it at the State Fair should we need additional information. The Nebraska Extension Office will enter exhibit into its original State Fair class and the Premier 4-H Science Award class (H101001). Only ONE exhibit per youth will be eligible for the Premier 4-H Science Award.

JUDGING: Members of the 4-H Science work-group will serve as judges for the award. Scoring is based on (1) Exhibit demonstrates **science/ engineering/ technology/ applied math** concept or design; (2) Application of Scientific Process; (3) Youth adopted and/or used new methods or improved technology to create exhibit or as part of the exhibit; and (4) Career Connection. Exhibits which do not have a completed application or photograph can be disqualified at the discretion of the judge.

RECOGNITION:

- All projects entered in this class will be recognized with a certificate attached to the original exhibit. Exhibits will be displayed within their original class.
- Up to 20 top 4-H Science exhibits will be chosen from all curriculum areas and will receive a \$100 cash award sponsored by the Nebraska 4-H Foundation.

ANIMAL SCIENCE

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 – 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

VETERINARY SCIENCE

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area.

VETERINARY GUIDELINES

- The purpose of the Veterinary Science display is to inform the public regarding a common health problem of animals or a veterinary principle. Do not confuse veterinary science exhibit topics with animal husbandry or production topics.
- A Veterinary Science exhibit may consist of a poster or a display. The exhibit may represent material from exhibitors enrolled in Animal Disease or Animal Health.
- If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate. For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown, for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.

- First-Aid Kits: Because of public safety concerns and risk of theft of first-aid kits contents (veterinary drugs/equipment) with perceived potential for drug abuse, **NO ANIMAL FIRST AID KITS WILL BE PERMITTED.** Animal first aid kits submitted will be immediately disqualified and not shown.
- Veterinary Science Posters: This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal.
- Veterinary Science Displays: A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example: skeleton; teeth; samples of leather, fur, or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22" x 28" or on ¼" plywood or equivalent that does not exceed 24" high or 32" wide.
- Appropriate Veterinary Science Topics:
 - ✓ Maintaining health
 - ✓ Specific disease information
 - ✓ Photographic display of normal and abnormal characteristics of animals
 - ✓ Animal health or safety
 - ✓ Public health or safety
 - ✓ Proper animal management to ensure food safety & quality

- ✓ Efficient and safe livestock working facilities
- ✓ Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science

- **Remember, since these are science displays, all references and information needs to be properly cited.**

DEPT. H / DIV. 840 VETERINARY SCIENCE

- Class 1 4-H Veterinary Science Large Animal Poster or Display
Class 2 4-H Veterinary Science Small Animal/Pet Poster or Display

COMMUNICATIONS & EXPRESSIVE ARTS

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 – 9:00 a.m.

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PREMIUMS:

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COMMUNICATIONS

DEPT. B / DIV. 154

Educational resources for youth taking the Express Yourself project can be found at <http://4h.unl.edu/4hcurriculum/communication>. For each of the below classes, create an educational exhibit (exhibit a poster 14"x22", an essay 3-5 pages, a video 1-3 minutes or small display of educational nature that displays the information requested.

EXPRESS YOURSELF!

Picking Up the Pieces

Not Eligible for State Fair)

- Class 901 - Symbol Scrapbook - Photograph 10 symbols and include in a scrapbook that shares where the symbol was observed, what this symbol communicates, and other places where this symbol might be observed.
- Class 902 - Storyboard a 4-H Project - Create a storyboard that explains the steps that were completed from the beginning to the end of a 4-H project that was previously completed in another area.
- Class 903 - Communications Game - Create a quiz game for your family or 4-H club members by selecting topic categories, writing and answering questions within these categories, and assigning point values to each question. Place this information on 3"x5" index cards and display quiz game on a poster board. Explain how this game could be used and its purpose.
- Class 904 - Caring Correspondence - Create a formal or an informal letter, e-mail, or note that shows how much you care, such as a letter of appreciation, a thank you note, or a friendship card.

Putting It Together

- Class 1 Me As a Mentor - Serve as a mentor for a younger person in your family, school, church, club, library, or community. Keep an Activity Log of what you and your mentee do together and how you communicate. Create an exhibit that includes the Activity Log, your thoughts about the relationship you have developed with the young person, and how you plan to support him/her in the future.

- Class 2 4-H Community Service Press Release - Write and distribute a press release about a recent or upcoming community service project completed by you or your 4-H club to your local media (newspaper, radio station, community newsletter, etc.) Create an exhibit that includes the press release, an example of how the media distributed the information in the press release, a summary about your experiences in writing and distributing the press release, and how you can use press releases to share information about future community service projects.

The Perfect Fit

- Class 3 My Political Platform - Select a 4-H, school, or community office that is of interest to you. Research the responsibilities related to the office and determine what public issues and needs are currently being addressed. Use this information to help you outline a possible platform if you were to run for the office. Create an exhibit that shares what you found through your research, the possible platform you would use, why you chose the issues that are focused on in your platform, and how you would share this platform with voters.
- Class 4 Current Event Interview - Select a current event in your community, county, state, or country. Select five people who are different from each other (age, gender, nationality, economic standing, etc.) and interview them about their thoughts, reactions, and opinions toward the current event. Create an exhibit that describes the similarities and differences of their views about the current event also share what you learned by completing the interviews.

CAREER EXPLORATION

- Class 5 Career Exploration Experience - Complete a career exploration experience (job shadowing, interview, mentor experience, etc.) For a potential career field that is of interest to you. Create an exhibit that displays what you learned, the skills required for the career, the type of demand there is for the career, and how you could prepare yourself to someday find a career in this field.
- Class 6 Non-Profit Advertisement Design - Locate a non-profit organization in your community. Interview those who work, volunteer, and use the services of the organization to learn what they would like others to know about the organization. Design an advertisement tool (flyer, brochure, poster, video, display, web page, etc.) that can be used by the organization. Create an exhibit that includes the advertisement design, how it could be used by the organization, and how it will relate to those who view it.

PHOTOGRAPHY

INTERVIEW JUDGING OPPORTUNITY
Wednesday, August 3 by Appointment

PHOTOGRAPHY GUIDELINES

- A. 4-H'ers are allowed entries in only one unit of competition.
- B. Only one print per negative may be used on exhibits.
- C. Photos must be shot during the current project year by the 4-H member.
- D. Entry Tag must be stapled securely to the upper **right** hand corner of Picture Displays. Exhibit prints must have entry tags scotch taped to the upper **right** hand corner.
- E. Securely attach photos; use photo safe double stick tape; no photo corners allowed.
- F. Do not use photo corners, borders or place coverings over the exhibits. Do not include negatives.
- G. All Picture Displays: (including digital exhibits)
 - To be mounted on 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.
 - Individual photos may be cropped either horizontally or vertically with straight edged scissors. No decorative cuts. Corners must be 90 degrees.
 - Photos must be mounted vertically or horizontally.
 - Personal Data Tags are required (See Section I).
- H. All Exhibit Prints: (including digital exhibits)
 - All exhibit prints are 8" x 10" prints mounted in 11" x 14" (outside size) cut matting (no frames) with a sandwich backing; rectangular or oval inside matt opening OR 5" x 7" prints mounted in 8" x 10" (outside size) cut matting (no frames) with a sandwich mat-board backing; rectangular or oval inside matt opening.
 - Place photos horizontally or vertically as appropriate.
 - Personal Data Tags are required.
- I. PERSONAL DATA TAGS:

Personal Data Tag PART A- required on all classes. Glue securely to back of exhibits. Or include as page one in your photo showcase. Photo showcases only require part A of the tag, all prints and displays will require both A and B. For the photography portfolio in Unit III, the tag can be placed inside the plastic sleeve with the photo.

Be specific when describing your camera and settings.

TELL US ABOUT YOU:

Name _____
Age _____
County _____
Years in the Photography Project _____
Years in Current Unit _____
Unit _____
Class: _____

TELL US ABOUT YOUR CAMERA & YOUR SETTINGS:

Camera Description: _____
(make and model)/(digital/film, fixed/auto/SLR) or
Phone/Tablet Camera: _____
(make and model/megapixels)
Film Speed/ ISO Setting: _____
(this is a number)
Camera Setting: _____
(ex: landscape, sport, etc.)
Flash: _____
(flash, natural or artificial light used)
Filter Used (if any): _____
(ex: color, screen, etc.)
Special lens used (of any) _____
(wide-angle, telephoto, micro)

Focus Type: _____
(Automatic, Manual, Fixed)
Aperture Type/F Stop Setting: _____
(this is a number)
Shutter Speed Setting _____
(this is a number)
Did you adjust manually? _____
(yes or no)

Personal Data Tag PART B- Answer the following questions:

UNIT II

1. How the photo was taken and printed (name the equipment and software used).
2. Describe any changes made to the picture using computer software.
3. What did you intend to capture and what do you like about this photo?

UNIT III

1. How the photo was taken and printed (name the equipment and software used).
2. Describe any changes made to the picture using computer software.
3. What did you intend to capture and what do you like about this photo?
4. Describe the science of taking a photo.

*Participants in Unit III, CLASS 40 MANUAL SETTING EXHIBIT PRINT, In addition to the four questions above, include the following question and answer on the data tag. 5) How did you use manual settings to improve your photography?

*Participants in Unit III, CLASS 50 CHALLENGING EXHIBIT PRINT, In addition to the four questions above, include the following question and answer on the data tag. 5) What special effect did you apply to your photography?

- J. Exhibits not following these rules will be dropped one ribbon placing.

INTERVIEW JUDGING / PROJECTS INCLUDE: ALL Photography Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 3 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. B / DIV. 180

FOCUS ON PHOTOGRAPHY

UNIT I (NOT Eligible for State Fair)

UNIT I GUIDELINES:

- A. Unit I Photo Journal:
 - Choose project 1, 2, 3, or 4 in the Level 1 or 2

project manual.

- Complete the pages associated with the project of your choice (project 1, 2, 3, or 4).
- Place pages in an 8 1/2 x 11 black or white 3 ring binder.
- Personal Data Tags are required. For your journal complete Part A only and include this as a page in your journal.

Use the above guidelines to display your pictures.

- Class 901 Picture Display: Entry will consist of three pictures. The 4-H members will exhibit ONE PICTURE FROM THREE DIFFERENT CATEGORIES. Display on 11"x14" black poster board. Data Tags are required. Categories to be selected from include:
- | | |
|--------------|--------------------|
| 1) animal | 5) special effects |
| 2) building | 6) still life |
| 3) people | 7) sports |
| 4) landscape | |
- Class 902 Photo Journal: An entry will consist of a single completed and bound section of project 1, 2, 3 or 4 in the Level 1 project manual titled "Focus on Photography".
- Class 903 Photo Story Display: Entry will consist of a display of 3 photos that tell the beginning, middle and end of a story.
- Class 904 Fun with Shadows Display: Entry will consist of a display of 3 pictures of 3 different subjects that capture the image of the shadow.
- Class 905 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.
- Class 906 Dodge County Theme - "Grow it!" Exhibit Print (see guideline H)
- Class 907 Exhibit Print: Entry will consist of black and white or color 8" x 10" photography of any subject mounted in an appropriate color 11"x14" (outside size) cut matting with sandwich backing; rectangular or oval inside matt opening.
- Class 908 "My Favorite Other Picture": One picture, any size, mounted appropriately.

DEPT. B / DIV. 181

CONTROLLING THE IMAGE UNIT II

UNIT II GUIDELINES

- A. Unit II Picture Displays:
- Three 4x6 photos to be mounted on horizontal 11"x14" 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.
 - Personal Data Tags (parts A and B) are required.
- B. Unit II Exhibit Prints: (excluding digital exhibits)
- All exhibit prints are 8"x10" prints mounted in 11"x14" (outside size) cut matting (no frames) with a sandwich mat-board backing (not foam board); rectangular or oval inside matt opening.
 - Place photo horizontally or vertically as appropriate.
 - Personal Photo Data Tags (parts A and B) are required.
- C. Unit II Photo Showcase:
- Choose one lesson from each of the four project areas in the Level 2 project manual titled "Controlling the Image". 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.
 - Take three photos that showcase each lesson, for example 3 photos using different shutter speeds or

3 photos showcasing the Rule of Thirds. You will take 12 photos in all.

- Mount 4x6 photos on an 8 1/2 x 11 on white paper. For each set of three photos include a short paragraph describing the lesson you are illustrating and changes you made to your camera settings for each photo (shutter speed, aperture, type of lighting). You may also draw the rule of thirds or golden photo on your photos.
- Place pages in an 8 1/2 x 11 black or white three-ring binder. Plastic sleeves are recommended for each page.
- Personal Data Tags are required (See General Rule I). For your showcase complete Part A only and include this as page one of your showcase.

- Class 10 Controlling the Image Showcase: Entry will consist of a three-ring binder of three 4x6 photos showcasing four lessons addressed in the Level 2 project manual titled "Controlling the Image". A showcase will include a total of 12 photos.
- Class 20 Lighting Display or Exhibit Print: Entry will consist of a display of 3 pictures of 3 different subjects or an exhibit print that demonstrates lighting effects.
- Class 30 Composition Display: Entry will consist of 3 photos illustrating 3 different views of the same object.
- Class 40 Composition Exhibit Print: Entry will consist of a print that illustrates one of the following composition lessons in the Level 2 Project Manual (Rule of Thirds, The Golden Photo, Space Tells the Story, Bits and Pieces, Capture a Candid Photo or Bits and Pieces)
- Class 50 Action Display or Exhibit Print: Entry will consist of a display of 3 pictures of 3 different subjects or an exhibit print that captures motion and represents the action in the photo.
- Class 60 Nebraska Exhibit Print: Help us celebrate the national "4-H Grows Here" campaign! Capture photos of people and places that illustrate 4-H growing and thriving in Nebraska! Your photos should tell a story about how "4-H Grows Here" in your local community. Please print and include the 4-H Grows Here! Logo in your photos. The logo can be accessed at <http://go.unl.edu/4hgrowsheregraphic>.
- Class 956 Dodge County Theme - "Grow It!" Exhibit Print: (see guideline H) **(NOT Eligible for State Fair)**
- Class 957 Exhibit Print: Entry will consist of black and white or color 8"x10" photography of any subject mounted in an appropriate color 11"x14" (outside size) cut matting with sandwich backing, rectangular or oval inside matt opening. **(NOT Eligible for State Fair)**
- Class 958 "My Favorite Other Picture": One picture, any size, mounted appropriately. **(NOT Eligible for State Fair)**

DEPT. B / DIV. 182

ADVENTURES WITH

MASTERING PHOTOGRAPHY UNIT III

UNIT III GUIDELINES

- A. Unit III 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 matt opening.
 - Personal Photo Data Tags (parts A and B) are required. (See General Rule H.)
 - NOTE: Manual adjustments are strongly encouraged for Unit III Exhibits.
- B. Unit III Photography Portfolio:
- Select ten photos from your 4-H career that represent the strongest collection of your work.
 - Photos may have been taken at any time during the 4-H experience and may have been previously exhibited.
 - Photos can only be used in a portfolio once.

- Place photos in plastic sleeves and present them in an 8½ x 11 black or white 3 ring binder. No matting is necessary.
- On the first page of the portfolio include a table of contents listing a title for each photo in your collection and a narrative describing the overall intent for the portfolio. For example the portfolio could include a range of your work from your earlier years in 4-H photography to the present, you could have a creative theme for your portfolio or you could include photos that illustrate your diverse photography skills.
- On the page prior to EACH photo include an information sheet for each photo that includes 1) Personal Data Tag Part A, 2) the photograph title and 3) a paragraph describing how the photo contributes to the overall intent of your portfolio. The information sheet and the photo should create a 2 page layout so that when the portfolio is open the information sheet is the page on the left and the photo is the page on the right.

- Class 10 Photography Portfolio: Entry will consist of ten photos that represent the strongest collection of the participant's work.
- Class 20 Advanced Lighting Exhibit Print: Entry will consist of a print that illustrates creative lighting.
- Class 30 Portrait Exhibit Print: Entry will consist of a print that captures both physical characteristics and personality in their subjects.
- Class 40 Manual Setting Exhibit Print: Entry will consist of a print that showcases the participant's ability to master the manual settings on the camera. 1) Manual Focus, 2) Manual Aperture, 3) Manual Shutter Speed, 4) Combination of any of the listed techniques, 5) Other technique not listed. NOTE: For this class there is an additional question for DATA TAG B:
5) How did you use manual settings to improve your photograph?
- Class 50 Challenging Exhibit Print: Entry will consist of a print that illustrates a special effect: 1) Double Exposure, 2) Light Painting, 3) Flash Multiple Exposure, 4) Filters, 5) Night Time Exposure, 6) altered photos 7) Other technique not listed. *Remember to answer the additional question for this class on Part B of the data tag.
- Class 60 Nebraska Exhibit Print: Help us celebrate the national "4-H Grows Here" campaign! Capture photos of people and places that illustrate 4-H growing and thriving in Nebraska! Your photos should tell a story about how "4-H Grows Here" in your local community. Please print and include the 4-H Grows Here! Logo in your photos. The logo can be accessed at <http://go.unl.edu/4hgrowsheregraphic>.
- Class 986 Dodge County Theme "Grow It!" Exhibit Print: (see guideline H) **(NOT Eligible for State Fair)**
- Class 987 Exhibit Print: Entry will consist of black and white or color 8"x10" photography of any subject mounted in an appropriate color 11"x14" (outside size) cut matting with sandwich backing. OR 5" x 7" prints mounted in 8" x 10" (outside size) cut matting (no frames) with a sandwich mat-board backing; rectangular or oval inside matt opening. **(NOT Eligible for State Fair)**
- Class 988 "My Favorite Other Picture": One picture, any size, mounted appropriately. **(NOT Eligible for State Fair)**

PRESENTATIONS

POSTER GUIDELINES

The purpose of the poster is to call attention to a subject. Every poster must be created to catch the viewer's attention quickly. Each must present only one specific message clearly. The poster should clearly feature some aspect of 4-H.

Exhibit Guidelines: Posters will be judged on the following criteria

IDEA: simple, clear message, appropriate for a poster
LETTERING: readable from a distance, appropriate size in proportion to art.

ART: one dominant, eye-catching element: art relates to written message.

ARRANGEMENT: makes good use of entire poster space without being too crowded: art and lettering are well balanced.

COLOR: use of bold colors that harmonize well: colors used are legible.

QUALITY OF CONSTRUCTION: neatness; appropriateness of materials used.

EFFECTIVENESS: works well as a poster.

- ✓ Posters should be 14" x 22" and on regular poster board. Do not use foam core or any other material that cannot be stapled to a display board.
- ✓ They may be arranged either horizontally or vertically.
- ✓ Those generated by computer must also meet this standard. Computer art generated on an 8 ½" x 11" sheet of paper and mounted on poster board will be disqualified.
- ✓ Posters may be in any medium: watercolor, ink, crayon, markers or computer graphics. They may not be three-dimensional. Entries with components thicker than paper (such as milk cartons, pencils, pop cans) will be disqualified.
- ✓ Posters may not use copyrighted materials, such as cartoon characters or commercial product names, logos or slogans. Avoid using clichés or over-used phrases that do not command the viewer's attention.
- ✓ When using the official 4-H Emblem (clover with the H's on each leaf), it must follow approved guidelines, which can be viewed at http://www.national4-hheadquarters.gov/emblem/4h_name.htm.
- ✓ Computer "clip art" will not be scored as positively as original computer art design.
- ✓ Entries which do not conform to size, content or material guidelines will be lowered one ribbon placing.
- ✓ The 4-H members name, full address, age, and county must be listed on the back of the poster.
- ✓ Entry cards should be staples (not paper-clipped or taped) to the upper right-hand corner of the poster.
- ✓ Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being transported will be removed by the superintendent for evaluation and display.

DEPT. B / DIV. 152

POSTERS

(NOT Eligible for State Fair)

- Class 901 Photo Poster – The poster should focus on a 4-H theme of your choice, using one large, eye-catching photo.
- Class 902 4-H Promotion – The poster should promote the 4-H program.

THEATRE

DEPT. B / DIV. 159

THEATRE ARTS

(NOT Eligible for State Fair)

- Class 901 Puppet – Exhibit consists of a puppet made by the 4-H'er for use in theatre arts.
- Class 902 Script – A script written by a 4-H'er for a play, musical skit, puppet show or other production.
- Class 903 Costume – Made or decorated by 4-H'er for use in a theatre arts production. Made for self or others.
- Class 904 Acting Portfolio – A collection of photographs of the 4-H'er acting in a play. Include a description of the photos.
- Class 905 Portfolio – A collection of photographs, sketches or other samples illustrating learnings such as costume design, stage make-up, written scripts, set design or other learnings.

- Class 906 Stage Set Photography Display – A display of photos of a stage set that was made by the 4-H member. Include descriptions of the photos.
- Class 907 You Be the Teacher – Share with others what you learned in this project. Exhibit may consist of poster, notebook, display, audiotape or videotape.

CONSUMER & FAMILY SCIENCES

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 – 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

CLOTHING

INTERVIEW JUDGING OPPORTUNITY Wednesday, August 3 by Appointment

CLOTHING GUIDELINES

- A. Entry tags - Every clothing exhibit must be described on the appropriate entry tag accompanying it (for example: dark blue wool skirt and jacket, red and white figured blouse). Entry tag placement: as you look at the garment place the entry tag on the right side of the garment and the hook of the hanger to the left.
- B. Identification Labels - Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, Exhibitor's Name, and age, project name and class in which garment is entered, Exhibitor's age and the number of years enrolled in the project exhibited. Attach a label on every component of the outfit using a safety pin or by basting. Not responsible for unlabeled items.
- C. Preparation of Exhibits – Please bring all wearable exhibits on wire hangers or hangers with a swivel hook ONLY. All exhibits not suitable for hanging should be entered in a self-sealing plastic bag hung on a hanger. Wool garments and garments with narrow straps hang better on other hangers, i.e. wooded or notched plastic hangers. As you look at the garment, place the hook of the hanger to the left. Use safety pins to fasten skirts, shorts, and pants to hangers. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties or rubber bands.
- D. General – Garments as listed may be made for self (4-H member) or another person. 4-H'ers enrolled in clothing projects should continue their skill development. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. Ex. Once you exhibit in STEAM Clothing 2, you are not eligible to exhibit in STEAM Clothing 1.

INTERVIEW JUDGING/PROJECTS INCLUDE: ALL Clothing Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.

- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 3 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. C / DIV. 221

BEYOND THE NEEDLE

NOTE: 4-H members must show their own original creativity.

Class 901 Beginning Embellished Garment: Create a garment using beginning techniques as defined in the project manual. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement.

Class 902 Beginning Textile Clothing Accessory: Accessory is constructed and/or decorated using techniques as defined in the project manual. Entry examples include: hats, bags, scarves, gloves, aprons, etc.

Class 1 Design Portfolio: A portfolio consisting of at least three design samples/activities. Refer to the project manual for activity ideas. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 for portfolio formatting.

Class 2 Color Wheel: Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".

Class 3 Embellished Garment with Original Design: Create a garment using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement.

Class 4 Original Designed Fabric Yardage: Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of at least one yard of finished fabric. Include information on how the fabric was designed – describe the process and materials used and how the fabric will be used. If additional information is not included, exhibit will be lowered one ribbon placing.

Class 5 Garment or Accessory Constructed from Original Designed Fabric: Fabric yardage is designed first, then a garment is

constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed – describe the process and materials used. If additional information is not included, exhibit will be lowered one ribbon placing.

Class 6 Textile Arts Garment or Accessory: A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

DEPT. C / DIV. 234

GENERAL CLOTHING PROJECTS

NOTE: 4-H members enrolled in Decorate Your Duds, Sewing for Fun, Clothing Level I or II, Sewing for You or Tailoring, Knitting or Crochet projects may enter in the following classes. These classes are designed for personal accessories. The following six classes are NOT State Fair eligible.

- Class 901 Non-Sewn accessory, Junior Division, (ages 8- 11)
- Class 902 Sewn accessory, Junior Division, (ages 8-11)
- Class 903 Non-Sewn accessory, Intermediate Division, (ages 12-14)
- Class 904 Sewn accessory, Intermediate Division, (ages 12-14)
- Class 905 Non-Sewn accessory, Senior Division, (ages 15 and up)
- Class 906 Sewn accessory, Senior Division, (ages 15 and up)

DEPT. C / DIV 211

STEAM CLOTHING 1 -

FUNDAMENTALS

(NOT Eligible for State Fair)

Exhibits will be simple articles requiring minimal skills. Follow suggested skills in project manual. May exhibit one item per class number. 4-H'ers who have enrolled in or completed STEAM Clothing 2 projects are not eligible to exhibit in STEAM Clothing 1.

- Class 901 Clothing Portfolio: Complete at least three different samples/activities from Chapter 2 OR Chapter 3 of the project manual.. The portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover, dividers and table of contents. (Additional pages can be added each year but should be dated.) See pages 9-10 for portfolio formatting.
- Class 902 Sewing Kit: Include a list of sewing notions and purpose for each included. (pg. 12-17 in project manual)
- Class 903 Fabric Textile Scrapbook: Must include at least 5 different textile samples. Use Textile Information Cards template on page 41 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.
- Class 904 What's the Difference: 4-H members enrolled in STEAM Clothing 1 may enter an exhibit (not to exceed 22"x30") a notebook , poster, small display sharing a project comparison and price point. See project manual, "What's the Difference?" page 118-119. Exhibits should include pictures NO actual pillows.
- Class 905 Clothing Service Project: Can include pillows or pillow cases but are not limited too. Exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing information you generated in the project activity "Serving A Purpose" page 124 and 125.

Beginning Sewing Exhibits: Exhibits must be made from medium weight woven fabrics that will sew and press smoothly, flannel/fleece is acceptable. Solid color fabrics or those having an overall print are acceptable. NO PLAIDS, STRIPES, NAPPED or HERSEY KNIT. Patterns should be simple without darts, set-in sleeves, and collars. Raglan and kimono sleeves are acceptable.

Class 906 Pincushion

Class 907 Pillowcase

Class 908 Simple Pillow – No larger than 18" x 18"

Class 909 Bag/Purse – No Zippers or button holes.

Class 910 Simple Top

Class 911 Simple Bottom – pants, shorts, or skirt

Class 912 Simple Dress

Class 913 Other-Using skills learned in project manual. (apron, vest, etc.)

Class 914 Upcycled Simple Garment: The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. A "before" picture and a description of the redesign process must accompany the entry or it will be disqualified.

Class 915 Upcycled Accessory: A wearable accessory made from a used item. The item used must be changed in some way in the "redesign" process. A "before" picture and a description of the redesign process must accompany the entry or it will be disqualified.

DEPT. C / DIV. 222

STEAM CLOTHING 2 – SIMPLY

SEWING

Exhibits entered in this project must reflect skills learned from this manual including skills previously learned. Garments listed below may be made from any woven or knit fabric appropriate to the garment's design and should demonstrate sewing skills beyond STEAM Clothing 1.

- Class 1 Clothing Portfolio: Complete at least four different samples/ activities from Chapter 2, 3, OR 4 of the project manual. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 9-11 for portfolio formatting.
- Class 2 Expanded Textile Science Scrapbook: Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.
- Class 3 Design Basics, Understanding Design Principles: 4-H members enrolled in STEAM Clothing 2 may enter an exhibit sharing a learning experience from pages 17-20 in the project manual. Include answers to questions found on page 20 of the manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22"x30".
- Class 4 Pressing Matters: 4-H members enrolled in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25, "A Pressing Matter" in the project manual. Exhibit should include answers to lesson questions that are most appropriate to include.
- Class 5 Entrepreneurial Sewing: Using page 161-167 in the manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling

price for your product. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22"x30".

Class 6 Upcycled Garment: Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A "before" picture and a description of the redesign process must accompany the entry.

Class 7 Upcycled Clothing Accessory: A wearable accessory made from used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A "before" picture and a description of the redesign process must accompany the entry.

Class 8 Textile Clothing Accessory: Textile accessory is constructed using at least one skill learned in this project. Entry examples include: hats, bags, scarves, gloves. No metal plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)

Class 9 Top (vest acceptable)

Class 10 Bottom (pants or shorts)

Class 11 Skirt

Class 12 Unlined Jacket

Class 13 Dress (not formal wear)

Class 14 Romper or Jumpsuit

Class 15 Two-Piece Outfit

DEPT. C / DIV. 223

STEAM CLOTHING 3 – A STITCH FURTHER

Exhibits entered in this project must reflect at least one new skill learned from this manual (See project manual skill-level list)Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of complete constructed garments only. Wool entries must have fiber content listed on the identification label.

Class 1 Clothing Portfolio: Complete at least four different samples/activities from Chapter 2, Chapter 3 and Chapter 4 of the project manual. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated). See pages 11-13 for portfolio formatting.

Class 2 Expanded Textile Science Scrapbook: Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.

Class 3 Advanced Entrepreneurial Sewing: Using lessons learned in Chapter 5 of the manual, display one sample product with a business plan that included a business ID and logo. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".

Class 4 Upcycled Garment: Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A "before" picture and a description of the redesign process must accompany the entry.

Class 5 Upcycled Clothing Accessory: A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must

reflect at least one skill learned in this project. A "before" picture and a description of the redesign process must accompany the entry.

Class 6 Textile Clothing Accessory: Textile accessory is constructed using at least one skill learned in this project. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)

Class 7 Dress or Formal

Class 8 Skirted Combination (skirt with shirt, vest or jacket OR jumper and shirt)

Class 9 Pants or Shorts Combination (pants or shorts with shirt, vest or jacket)

Class 10 Romper or Jumpsuit

Class 11 Specialty Wear (includes: swim wear, costumes, hunting gear, or chaps)

Class 12 Lined or Unlined Jacket or vest, (non-tailored)

Class 13 Coat, Blazer or Suit Jacket or Outerwear: A tailored blazer or suit jacket or coat.

CONSUMER MANAGEMENT

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

DEPT. C / DIV. 240

SHOPPING IN STYLE

GENERAL INFORMATION:

Posters should be 14" x 22" poster board. Three-ring binders should be 8 ½"x11"x1". Videos should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or Quick Time Player.

Class 1 Best Buy for Your Buck Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video (see general information). No posters please. Please do not include the Shopping in Style Fashion Show Information Sheet in your entry. Although both entries do share some information, there are differences in content and format for this class.

Suggested for Ages 8-13 Provide details about wardrobe inventory which indicates why you selected the garment you did, clothing budget, and cost of garment. Provide 3 color photos of you wearing the garment (front, side, back views). Suggested for Ages 14-19 Provide details listed for those ages 10-13 plus include body shape discussion, construction quality details, design features that affected your selection, cost per wearing, and care of garment. Provide 3 color photos of you wearing the garment (front, side, back views).

Class 2 Revive Your Wardrobe Take at least two items in your wardrobe that still fit but that you don't wear anymore and pair them with a new garment or garments to make them wearable once again. Create a photo story which include before and after photos and a description of what was done. Put in a binder, poster or video (see general information)

Class 3 Show Me Your Colors Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the manual page

23 for more information. Entry should be a poster (see general information).

- Class 4 Clothing 1st Aid Kit Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put in appropriately sized box or tote with a lid. No larger than a shoe box.
- Class 5 Mix, Match, & Multiply Using this concept from page 32 of the manual take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a clothes line, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video (see general information).

DEPT. C / DIV. 247

MY FINANCIAL FUTURE

General Information: Entries should be typed and then attached to a piece of colored card stock or colored poster board (limit the size of the poster board or card stock to 14" x 22" or smaller). You may use the front and back of the poster board.

Beginner/Intermediate

- Class 1 Write 3 SMART financial goals for yourself – one should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.
- Class 2 Income Inventory – Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.
- Class 3 Tracking Expenses – Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.
- Class 4 Money Personality Profile – Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs.
- Class 5 Complete Activity 8 "What Does It Really Cost?" on pages 39-40.
- Class 6 My Work: My Future – Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?

Intermediate/Advanced

- Class 7 Interview someone who is paid a salary: some who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.
- What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)?
 - What are some negative outcomes for getting paid the way you do?
 - Does your pay keep pace with inflation? Why do you think this?
 - Summarize: based upon your interviews which payment method would suit you the best? Discuss your answer.

- Class 8 The Cost of Not Banking – Type your answers to the questions about Elliot on page 50.
- Class 9 Evaluating Investment Alternatives – complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.
- Class 10 Understanding Credit Scores – Watch the video and read the resource listed on page 71. Answer the following questions.
- Name 3 prudent actions that can reduce a credit card balance.
 - What are the main factors that drive the cost of credit?
 - List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.
- Class 11 You Be the Teacher – Create an activity, story board, game or display that would teach another you about "Key Terms" listed on page 62. Activity/display must include at least five (5) of the terms.

FIBER ARTS

CROCHET & KNITTING GUIDELINES

- ✓ Criteria for judging knitting and crocheting: Design and color, neatness, knitting mechanics or crocheting mechanics, trimmings, and construction finishes.
- ✓ Information Card: Each knitting or crocheting exhibit must include the following information with the entry:
 - 1) What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarns),
 - 2) What steps did you take as you worked toward your goal(s)?
 - 3) What were the most important things you learned as you worked toward your goal(s)?
 - 4) Gauge – Number of rows per inch; number of stitches per inch.
 - 5) Size of needles.
 - 6) Kind of yarn – weight and fiber content.
 - 7) Names of stitches used.
 - 8) Copy of directions.

DEPT. C / DIV. 226

CROCHET

- ✓ Crocheted Item - Any item may be entered by those enrolled in the crocheting project.
- ✓ Each exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing.
 - 1) What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarn(s).
 - 2) What steps did you take as you worked toward your goal(s)?
 - 3) What were the most important things you learned as you worked toward your goal(s)?
 - 4) Gauge and size of hook.
 - 5) Kind of yarn – weight and fiber content or other material used.
 - 6) Names of stitches used.
 - 7) Copy of directions.

- Class 901 - Crocheted Clothing or Home Environment - Beginning (NOT Eligible for State Fair)
- Class 5 Crocheted Clothing or Home Environment Item – Level 2 Crocheted item or garment using pattern stitches such as texture shell, cluster or mesh stitches.
- Class 15 Crocheted Clothing or Home Environment Item – Level 3 Crocheted item or garment using advanced crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches.

DEPT. C / DIV. 225

KNITTING

- ✓ Knitted Item - Any item may be entered by those enrolled in the knitting project.

- Class 901 Knitted Clothing or Home Environment Item - **Beginning (NOT Eligible for State Fair)**
- Class 5 Level 2 Knitted clothing or Home Environment Item - Knitted item or garment using pattern stitches such as diamond, block, twist or seed/moss stitches.
- Class 15 Level 3 Knitted Clothing or Home Environment Item – Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle.

QUILT QUEST GUIDELINES

- ✓ In Quilt Quest, 4-H'ers 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. 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.
- ✓ 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 2 ½" 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 1 ½" 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.
- **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"x21". (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.
- All entry cards and support information must be attached using a safety pin. No straight pins.

DEPT. C / DIV. 229

QUILT QUEST

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area.

- Class 10 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 be a 14"x22" poster, notebook, CD, Powerpoint, Prezi, DVD, YouTube, or other technique. All items in an exhibit must be attached together and labeled. No quilted items should be entered in this class.
- Class 20 Quilt 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.
- Class 30 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.
- Class 40 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 8 ½ x 11 inch paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.
- Class 41 Inter-Generational Quilt – A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8 ½ x 11 inch 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.?
- Class 42 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 8 ½ x 11 inch 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?

• **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. All quilted exhibits must be clean and finished for intended purpose. 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. On a half sheet of 8 ½ x 11 inch paper, include an explanation answering the following questions:

1. How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.?
2. What did you do and what was done by others?
3. What did you learn that you can use on your next project?

Sizes of Quilted Exhibits:

- A. Small –length + width = 60"
This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows (All items must be quilted.) Pillows must have a quilted top, not just pieced patchwork.
- B. Medium –length + width = 61" to 120"
- C. Large – length + width = over 120"

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

Class 50 Small
Class 51 Medium
Class 52 Large

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

Class 60 Small
Class 61 Medium
Class 62 Large

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

Class 70 Small
Class 71 Medium
Class 72 Large

Premiere Quilt – Entire quilt is the sole work of the 4-H'er, including quilting (hand or machine). Tied quilts are not eligible for this class.

Class 80 Hand quilted
Class 81 Sewing machine quilted
Class 82 Long arm quilted – non computerized/hand guided.
Class 83 Long arm quilted - computerized

HERITAGE

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area.

HERITAGE GUIDELINES

An exhibit of items, pictures, maps, charts, slides/tapes, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history.

NOTE: Exhibits entered at own risk. Will not be responsible for lost or damage to family heirloom items or any items in this division.

- ✓ Displays should not be larger than 22" x 28" wide (see Scorecard 4-H 37).
- ✓ Pictures and other hanging items must have a hanger for display purposes.
- ✓ Display collections securely in an attractive container no larger than 22" x 28". If the size needs to be a different size because the historical item is larger than 22" x 28" please contact the superintendents for approval.
- ✓ **Exhibits must include Name, County, and Years in the Heritage Project on back of exhibit.**
- ✓ All entries must have documentation included.

DEPT. A / DIV. 101

HERITAGE - Level I / Beginning (1 – 4 Years in Project)

- Class 1 Heritage poster or flat exhibit. – Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.
- Class 2 Family Genealogy/History Notebook – Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 3 Local History Scrapbook or Notebook – Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- Class 4 Framed family groupings - (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
- Class 5 Other exhibits depicting the heritage of the member's family or community. Exhibit should be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
- Class 6 4-H History Scrapbook – A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er, no club projects. . If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 7 4-H History Poster – Poster relating 4-H history of local club or county or individual.
- Class 8 Story or illustration about a historical event.
- Class 9 Book review about local, Nebraska or regional history.
- Class 10 Other historical exhibits attach an explanation of historical importance.
- Class 11 Family Traditions Book - Exhibitor scrapbook depicting family traditions of the past.
- Class 12 Family Traditions Exhibit - Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.
- Class 13 4-H Club/County Scrapbook - Scrapbook relating 4-H history of local club or county compiled by club historian. . If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 14 4-H Member Scrapbook - Scrapbook relating to individual 4-H members' 4-H history. If multiple books are included in the exhibit, only bring book with most current year's work.

Class 15 Special Events Scrapbook – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

DEPT. A / DIV. 102

HERITAGE - Level II / Advanced
(Over 4 Years in Project)

- Class 1 Heritage poster or flat exhibit- Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.
- Class 2 Family Genealogy/History Notebook – Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 3 Local History Scrapbook or Notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- Class 4 Framed family groupings (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
- Class 5 Other exhibits depicting the heritage of the member's family or community. Exhibit should be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
- Class 6 4-H History Scrapbook - A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er no club project. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 7 4-H History Poster - Poster relating 4-H history of local club or county or individual.
- Class 8 Story or illustration about a historical event.
- Class 9 Book review about local, Nebraska or regional history.
- Class 10 Other historical exhibits - attach an explanation of historical importance.
- Class 11 Exhibit depicting the importance of a community or Nebraska historic landmark.
- Class 12 Community Report documenting something of historical significance from past to present.
- Class 13 Historical collection (displayed securely and attractively in a container no larger than 22" x 28".)
- Class 14 Video / DVD or slide/tape documentary of a family or a community event. Must be produced and edited by 4-H member.
- Class 15 4-H Club/County Scrapbook - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 16 4-H Member Scrapbook - Scrapbook relating to individual 4-H members' 4-H history. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 17 Special Events Scrapbook – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

HOME ENVIRONMENT

INTERVIEW JUDGING OPPORTUNITY
Wednesday, August 3 by Appointment

HOME ENVIRONMENT GUIDELINES

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.
 - 3) Items should show creativity and originality, along with the application of design principles and elements. (Ask yourself: How have I shown creativity and applied the design principles and elements in this accessory?) Youth are **REQUIRED** to include this information.
 - 4) Entered in correct class: What medium is the majority of your accessory made from? What was changed or manipulated?
 - 5) Items should be ready for display in the home (pictures framed, wall hangings and pictures ready to hang, etc.). No single matt 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 ITEM!!**
 - 6) Items should *not* be ones made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking).
- ✓ **ENTRY TAGS:** An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color names or pattern/picture descriptions to aid in identification.
- ✓ **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

INTERVIEW JUDGING

PROJECTS INCLUDE: ALL Home Environment Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the **"INTERVIEW" box** at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 3 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. C / DIV. 255

DESIGN MY PLACE

(NOT Eligible for State Fair)

- Class 901 Needlework Item: (made with yarn or floss)
- Class 902 Simple Fabric Accessory: examples - pillow, laundry bag, pillow case, table runner, etc.
- Class 903 Accessory Made With Original Batik or Tie Dye
- Class 904 Simple Accessory Made Using Wood
- Class 905 Simple Accessory Made Using Plastic
- Class 906 Simple Accessory Made Using Glass
- Class 907 Simple Accessory Made Using Clay
- Class 908 Simple Accessory Made Using Paper
- Class 909 Simple Accessory Made Using Metal Tooling Or Metal Punch
- Class 910 Storage Item Made Or Recycled
- Class 911 Bulletin Or Message Board
- Class 912 Problem Solved: Use a creative method to show you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)
- Class 913 Video - showing how to make a bed, organize a room, or the steps you used to make your simple accessory

DEPT. C / DIV. 257

DESIGN DECISIONS

- Class 1 Design board for a room: Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room – Posters, 22x28" or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story cost comparisons, optional arrangements, etc.
- Class 2 Problem Solved Energy savers or Career Exploration – identify a problem (as problem window, 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. (p. 74-93)
- Class 3 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. (p.74-93)
- Class 4 Science Experiment – Using illustrations or models, compare energy use such as types of lighting for homes, water efficient processes or products, sun or landscaping to heat or cool homes.
- Class 5 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. Ex: 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 participants.
- Class 6 Window Covering – May include curtains, draperies, shades, shutters, etc.
- Class 7 Floor covering – May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation on CD.
- Class 8 Bedcover – May include quilt, comforter, bedspread, dust ruffle, pillow sham, canopy, etc. For quilts, state who did the quilting. (NO tied fleece blankets) (p.50-53)
- Class 9 Accessory – Original Needlework/Stitchery –
- Class 10 Accessory – Textile – 2D (table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or 10 minute table runners.)
- Class 11 Accessory – Textile –3D (pillows, pillow shams, fabric bowls, etc)
- Class 12 Accessory – 2D
- Class 13 Accessory – 3D (string art, wreaths, etc.)
- Class 14 Accessory – Original Floral Design

For classes 15-18, determine entry by what the majority of the accessory is made from and what medium was manipulated.

- Class 15 Accessory – Original made from Wood –burn, cut, shape or otherwise manipulate
- Class 16 Accessory – Original made from Glass.- etch, mosaic, stain, molten or otherwise manipulate
- Class 17 Accessory – Original made from Metal.- cut, shape, punch, sculpt, reassemble or otherwise manipulate
- Class 18 Accessory – Original made from Ceramic or Tile.- Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
- Class 19 Accessory – Recycled/Upcycled Item for the home, reuse a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.
- Class 20 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.
- Class 21 Furniture – Wood Opaque finish such as paint or enamel
- Class 22 Furniture – Wood Clear finish showing wood grain
- Class 23 Furniture – Fabric Covered-May include stool, chair seat, slip-covers, headboard, etc.
- Class 24 Furniture – Outdoor Living – Furniture made/refurnished suitable for outdoor use. Include 4 x 6 card describing what was done if recycled or reused.
- Class 25 Accessory – Outdoor living accessory made/refurbished by 4-H member suitable for outdoor use. Include a 4 x 6 card describing what was done if recycled or reused.

DEPT C / DIV. 256

HEIRLOOM TREASURES

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 including this 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 B may be written, pictures, audio or video tape of interview with family member, etc.

- Class 1 Trunks: including doll-sized trunks or wardrobes.
- Class 2 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.
- Class 3 Furniture: either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
- Class 4 Cleaned and Restored Heirloom Accessory or Furniture: A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item may 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.

DEPT. C / DIV. 260

SKETCHBOOK CROSSROADS

Use techniques from manual or comparable techniques. Attach information to explain steps taken. Information must also include element or principle of design used. (p.8-9)

- Class 1 Original pencil or chalk drawing ready to hang. Scratch art accepted here. (pgs. 10-21)
- Class 2 Original ink drawing ready to hang. (pgs. 22-28)
- Class 3 Home accessory made with fiber (p. 29)
- Class 4 Home accessory made with felted wool (pgs. 29-33)
- Class 5 Home accessory made with cotton linter (pgs. 34-36)
- Class 6 Home accessory using batik (pgs. 37-39)
- Class 7 Home accessory made by weaving (pgs. 40-47)
- Class 8 Home accessory made with fabric exhibitor has dyed (pgs. 48-50)
- Class 9 Original sculpted or thrown home accessory made with clay (no purchased items) (pgs. 53-62)

DEPT. C / DIV. 261

PORTFOLIO PATHWAYS

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)

- Class 1 Original acrylic painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 12-13)
- Class 2 Original oil painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 26-33)
- Class 3 Original watercolor based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 14-17)
- Class 4 Original sand painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 20-21)
- Class 5 Original encaustic painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 34-35)
- Class 6 Home accessory made with any printing technique in Pathways Unit II. (pgs. 36-56)

DEPT. C / DIV. 265

PINTEREST

(NOT Eligible for State Fair)

4-H members do not have to be enrolled in a specific project to enter in the below classes. Written documentation of the design process and any unique items used in the exhibit is highly recommended. Size limit – one person needs to be able to move the exhibit.

- Class 901 Holiday Décor
- Class 902 Wall Hanging
- Class 903 Table Top Accessory
- Class 904 Outdoor Accessory

HUMAN DEVELOPMENT

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

HUMAN DEVELOPMENT GUIDELINES

- 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: <http://go.unl.edu/babysitting> – 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 should include:
 - 1) Where did I get the idea for this exhibit?
 - 2) What decisions did I make to be sure exhibit is safe for child to use?
 - 3) What age is this toy, game or activity appropriate for and why? (Infant, Birth-18mths; Toddlers, 18mths-3 yrs; Preschoolers, 3-5 yrs or Middle Childhood, 6-9 yrs.) 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child.
 - 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-H'er. 4-H'er 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).

DEPT. C / DIV. 200

HUMAN DEVELOPMENT

Exhibitors in the Human Development project area will be asked to focus on designing toys that meet the needs of children. New categories exit for 2016 and are based on the Early Learning Guidelines in Nebraska which identify the important areas our children should grow and develop in. 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>

4-H'ers taking I HAVE WHAT IT TAKES 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.

- Class 1 Social Emotional Development
- Class 2 Language and Literacy Development
- Class 3 Science
- Class 4 Health and Physical Development
- Class 5 Math
- Class 6 Creative Arts
- Class 7 Activity with a Younger Child: Poster or Scrapbook showing 4-H'er working with a child age 0 to 8 years. May show a specific activity such as making something with the child or other child care and interactions as the 4-H'er chooses. May include photos, captions, story, or essay. Size of poster or scrapbook - large enough to tell the story. Other people may take photos so that 4-H'er can be in the photo. 4-H'er must make the poster or scrapbook. No information sheet needed for Class 7.
- Class 8 Babysitting Kit: State which ONE age group (*infant, toddler, preschooler, middle childhood*) the kit was prepared for. Purpose of kit is for the 4-H'er to take with them when they go to someone's home to baby-sit (do not make kit for combination of ages or for your own family to use). Other appropriate items to include are emergency numbers, items 4-H'ers might need for safety or emergency. Kit **MUST NOT** be a catch all of found items. A list of items in the kit is suggested to be included. Display in a 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..

NOTE: Information sheet for Class 8 should include:

- 1) What are children this age like? Give 2 examples that 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) was/were made by the 4-H'er. 4-H'er should make one or more items in the kit, but purchased items are also allowed.

DEPT. C / DIV. 200

GROWING ALL TOGETHER

Class 901 - KIDS ON THE GROW 1 / Growing on my Own: Scrapbook or poster. EXAMPLES: Home Hazard Hunt, Toy Inspector, How are we all different and the same, How do people express different emotion. **This class is not State Fair Eligible.**

Class 10 KIDS ON THE GROW 2 / Growing with Others: 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.

Class 11 KIDS ON THE GROW 3 / Growing in Communities: Portfolio, 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.

4-H'ers taking any of the Human Development projects may enter:

Class 9 Family Involvement Entry: Entry should show an activity that the family did together. It may be a scrapbook, poster or story describing the process. It might include making something such as a dollhouse or feed bunk. Item 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, not just the completed item. Participation by all family members is important. Include list of family members and what each person did to prepare for the event, to make the item, or to participate in the activity.

ENTREPRENEURSHIP

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 - 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

CAREER EXPLORATION

- ROBOTICS
- ROBOTICS/Geospatial
- WELDING
- WIND ENERGY
- WOODWORKING

There are several opportunities for 4-H'ers to explore careers. Career exploration could include job shadowing, interview, mentor experience, etc. 4-H'ers will create an exhibit that shows what they learned, the skills required for the career, the type of demand there is for the career, and/or how they could prepare themselves to someday find a career in the specific field.

- ✓ 4-H'ers need to follow the instructions of the class descriptions, as there are some discrepancies among the project areas.
- ✓ 4-H'ers must be enrolled in the project area that they are exploring the career.

The following project areas have a CAREER EXPLORATION exhibit.

- COMMUNICATIONS/The Perfect Fit
- PHOTOGRAPHY/Controlling the Image-Unit II
- PHOTOGRAPHY/Mastering Photography-Unit III
- SHOOTING SPORTS
- FOOD & NUTRITION/Foodworks - Level D
- SAFETY
- CROP PRODUCTION
- AREOSPACE
- COMPUTERS
- ELECTRICITY

ENTREPRENEURSHIP

GUIDELINES

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:

- Poster must be 14" x 22" and may be arranged either horizontally or vertically.
- The 4-H member's name, age, town and county must be listed on the back of the poster.
- Entry cards should be staples (not paper-clipped or taped) to the upper right-hand corner of the poster.
- 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.

DEPT. F / DIV. 531 ENTREPRENEURSHIP

Class 1 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)

Class 2 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.

Class 3 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.

Class 4 Sample of an Original Product with an information sheet (8 1/2" 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?

Class 5 Photos of an Original Product mounted on a 14"x22" poster must include three photos of developed product and a mounted information sheet answering the following questions. If exhibiting in both Class 4 and 5, products must be entirely different products.

- 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 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?

ENVIRONMENTAL EDUCATION & EARTH SCIENCE

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 – 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

CONSERVATION / WILDLIFE

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area.

CONSERVATION / WILDLIFE GUIDELINES

- A. **SHOW WHAT YOU DID AND LEARNED:** All exhibitors are encouraged to show evidence of their personal field experiences, study, or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
- B. **PROPER CREDIT:** Show proper credit by listing the sources of plans or other supporting information used in exhibits.

- C. **WHOSE EXHIBIT?** The exhibitor's name, county, and age must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.
- D. **WILDLIFE & WILDLIFE LAWS:** The word "animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or any of their parts.
- E. **ENTRIES PER INDIVIDUAL:** Each individual may enter up to one exhibit per class.
- F. **PROJECT MATERIALS:** Related project booklets including Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 5-93-81), Fishing for Adventure Project Manuals., and Wildlife Conservation (4-H 125), Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program)
- G. **BOARD AND POSTER EXHIBITS** – These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on 1/4" plywood, masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 by 28 inches) but half size, 22 by 14 inches, is recommended.
- H. **SCORING:** Contact the Dodge County Extension Office for sample score sheets or on the web at <http://4h.unl.edu>.

DEPT. D / DIV. 340

CONSERVATION / WILDLIFE

CLASSES 1 – 4: Wildlife and How They Live - These classes are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management.

EXAMPLES:

- ✓ Life history or other facts about one type of wildlife;
- ✓ How to manage wildlife on a farm or in town;
- ✓ Managing habitat for one kind of wildlife;
- ✓ Life requirements for one kind of wildlife during one season or through the year;
- ✓ Wildlife study methods;
- ✓ Wildlife behavior (example: when nesting, finding food, moving, etc.);
- ✓ Habitats (examples: grasslands, wetlands, river or stream corridors) and what wildlife is found there;
- ✓ Habitat needs for a specific kind of wildlife.
- ✓ For more ideas, refer to project booklets.

Class 1 Mammal Display

Class 2 Bird Display

Class 3 Fish Display

Class 4 Reptile or Amphibian

Class 5 Wildlife Connections: Board or Poster Exhibit: The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Display might show how animals interact with other animals, with people, or with their habitat.

EXAMPLES:

- 1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow.
- 2) Show the role of predators, scavengers, insect eaters, or others in nature.
- 3) Show how wildlife numbers (populations) change through the year or with their habitat.
- 4) Show predation, competition, or other behavioral interactions of wildlife.
- 5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.
- 6) For more ideas, refer to project booklets.

Class 6 Wildlife Tracks Exhibit: Board or diorama-type exhibit. Make a display of animal tracks using plaster-of-paris casts. There are two options. For both options, include a brief description of your experiences in making the tracks so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred.

- 1) Option One should show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. OR
- 2) Option Two should show two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal
- 3) Option Three should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to picture or illustration of the animal.

Class 7 Wildlife Knowledge Check: Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and structure to facilitate transportation and display; maximum size 24 x 24 inches. EXAMPLE: Prepare a list of animals and questions about where each would most likely live. Rabbits - brushy areas along field border; ducks-marshes, etc.

Class 8 Wildlife Habitat Diorama: Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. EXAMPLE: Show a large unbroken grassland or prairie for area-sensitive species

such as meadowlark, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer. Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.

Class 9 Wildlife Essay: Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. For other ideas, refer to project booklets.

The essay should be at least 100 and 1000 words long and should be typed, double spaced or written so that it can be easily read. Standard size paper (8 ½ x 11) format is preferred. You might use books, magazines or personal interviews as resources, but you must give full credit to all sources by listing them.

Class 10 Wildlife Values Scrapbook: Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project booklet (4-H 125).

Class 11 Wildlife Arts: The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings or painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show). Important points for judging include: 1) clarity of the purpose/message in relation to conservation and wildlife (20%); 2) educational value of the exhibit to viewers (20%); 3) evidence of the exhibitor's personal field experience, study or observations that relate to the exhibit (30%); and 4) accuracy of information (30%).

DEPT. D / DIV. 342

WILDLIFE HABITAT

Class 1 Houses: Make a house for wildlife. EXAMPLES: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house/no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information:

- 1) The kinds of animal(s) for which the house is intended,
- 2) Where and how the house should be located for best use, and
- 3) Any seasonal maintenance needed.

*Tips: Check NebGuide on bird houses and shelves.

Class 2 Feeders/Waters: Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders are acceptable. No insect feeders. Indicate the kind of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information:

- 1) Where and how the feeder or waterer should be located for best use, and
- 2) How it should be maintained.

*Tips: Check NebGuide on feeding birds.

Class 3 Wildlife Habitat Design: Board or Poster Exhibit: Choose a backyard, acreage, or farm, and design a habitat plan to

meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. For ideas, check the Wildlife Habitat Evaluation Handbook, Participant's Manual (NE 4H4300).

DEPT. D / DIV. 343

HARVESTING EQUIPMENT

- Class 1 Fish Harvesting Equipment: Board Exhibit: Display of equipment used in fish harvesting. EXAMPLES: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed. Include in your exhibit the following information:
- 1) The purpose of each item,
 - 2) When or where each item is used in relation to other equipment, and
 - 3) Any personal experiences you've had with the item(s).
- Class 2 Build A Fishing Rod: Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches length. Exhibit must be mounted on a board and labeled with the member's name, county and class number.
- Include with the exhibit the following items as a brief attachment:
 - ✓ Explanation of cost of materials/components, where materials/components were purchased, how made, and number of hours required for construction.
 - ✓ Identify all parts - Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon or silk thread.
 - ✓ Exhibit will be judged on: workmanship, labeling of parts (guides, etc.), correct information, and neatness.
- Class 3 Casting Target: Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing for Adventures Manuals.
- Class 4 Wildlife Harvesting Equipment Board Exhibit: Display of equipment used in harvesting wildlife. EXAMPLES: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawing or pictures. Label all items displayed. Include in your exhibit the following information:
- 1) The purpose of each item,
 - 2) When or where it is used in relation to other equipment, and
 - 3) Any personal experiences you've had with the item(s).
- Class 5 Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory – use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could be wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Hare your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype and any adjustment you made.

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TAXIDERMY

- Class 1 Tanned Hides or Taxidermy: Any legal fish, bird, or other wild animal properly processed by the member. No

requirement as to size or mounting. Include the following information:

- 1) The animal's name
- 2) Information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

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OTHER NATURAL RESOURCES

- Class 1 Design Your Own Exhibit in Natural Resources, Conservation or Ecology – This class is for educational exhibits about natural resources, conservation, wildlife or ecology that do not fit into to other categories. Entries must be appropriate for fair display and no larger than 24" x 24". All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message – what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

SHOOTING SPORTS

SHOOTING SPORTS GUIDELINES

4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, blackpowder/muzzleloader, and/or hunting skills. NO firearms can be entered as an exhibit; however information can be shared through pictures.

DEPT. D / DIV. 347

- Class 1 Shooting Aid or Accessory: Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc...Include your design, or plans you adapted, what the item is and used for.
- Class 2 Storage Case: an item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows, examples: soft sided shotgun case, quivers, firearm safe. Include your design, or plans you adapted. Explain how the storage case is used.
- Class 3 Practice Game or Activity: invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials for 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.
- Class 4 Science, Engineering, Technology Advancements of Shooting Sports Essay or Display: Choose a specific area of shooting sports and share how it has advanced, include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½ x 11 paper.
- Class 5 Healthy Lifestyles Plan: Include a shooter's diet and exercise plan, and how the 4-H member will benefit or improve form following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.
- Class 6 Citizenship/Leadership Project: Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports. Examples could be range development, conservation planting to attract wildlife, a camp, 4-H recruitment event. Include who benefitted from

the project, what the 4-H member's role was, and any results.

- Class 8 Career Development/College Essay, Interview or Display: Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.
- Class 9 Community Vitality Display: Explore the difference shooting sports and hunting make in keeping Nebraska vibrant especially in rural area. Present facts and research in an interesting way for the public to learn from.
- Class 10 Ag Literacy-Value Added Agriculture Interview or Research Project: Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present finding in an interesting way for the public to learn from.

ENTOMOLOGY

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

ENTOMOLOGY GUIDELINES

- ✓ Specimens should be mounted properly and labeled with location and date of collection, name of collector, and order name. Follow mounting and labeling instructions in the old edition of the Nebraska 4-H Entomology Manual online as a PDF file. (<http://4h.unl.edu/web/4hcurriculum/entomology>). Find scoresheets and resources on web under State Fair scoresheets (<http://4h.unl.edu/web/4h/statefair4h#entomology>)
- ✓ Purchased insects and other insects not collected by the participant can be included, but must have accurate labels and will not be counted in meeting minimum requirements for the exhibit.
- ✓ Boxes are preferred to be not more than 12" high X 18" wide.

DEPT. H / DIV. 800

ENTOMOLOGY

- Class 1 Entomology Display / First Year Project: collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.
- Class 2 Entomology Display / Second Year Project: collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. About 25 species should be present from after July 1 of the previous year. Limit 2 boxes.
- Class 3 Entomology Display / Third or More Year Project: collection to consist of minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. About 25 species should be present from after July 1 of previous year. Limit 3 boxes.
- Class 4 Special Interest Display: Educational display developed according to individual interests and abilities. Examples include a collection from a specific insect group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles, etc.) or by subject (e.g. insect pests of corn, aquatic insects, insect mimicry, etc.) a research project, special report, poster display, insect scrapbook, artwork, etc. Poster displays should be no larger than 22"x28". Three-dimensional artwork, models, dioramas and other crafts are restricted to a base area no larger than 22"x28". Nor should height be over 24". Research projects should include a report about methods and results, as well as a brief

discussion about what was learned. Artwork should include brief information about the work. Each display should be self-explanatory so that the audience can understand it without help.

- Class 5 Insect Habitats: Habitats consist of any hand-crafted objects, made of natural or artificial materials, placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report must accompany the exhibit.
- Class 6 Macrophotography: Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they made. All exhibit prints should be 8 ½" x 11" and mounted on rigid, black 11"x14" poster or matt board. Either orientation is acceptable. No frames please. A short caption explaining the subject, printed on white paper, should be glued below the print.

FORESTRY

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

FORESTRY GUIDELINES

- The official reference for all forestry projects is The Tree Identification Manual 4-H 332 which was recently revised and is available for purchase from UNL Marketplace. Other helpful forestry references include The Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431), and Plant a Tree (EC 17-11-80).
- Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or Masonite, ¼" to ½" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
- Display "posters" must be made from a material, e.g. foam board or poster board that will stand upright without buckling, and be no larger than 24" x 24".
- Repeat exhibitors must use new displays-each display may only be used once.
- Display "books" must measure no more than 16" x 16".
- At least 5 of the 10 samples in Class 2, 3, 4, and 6 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e., *Acer platanoides*. All samples must be from trees, NO shrubs. If more than 10 samples are included in the display, only the first 10 samples from the current year will be judged.
- Remember that other general labeling standards apply, for example, scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names, (e.g. Norway Maple) even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is *Acer platanoides* and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.
- How well the exhibitor follows written directions is an important factor in judging.

DEPT. D / DIV. 320

FORESTRY

- Class 1 Design Your Own Exhibit – Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wild fire, forest products, forest wildlife, or forest pest. The only requirement is that the display must be no

larger than 24 inches by 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used, but include substantially different from other display classes. Be as creative as you like.

- Class 2 **Leaf Display** –The leaf display must include samples of “complete leaves” from at least 10 different tree species. The display must include at least two samples of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried and mounted.
- **Leaf Collection:** Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. The leaf sample should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection.
 - **Mounting:** Leaves may be displayed in a notebook or on a display board. Any method may be used to mount leaves, for example, wire, glue, tape, staples, plastic bags but be sure all their features can be clearly identified.
 - **Labeling:** The label for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Leaf type
 - 4) Leaf arrangement (for broadleaf trees)
 - 5) Leaf composition (for broadleaf trees)
 - 6) Exhibitor's name
 - 7) Collection date
 - 8) Collection location (be specific, state and county at a minimum)
 - If a twig is included with a sample, indicate “twig included” on the label. For example, the twig may be included with an eastern cedar sample because the leaves are very small and difficult to remove from the twig.
 - Supplemental information, for example, general uses, common products, fall color, etc., may be included with the display to enhance its educational value.

- Class 3 **Twig Display** - The twig display must include twig samples from at least 10 different tree species. The display must include at least two samples of opposite and alternate leaf arrangements from broadleaf trees.
- **Collection:** Twig samples should be collected during the dormant season. (November – April) when the buds are mature. Twig samples must be at least 6 inches long and exhibit buds. Leaves must be removed and side branches must be trimmed to less than 1 inch in length.
 - **Mounting:** Twigs must be mounted on a display board. Any method (e.g. wire, glue, tape, staples, plastic bags, etc.) may be used to mount twigs, but be sure all their features can be clearly identified. The non-terminal ends must be cut at a slant so the pith can be seen.
 - **Labeling:** The label for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Leaf arrangement (for broadleaf trees)
 - 4) Exhibitor's name
 - 5) Collection date
 - 6) Collection location (be specific, state and county at a minimum)
 - Supplemental information, for example, general uses, tree characteristics, etc., may be included with the display to enhance its educational value.

- Class 4 **Seed and Fruit Display** – The seed display must include seed samples from at least 10 different tree species.
- **Collection:** Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while red oak acorns do not mature until September. Seed samples should be

free of insect or disease symptoms. Remember to display the seeds not fruit. For example, the seed of honeylocust is enclosed in a pod. Remove and display the seed not just the pod. It is acceptable to display the fruit with the seed, but clearly label each.

- **Mounting:** Seeds may be displayed in a variety of ways. E.g. mounted on a display board, displayed in jars in a rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like.
 - **Labeling:** The labels for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Type of fruit, if known (e.g. -samara, pod, nut, legume, etc)
 - 4) Exhibitor's name
 - 5) Collection date
 - 6) Collection location (be specific, state and county at a minimum)
 - Supplemental information, for example, maturity date, average number of seed in the fruit, etc., may be included with the display to enhance educational value.
- Class 5 **Wood Display** – The wood display must include wood samples from at least 10 different tree species.
- **Preparation:** Samples may be of any shape, e.g. sections from a board, wood cylinders turned on a lathe, horizontal or vertical cross sections of a small log with bark attached, etc. but all samples should be the same shape, e.g. all wood cylinders or all sections of a board. Each sample can be no larger than 4 inches by 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional.
 - **Mounting:** Samples may be displayed in a variety of ways, e.g. mounted on a display board, displayed in a box or rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like.
 - **Labeling:** The label for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Wood type (softwood or hardwood)
 - 4) Exhibitor's name
 - 5) Collection date
 - 6) Collection location (be specific, state and county at a minimum)
 - Supplemental information, for example, common products, density, etc., may be included with the display to enhance educational value.

- Class 6 **Cross-Section:** Display a disc cut from a tree species listed in 4H 332. The sample must be collected within one year of the judging day. The disc must measure 6 to 12 inches in diameter and 1 to 3 inches thick. The bark should be firmly attached, which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. The disc may be treated with a clear finish, but treat both sides to minimize warping. Some cracking or checking can be expected and is allowed.
- **Labeling:** The following parts must be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification.
 - 1) pith
 - 2) heartwood
 - 3) sapwood
 - 4) one growth ring (beginning and end)
 - 5) cambium
 - 6) bark
 - A separate label attached to the back of the disc must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Tree classification (softwood or hardwood)
 - 4) Age (of the cross section)
 - 5) Exhibitor's name
 - 6) Collection Date
 - 7) Collection location (be specific, state and county at a minimum)

Class 7 Parts of a Tree – This project is only for ages 8 – 11. Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree:

1. Trunk
2. Crown
3. Roots
4. Leaves
5. Flowers
6. Fruit
7. Buds
8. Bark

- Identifying other internal parts, for example xylem, phloem, cambium, annual rings, etc is optional.
- Attach a separate label on the back of the poster that includes the exhibitor's name and age.

Class 8 Living Tree: Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old (on State Fair judging day). The display container must contain at least 8 inches of soil (potting mix or suitable natural soil) have drainage holes and a drain pan to catch drainage water.

- **Labeling:** A waterproof label must be attached and include:
 - 1) Common name
 - 2) Scientific name
 - 3) Seed treatments (if any)
 - 4) Planting date
 - 5) Emergence date
 - 6) Exhibitor's name
- Supplemental information about the tree (e.g. where the seed was collected, growth measurements, uses for that species, etc.) may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging.

C. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet.

- 1) Scientific names (in italic or underlined) with authority.
- 2) Common name
- 3) County of collection
- 4) Collection date
- 5) Collector's name
- 6) Personal collection number indicating order that plants were collected in your personal collection
- 7) Other information depending on class selected, i.e. value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

Label Example

Scientific Name:	<i>Schizachyrium scoparium</i> (Michx.) Nash
Common Name:	Little bluestem
County of collection:	Dodge County
Collection date:	6 August 2016
Collector's name:	Joe Smith
Personal collection number:	37
Value and Importance:	Livestock Forage: High, Wildlife
Habitat:	High, Wildlife Food: Medium OR Life Span: Perennial OR
season of Growth:	Warm Season OR Origin: Native

Class 1 Value and Importance for Livestock Forage and Wildlife Habitat and Food Book: A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide (EC 150, Revised July 2009) on pages 3 through 6. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.

Class 2 Life Span Book: A collection of 6 perennial plant mounts and 6 annual plant mounts selected from 'grasses' or 'forbs.'

Class 3 Growth Season Book: A collection including 6 cool-season grass mounts and 6 warm-season grass mounts.

Class 4 Origin Book: A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.

Class 5 Major Types of Range Plants Book: A collection of plant mounts of 3 'grasses', 3 'forbs', 3 'grass-like' and 3 'shrubs'.

Class 6 Range Plant Collection Book: A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

RANGE

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

RANGE GUIDELINES

- A. Individuals in Reading the Range (Unit I) project may exhibit a collection of 12 different range plants in Classes 1 – 5 and 8.
- B. Individuals in the Using Nebraska Range (Unit II) projects may exhibit in Classes 1 – 8.
- C. Each exhibit must be properly identified with Unit and Class. All plant displays and display covers must be the result of the current year's work.
- D. Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, introduced seeded pasture and hay plants, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC 150, Revised July 2009) Common Grasses of Nebraska (EC 05-170), Nebraska Range and Pasture Plants (EC 170), and Common Forbs and Shrubs of Nebraska (EC 118).

DEPT. D / DIV. 330 BOOKS

- A. For books, plants must be mounted on sheets that are no larger than 14" wide by 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root as well as stem and leaf tissue.
- B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Refer to Scoresheet SF260.

DEPT. D / DIV. 330

DISPLAYS

A purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" x 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Refer to Scoresheet SF 259.

Class 7 Parts of a Range Plant Poster: Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner. Put your name and 4-H county on the back of the poster.

DEPT. D / DIV. 330

BOARDS

Boards should be no larger than 30" wide by 36" tall or if hinged in the middle a maximum of 60" wide by 36" tall. Boards should be adequately labeled. Refer to Scoresheet SF260.

- Class 8 Range Plant Board: Will include 25 range forage species important to a particular county.
- Class 9 Special Study Board: A display of the results of a clipping study, a degree of use study or a range site study, etc.
- Class 10 Junior Rancher Board: It includes a ranch map with record book or an appropriate educational display on some phase of rangeland or livestock management.

WEED SCIENCE

ENVIRONMENTAL EDUCATION & EARTH SCIENCES

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

WEED SCIENCE GUIDELINES

- ✓ Any individual in the Conservation, Environment 1, 2, or 3,- Range, Reading the Range 1 or Using Nebraska Range 2, or Crop Production, Field Crops projects may exhibit a weed book or weed display. The book cover and at least 15 of specimens must represent this year's work. For assistance identifying plants, participants can use Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).
- ✓ Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness and conformity to exhibit requirements.

DEPT. G / DIV. 751

BOOKS

- ✓ Display one plant on the book cover (no label required on cover specimen). Plants must be mounted on sheets that are no larger than 14" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover.

- ✓ Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. Refer to Scoresheet SF261.
- ✓ Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet:
1. Scientific name (in italic or underlined), with authority, 2. Common name, 3. County of collection, 4. Collection date, 5. Collector's name, 6. Personal collection number, indicating the order that plants were collected, in your personal collection 7. Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

Label Example

Scientific Name:	<i>Abutilon Theophrasti</i> Medi.
Common Name:	Velvetleaf
County of collection:	Dodge County
Collection date:	6 July 2016
Collector's name:	Dan D. Lion
Personal collection number:	3
Life cycle:	Annual

- Class 1 Weed Identification Book: A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada Thistle, musk thistle, plumeless thistle, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites), and at least five weeds that are a problem primarily in lawns.
- Class 2 Life Span Book: A collection of 7 perennial, 1 biennial, and 7 annual weeds

DEPT. G / DIV. 751

DISPLAYS

- ✓ The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely.
 - ✓ Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.
- Class 3 Weed Display – The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide resistant weeds, what makes a weed a weed, or used for weeds.

HEALTHY LIFESTYLES

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 – 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

FOOD & NUTRITION

INTERVIEW JUDGING OPPORTUNITY
Wednesday, August 3 by Appointment

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

FOOD & NUTRITION GUIDELINES

- A. Members may exhibit only in the projects in which enrolled.
- B. LABELS:

For All Food Products: Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place the food on the appropriate size plate. Put exhibit in a self-sealing (ziplock) bag. Attach entry tag AND recipe at the corner of the bag on the outside.

For Non-Food Entries: Please attach the entry tag to the upper right hand corner of the entry. Attach only the section above the perforations to prevent tearing the cards when they are separated.

General Labeling Information: All additional information pieces (recipes, cards, special items) must be labeled with exhibitor's name.

- C. **Criteria For Judging:** Exhibits will be judged according to score sheets available at your local extension office or at <http://4h.unl.edu/statefair4h>. Incomplete exhibits will be lowered a ribbon placing. Make sure to follow all entry instructions required for your exhibit. **Commercially prepared mixes are allowed in the Tasty Tidbits Creative Mixes (Class 2) exhibit ONLY.** Prepared baking mixes, biscuit mixes, or other pre-made mixes entered in other categories will be lowered a ribbon placing.
- D. **Enter Food Exhibits:** Enter food projects in disposable materials, i.e. paper plate or plastic ziplock bags. Not responsible for lost bread boards, china or glassware.
- E. **Number of Exhibits:** Only ONE exhibit per class for each 4-H'er.
- F. **Ingredients** that the 4-H member cannot legally purchase, such as beer, whiskey, rum, etc. may not be used in any recipe or Foods exhibit. Exhibits that include alcohol in the recipe will be disqualified. This includes menu and recipe file exhibits.
- G. **Exhibits Are On Display Several Days:** Please limit exhibits to products which hold up well. Items that require refrigeration will not be accepted, judged or displayed. Food products must be unquestionably safe to eat when they are entered, whether tasted or not. Egg glazes on yeast products before baking are allowed. Glazes, frostings, and other sugar-based toppings are also considered safe due to the high sugar content. Eggs incorporated into baked goods or crusts and cheeses mixed into bread doughs are considered safe. All fruit fillings must be cooked. Uncooked fruit is not allowed in any exhibit due to spoilage (for example, fresh fruit tart). **Cream cheese and/or frostings are not allowed. Meat, dried meat, meat substitute pieces (bacon bits, pepperoni, etc.) or melted cheese toppings are not allowed in food exhibits. They may result in an unsafe food product by the time the item is judged due to unpredictable heat/and or weather conditions and will be disqualified.**

INTERVIEW JUDGING

PROJECTS INCLUDE: ALL Healthy Lifestyles Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the **"INTERVIEW" box** at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 3 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. E / DIV. 350

GENERAL

Class 1 Food Science Explorations:

Open to any 4-H'er enrolled in a Foods and Nutrition project. Show the connection between food and science as it relates to food preparation, food safety, or food production.

Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook.

Consider neatness and creativity.

Class 2 Foods and Nutrition Poster, Scrapbook or Photo Display:

Open to any 4-H'er enrolled in a Foods and Nutrition project, involving a nutrition or food preparation or career concept/lesson. This might contain pictures, captions, and/or reports to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity,

Class 3 Physical Activity and Health Poster, Scrapbook or Photo Display:

Open to any 4-H'er enrolled in a Foods and Nutrition project, involving a physical activity or career concept/lesson. This might contain pictures, captions, and/or reports to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.

DEPT. E / DIV. 401

SIX EASY BITES - LEVEL A

(NOT Eligible for State Fair)

Class 1 Cookies / any recipe: Four on a paper plate.

Class 2 Muffins / any recipe: Four on a paper plate.

DEPT. E / DIV. 410

TASTY TIDBITS – LEVEL B

Class 1 Healthy Baked Product: Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Must be made with less sugar, fat or salt, or altered using a sugar or fat substitute changed to include a whole grain; or be altered for specific allergies/food intolerance. Include original recipe and altered recipe. Write what you learned about products made from an altered recipe in supporting information.

Class 2 Creative Mixes: Any recipe: at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan.) Baked item made from a mix (commercial or homemade mixes acceptable). Food product must have been modified to make a new or different baked item. (Ex. Poppyseed Quick Bread from a cake mix, cake mix cookies, sweet rolls made from ready made bread dough, monkey breads from biscuit doughs, Streusel Coffee Cake from a cake mix, etc.). Write what you learned about making this product using a mix instead of a homemade recipe or recipe "from scratch". Does it make it better or easier to use a convenience product or mix? Why or why not?

Class 3 Biscuits: Four biscuits on a small paper plate. This may be any type of biscuit-rolled, dropped, any recipe. Recipe must be a non-yeast product baked from scratch.

- Class 4 Unique Baked Product: Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Recipe must contain a surprise ingredient and MUST not use a mix (for example, cantaloupe quick bread, Pork & Bean Bread, etc.) Write what you learned about making this unique item with an unusual ingredients, What was the anticipated outcome? Would you make it again?
- Class 5 Foam Cake: original recipe (no mixes) of at least ¾ of the cake. Foam cakes are cakes that have a high ratio of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes.

DEPT. E / DIV. 402

FAST FOODS – LEVEL B

- Class 1 Coffee Cake / any recipe or shape, non-yeast product: At least ¾ of baked product. May be exhibited in a disposable pan. Include menu for a complete meal where this recipe is served.
- Class 2 Cost Comparison Exhibit – Exhibit MUST include both the food product made from scratch and the comparable purchased product (for example, homemade cinnamon rolls compared to a pre-made cinnamon roll purchased at the store). Supporting information needs to include the cost of the food item made compared to the commercial product and the recipe for the homemade food item. See pages 22-35 of Fast Foods Manual relating to the Grocery Store Tour and the Store Shopper Tip Sheet listed on page 31.
- Class 3 Fast Food Baked Product – Exhibit must include a food product prepared using a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.) that saves time in food preparation. Entry must include supporting information that discusses alternative preparation method and how it compares with traditional method.
- Class 5 Fast Foods Recipe File – Collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe issued. An additional 10 recipes may be added each year 4-H'er is in project, with year clearly marked on recipes. Display in recipe file or in a binder. Be sure to include the number of servings or yield of each recipe.

DEPT. E / DIV. 411

YOU'RE THE CHEF – LEVEL C

Any bread item prepared or baked using a bread machine should be entered under the Fast Foods – Food Technology exhibit. All exhibits made in the You're the Chef and Foodworks Project Areas must have been prepared without the assistance of a bread machine for mixing, raising or baking of the food item.

- Class 1 Loaf Quick Bread (any recipe) – At least ¾ of a standard loaf displayed on a paper plate. Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately 8 ½" x 4 ½" or 9" x 5". If mini loaf pans are used for exhibit, two loaves must be presented for judging.
- Class 2 White Bread: (any yeast recipe)- At least ¾ of a standard loaf displayed on a paper plate.
- Class 3 Whole Wheat or Mixed Grain Bread: (any yeast recipe) – At least ¾ of a standard loaf displayed on a paper plate.
- Class 4 Specialty Rolls: (any yeast recipe) 4 rolls on a paper plate. May be sweet rolls, english muffins, kolaches, bagels, or any other sweet roll recipe that makes individual portions.
- Class 5 Dinner Rolls: (any yeast recipe) 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks or any other type of dinner roll.

DEPT. E / DIV. 413

FOODWORKS – LEVEL D

Any bread item prepared or baked using a bread machine should be entered under the Fast Foods – Food Technology exhibit. All exhibits made in the You're the Chef and Foodworks Project Areas must have been prepared without the assistance of a bread machine for mixing, raising or baking of the food item.

- Class 1 Double Crust Fruit Pie: Made with homemade fruit filling. *No egg pastries or cream fillings*. No canned fillings or pre made pie crusts. May be a double crust, crumb, cut-out or lattice topping. Enter in an 8 or 9-inch disposable pie pan.
- Class 2 Family Food Traditions: Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Any baked item associated with family tradition and heritage. Entry must include (A) recipe, (B) tradition or heritage associated with preparing, serving the food. (C) where or who the traditional recipe came from.
- Class 3 Cultural Food Exhibit: Any recipe, four cookies, bars, muffins, etc., on a paper plate or at least ¾ of a baked product. May be baked in a disposable pan. The name of the country, culture or region should be included as part of the supporting information with the recipe as well as some background information about the country or culture the food item is representing.
- Class 5 Specialty Bread: (any recipe made with yeast) – Tea rings, braids, or any other full sized specialty bread products. Must exhibit at least ¾ of a full sized baked product. May be baked in a disposable pan.
- Class 6 Specialty Pastry: (any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan.) Baked items such as pie tarts, puff pastry, phyllo doughs, scones, biscotti, choux, croissants, danish, strudels. Phyllo dough may be pre-made or from scratch. Pastries made with cream or egg based fillings will be disqualified.

FOOD PRESERVATION GUIDELINES

- Entries Per Individual - Each 4-H'er is limited to a total of ONE exhibit per class in the food and nutrition and food preservation area.
- Processing Methods - **Current USDA processing methods and altitude adjustments must be followed for all food preservation.** Jam, preserves and marmalades, fruit, tomatoes and pickled products must be processed in a boiling water bath. (Tomatoes may be processed in a pressure canner.) All non-acid vegetables and meats must be processed in a pressure canner. Spoiled or unsealed container disqualifies entry.
- Uniformity - Jars and type of lid should be the same size, all small or large, not necessarily the same brand. Half pint jars may be used for jellies and preserves. The jars are not to be decorated by the exhibitor in any way. Canning jars must be used - others will be disqualified. No one-fourth pint jars allowed. Leave jar rings on for fair display, it helps protect the seal. No zinc lids. Improperly canned or potentially hazardous food items will be disqualified.
- Current Project - All canning must be the result of this year's 4-H project, since September 1, of the previous calendar year.
- Criteria for Judging - Exhibits will be judged according to score sheets available at your local Extension office or at <http://4h.unl.edu/statefair4h>. Incomplete exhibits will be lowered a ribbon class. Canned food items not processed according to altitude in the county will be lowered one class ribbon. Check with your local extension office for your county's altitude and how that affects food processing times and pounds of pressure.
- The County Fair Board is not responsible for lost, damaged or broken exhibits.
- Recipe/Labeling - Recipe must be included, may be handwritten, photocopied or typed. Commercially prepared mixes are not allowed. See <http://food.unl.edu/web/preservation/home> for current USDA guidelines, how to find your Nebraska altitude, and proper procedures for food preservation. Jars should be labeled with name of 4-H'er, county, name of product and date of processing. Write plainly on a label and paste or tape securely on jar bottom. In addition:

All canned foods must include the following supporting information:

1. Method of preservation (pressure canner or water bath canner)
2. Type of pack (raw pack or hot pack)
3. Altitude (and altitude adjustment, if needed)
4. Processing time
5. Number of pounds of pressure (if pressure canner used)
6. Recipe and source of recipe (if a publication, include name and date). **RECIPE CAN COME FROM ANY SOURCE BUT CURRENT USDA GUIDELINES FOR FOOD PRESERVATION METHODS MUST BE FOLLOWED.** See <http://food.unl.edu/web/preservation/home> for current USDA guidelines.

All dried foods must include the following supporting information:

1. Recipe and recipe source
 2. Method of pretreatment
 3. Drying method and drying time
- Write plainly on label and attach securely to exhibit. Securely attach official entry card to exhibit. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.
- H. Enter food projects in disposable materials, i.e. paper plate or plastic zip-lock bag. Not responsible for lost bread boards, china or glassware.



**BALL® Fresh Preserving AWARD
FOR YOUTH LEVEL**

presented by:

BALL® & KERR® Fresh Preserving PRODUCTS

In recognition of youth who excel in the art of fresh preserving (canning), Jarden Home Brands makers of Ball® and Kerr® Fresh Preserving Products will present First Place Awards in designated recipe categories. A Panel of judges will select the best entry submitted by a youth in each category for Fruit, Vegetable, Pickle, and Soft Spread. Entries must be preserved in Ball® or Ball Collection Elite®. Jars sealed with Ball® Lids and Bands or Ball Collection Elite® Lids and Bands, or preserved in Kerr® Jars sealed with Kerr® Lids and Bands or Ball Collection Elite® Lids and Bands. In addition, soft spread entries will be limited to recipes prepared using Ball® Pectin: Original, No Sugar Needed or Liquid. A proof of purchase for Ball® Pectin must be provided at time of entry. The best entry from each category will receive the following:

- 1 - \$5.00 Coupon for Ball® or Kerr® Fresh Preserving Products and
- 1 - \$3.00 Coupon for Ball® Pectin Products.

DEPT. E / DIV. 407

FOOD PRESERVATION

- Class 1 **Dried Fruit:** Exhibit 3 different examples of dried fruits. Place each dried fruit (6-10 pieces of fruit, minimum of 1/4 cup) in a self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.
- Class 2 **Fruit Leather:** Exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit together in separate self sealing bags. Use a rubber band or "twisty" to keep exhibit together
- Class 10 **Dried Vegetables:** Exhibit 3 different samples of dried vegetables. Place each food (1/4 cup of each vegetable) in a separate self-sealing bag. Use a "twisty" to keep exhibit together.

- Class 11 **Dried Herbs:** Exhibit 3 different samples of dried herbs. Place each food (1/4 cup of each herb) in a separate self-sealing bag. Use a "twisty" to keep exhibit together.
- Class 12 **1 Jar Fruit Exhibit:** One jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 13 **3 Jar Exhibit:** Exhibit 3 jars of different canned fruit. May be three different techniques for same type of product, ex. Applesauce, canned apples, apple pie filling, etc. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 14 **1 Jar Tomato Exhibit:** One jar of a canned tomato product. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 15 **3 Jar Tomato Exhibit:** Exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.) Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 20 **1 Jar Vegetable or Meat Exhibit:** One jar of a canned vegetable or meat. Include only vegetables canned in a pressure canner. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 21 **3 Jar Exhibit:** Three jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.
- Class 22 **Quick Dinner:** Exhibit a minimum of 3 jars to a maximum of 5 jars (all the same size) plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on 3" x 5" file card and attach to one of the jars. Entry must be processed according to current USDA recommendations.
- Class 30 **1 Jar Pickled Exhibit:** One jar of a pickled and/or fermented product. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 31 **3 Jar Exhibit:** Three jars of different kinds of canned pickled and/or fermented products. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 40 **1 Jar Jelled Fruit Exhibit:** One jar of a jam, jelly or marmalade. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 41 **3 Jar Jelled Fruit Exhibit:** Three different kinds of jelled fruit products. Entry may be made up of either pints or half pints (but all jars must be the same size). Entry must be processed in the boiling water bath according to current USDA recommendations.



CAKE DECORATING GUIDELINES

(NOT Eligible for State Fair)

1. Cake should be placed on a very firm, disposable surface cut parallel to the shape of the cake and no more than 1 1/2" on each side from the base of the border (not the cake). The surface should be covered. Freezer paper is not advised because it absorbs grease. Covering must be food-safe.
2. You may use a real cake or cake forms.
3. No non-edible items
4. Cakes will not be cut for judging.
5. Information Card Required:
 - Occasion for use
 - Size or shape
 - Cake or cake form
 - Techniques used
 - Tips used and where
 - Edible materials used
 - Any problems you had

DEPT. E / DIV. 430

CAKE DECORATING

Unit I

4-H'ers who have exhibited in Unit II or Unit III are not eligible in Unit I.

Class 901 - Decorated cookie or cupcake. The cookie or cupcake base can be purchased or homemade. It will be judged on creativity, and effective use of frosting and tips in decorating the exhibit. Use a maximum of 2 different kinds/designs of decorating tips.

Class 902 - One decorated single layer 8" or 9" square or round, or 9"x13" cake using no decorator tips (edible materials such as candies, pretzels and coconut should be used to create a design). A portion of the smooth base frosting should be visible.

Unit II

4-H'ers who have exhibited in Unit III are not eligible in Unit II.

Class 903 - One decorated character cake (an entire cake which resembles the shape of a character or object made without cutting, other than a classic square, round, oblong, heart, hexagon, oval or petal cake shape.) Three-dimensional cakes are acceptable – primarily decorated with the star tip or other tips appropriate to the design.

Class 904 - One layer, decorated cake showing the use of three different (not 3 sizes of the same design or tip) tips.

Class 905 - Two-layer, decorated cake (layers of the same size) showing the use of four different (not 4 sizes or combination of the same design of tip) tips.

Unit III

Class 906 - One decorated cake or cake form of three or more tiers of graduated sizes, using supports. Separator plates and pillars may be used, but are not required.

Class 907 - Decorated, two or three tiered or layer cake, using fondant icing. (Icing may be purchased or made from a recipe).

Class 908 - Shaped Cake Class created by cutting cake to form a different shape than cake was baked in.

SAFETY

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

DEPT. E / DIV. 440

SAFETY

Class 1 FIRST AID KIT: A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4-H 425, pages 6 & 7 and Score Sheet SF 110 for guidance. Kits containing any of the following will be automatically disqualified:

- Prescription medications. (If the kit's purpose is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication.)

- Materials with expiration dates on or before the JUDGING DATE. (This includes sterile items, non-prescription medications, ointments, salves, etc. Materials dated month and year only are considered expired on the last day of that month.)
- Any controlled substance.

Class 2 DISASTER KIT (Emergency Preparedness): Disaster kits must include: materials to prepare a person or family for emergency conditions caused by natural or man-made incident. Selection of materials is left to the exhibitor. Family or group kits must have enough material or items for each person. A description of the kit's purpose, the number of people supported and a list of individual contents is required. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit. Refer to Score Sheet SF 111.

Class 3 SAFETY SCRAPBOOK: The scrapbook must contain 15 news articles from print and/or internet sources about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½ x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

Class 4 SAFETY EXPERIENCE: The exhibit should share a learning experience the youth had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the youth's role, some evidence of the youth's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

CAREER EXPLORATION

Class 5 CAREERS in SAFETY: The exhibit should identify a specific career area in the safety field and include education and certification requirements for available positions, salary information, demand for the field and a summary of the youth's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, some military assignments, law enforcement officers, emergency room medical personnel, fire investigator and more. It is recommended youth interview a professional in the field in their research. Additional research sources might include books, articles, career web sites, job-related government web sites or interviews with career placement or guidance counselors. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

DEPT. E / DIV. 450

FIRE SAFETY

Class 1 FIRE SAFETY POSTER: This is a home floor plan drawn **to scale** showing primary and secondary escape routes and where fire extinguishers and smoke detectors are located. Draw every room, including all doors and windows. Use **black or blue** arrows showing **primary** escape routes from each room. Use **red** arrows showing **secondary** routes to use if the primary routes are blocked. Primary and secondary escape routes must lead outside to an assembly location. Documentation should include evidence the escape plan has been practiced at least four times. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".

Class 2 **FIRE SAFETY SCRAPBOOK:** The scrapbook must contain 10 news articles from print and/or internet sources about fires to residential or commercial properties or landscapes. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The Scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½" x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

Class 3 **FIRE PREVENTION POSTER:** Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Halloween, 4th of July, etc.) Originality, clarity, and artistic impression will all be judged. Do not include live fireworks, matches or other flammable explosive/hazardous materials. Any entry containing this material will be disqualified. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".

DEPT. E / DIV. 469

ALL-TERRAIN (ATV)/TRACTOR SAFETY

(NOT Eligible for State Fair)

Class 901 **Demonstration Display** – The exhibit is to be prepared on 24" high and 32" wide board, not to exceed ¼" thickness. It may include: 1) parts or system, 2) working or broken parts, or 3) a step-by-step procedure of how some repair or service job is performed. A limited number of photographs are acceptable. Actual parts or cut a-ways of parts are recommended.

Class 902 **Restoration** – Exhibitors need to restore/overhaul/upgrade a unit to include current safety features. A report must be included, covered by clear plastic, describing costs, repair costs, and what was done. "Before" and "After" photos should be included.

Class 903 **Poster** – 14" x 22" either vertical or horizontal arrangement. They may be in any medium – watercolor, ink, crayon, etc., so long as they are not three-dimensional.

Class 904 **Display** – showing your features checklist used when comparing three different units.

Class 905 **You Be the Teacher** – Educational notebook, display, collection of materials that relate to project. Include 8 ½" x 11" page describing exhibit and summary of learning.

CYCLING

DEPT. E / DIV. 469

BICYCLE ADVENTURES

(NOT Eligible for State Fair)

Class 901 **Demonstration Display** – The exhibit is to be prepared on 24" high and 32" wide board, not to exceed ¼" thickness. It may include: 1) parts or system, 2) working or broken parts, or 3) a step-by-step procedure of how some repair or service job is performed. A limited number of photographs are acceptable. Actual parts or cut a-ways of parts are recommended.

Class 902 **Restoration** – Exhibitors need to restore/overhaul/upgrade a unit to include current safety features. A report must be included, covered by clear plastic, describing costs, repair costs, and what was done. "Before" and "After" photos should be included.

Class 903 **Poster** – 14" x 22" either vertical or horizontal arrangement. They may be in any medium – watercolor, ink, crayon, etc., so long as they are not three-dimensional.

Class 904 **Display** – showing your features checklist used when comparing three different units.

Class 905 **You Be the Teacher** – Educational notebook, display, collection of materials that relate to project. Include 8 ½" x 11" page describing exhibit and summary of learning.

LEADERSHIP & CITIZENSHIP

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 – 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

CITIZENSHIP

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area.

CITIZENSHIP GUIDELINES

- ✓ **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). Other helpful citizenship references include Citizenship Washington Focus guides, Character Counts! and Service Learning Information.
- ✓ **Supporting Material:** All entries must have a statement explaining the purpose of the exhibit and how the exhibit will be

used. All 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:** Score sheets can be found on the web or are available from your county extension office.
- ✓ **Entries:** Each exhibitor is limited to one item per class.

DEPT. A / DIV. 120

CITIZENSHIP

- Class 1 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, Power Point 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 pack 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, suitcase for abuse shelter or homeless shelter, etc.
- Class 2 Citizenship Game: Exhibit consists of a game which could include but isn't 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.
- Class 3 Patriotic or Cultural Fine Arts: Exhibit can be made of any art media but should tie in the relevance of the artwork to citizenship.
- Class 4 Public Adventure Scrapbook: Exhibit should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".
- Class 5 Public Adventure Poster: Exhibit 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".
- Class 6 Written or Recorded Stakeholder Interview: Interview should follow the outline found in the Public Adventures Curriculum. It may be written or recorded.

- Class 7 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.
- Class 8 Oral Citizenship Essay: 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 a good-quality cassette tape and in a natural style. Voice tone should be normal and conversational. A copy of the written essay should be attached.
- Class 9 Service Items: 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 whom the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.
- Class 10 4-H Club Exhibit: 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.

DEPT. A / DIV. 130

SEEING i2i

- Class 1 Cultural Fine Arts: and be made of any art media but should symbolize what makes them unique.
- Class 2 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.
- Class 3 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.
- Class 4 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.)
- Class 5 Exhibit depicting a cultural food: that is special to your family. Can be a story or essay.
- Class 6 "This is Who I Am" poem.
- Class 7 Poster: that depicts what you have learned through the i2i Project.
- Class 8 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.
- Class 9 Play Script: written about a different culture.

PLANT SCIENCE

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 – 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

CROP PRODUCTION

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

CROP PRODUCTION GUIDELINES

- The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.
- Individuals in the Crop Production, Field Crops project may exhibit grain or plants or prepare an educational display representing their project.

DEPT. G / DIV. 750

GRAIN or PLANT EXHIBITS

- A. **IMPORTANT:** A two page (maximum) essay must accompany grain and plant exhibits. The essay must include the exhibitors name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects. **The essay also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis.** Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season, and what you learned from your crops project.
- B. The essay counts as 50% of the total when judged. Essay must be the original work of the individual exhibitor. Attach the essay to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the essay, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit. Refer to Scoresheet SF259.
- C. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from previous year's project. Suggested container for grain exhibit is a five-quart plastic ice cream bucket with lid.
- D. Plant exhibits with the exception of ears of corn, must be the result of the current year's project.
- Corn-10 ears or 3 stalks (cut at ground level with no soil and bound together)
 - Grain Sorghum- 4 stalks (cut at ground level and bound together)
 - Soybeans- 6 stalks (cut at ground level and bound together)
 - Small Grains (oats, barley, wheat, triticale)-sheaf of heads 2 inches in diameter at top tie with stems about 24" long
 - Other crops (alfalfa, millet, etc.) – sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

- Class 1 Corn (includes yellow, white, pop, waxy, or any other type)
- Class 2 Soybeans
- Class 3 Oats
- Class 4 Wheat
- Class 5 Any other crop (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

DEPT. G / DIV. 750

DISPLAYS

- ✓ The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" wide by 28" tall on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Consider creativity and neatness.
- ✓ Each display must have a one page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

- Class 6 Crop Production Display – The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, etc.
- Class 7 Crop Technology Display – Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
- Class 8 Crop End Use Display – Display information about the uses for a crop, such as food, feed, fuel, or other products.
- Class 9 Water or Soil Display – Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.

CAREER EXPLORATION

- Class 10 Career Interview Display – The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview 1 person that works with crops about such topics as what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture of the person interviewed.

HORTICULTURE

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

FLORICULTURE GUIDELINES

- Exhibitors **MUST** be enrolled in the **World of Flowers, Annual Flowers and/or Houseplants and/or Special Garden Project** projects to exhibit a MAXIMUM of FIVE exhibits in Classes 1 - 43 (cut flowers) and FOUR exhibits in Classes 50 - 65 (notebooks, posters and container plants).
- The cultivar or variety name must be included on all entry forms. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor not the Extension office personnel.
- For Floriculture, punch hole in the top center of entry tag, use a rubber band to securely attach entry tag to containers.
- Exhibits entered under an incorrect class number or containing an incorrect number of flowers will be dropped one ribbon placing.
- A perennial is defined as a plant of which the crown overwinters. An annual is a plant that grows from seed each season, whether self-seeded or planted by the gardener. A biennial is a plant that germinates, grows and overwinters as a crown, blooms the following year and dies. Foliage will be considered when exhibit is judged.

- Cut Flowers: All 3 or 5 stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. Use plain jars or bottles for cut flower entries. Containers will not be judged; however, they should be glass containers of a neutral color that won't tip over and of adequate size to display blooms.
- Follow the guidelines in 4-H "Preparing Cut Flowers for Exhibits" 4H227 (revised 7/20/12) - Free Download - <http://4h.unl.edu/preparingcutflowers>) when preparing entries for the fair.

Class 924 - Floral Arrangement (Themed): Theme, flowers, and design elements will be included in judging. 4H'er does not have to grow plants used. Supporting information stating the theme (i.e. red theme, rose theme, etc.) must be included. **This class is not State Fair Eligible.**

Class 925 - Floral Arrangement (Small): Diameter of overall exhibit must be less than 6". 4H'er does not have to grow plants used. **This class is not State Fair Eligible.**

Class 926 - Floral Arrangement (Large): Diameter of overall exhibit must be greater than 6". 4H'er does not have to grow plants used. **This class is not State Fair Eligible.**

DEPT. G / DIV. 770

FLORICULTURE

ANNUALS AND BIENNIALS / Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.

- Class 1 Aster
- Class 2 Bachelor Buttons
- Class 3 Bells of Ireland
- Class 4 Browallia
- Class 5 Calendula
- Class 6 Celosia – *crested or plume (3 stems)*
- Class 7 Cosmos
- Class 8 Dahlia
- Class 9 Dianthus
- Class 10 Foxglove
- Class 11 Gladiolus (3 stems)
- Class 12 Gomphrena
- Class 13 Hollyhock (3 stems)
- Class 14 Marigold
- Class 15 Pansy
- Class 16 Petunia
- Class 17 Salvia
- Class 18 Snapdragon
- Class 19 Statice
- Class 20 Sunflower (under 3" diameter-5 stems, 3" or more in diameter-3 stems)
- Class 21 Vinca
- Class 22 Zinnia
- Class 23 Any Other Annual or Biennial (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) / (do not duplicate entries in classes 1-22)

CUT FLOWER PERENNIALS / Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.

- Class 30 Achillea/Yarrow
- Class 31 Chrysanthemum
- Class 32 Coneflower
- Class 33 Coreopsis
- Class 34 Daisy
- Class 35 Gaillardia
- Class 36 Helianthus
- Class 37 Liatris (3 stems)
- Class 38 Lilies (3 stems) (Not Daylilies)
- Class 39 Platycodon
- Class 40 Rose (3 stems)
- Class 41 Rudbeckia/ Black-eyed Susan
- Class 42 Sedum
- Class 43 Statice
- Class 44 Any Other Perennial

(under 3" diameter – 5 stems, 3" or more in diameter – 3 stems) (do not duplicate entries in classes 30-42)

FLOWER GARDEN

Class 45 4-H Flower Garden: Collection of 5 different flowers. Each flower in the collection should be exhibited with the number specified for classes 1- 44. Display in a box or other holder not more than 18" in any dimension. Do not duplicate entries in classes 1-44 with any in the group collection.

EDUCATIONAL EXHIBITS

Class 50 Flower Notebook: Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. The notebook must be the result of the current year's work. 4-Her's may show more than one cultivar of the same species, but they will only count as one species. Pictures from garden catalogs, hand drawn pictures, or photographs may be used. Each species/cultivar must be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should also be labeled as spring and summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, years in the project(s), full address and county must be on the back of the notebook.

Class 51 Flower Garden Promotion Poster: Individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangements. Poster may be in any medium: water color, ink, crayon, etc. as long as they are not 3-dimensional. Posters using copyrighted material will not be accepted. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the poster. Entry card must be stapled to the upper right hand corner.

Class 52 Educational Flower Garden Poster: Prepare a poster 14"x22"x2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flowers or houseplant project. You might show a special technique you use or equipment you have incorporated in your garden. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled upper right hand corner. The 4-H member's name, age, full address, years in the project(s), and county must be on the back of the poster.

Class 53 Flower Gardening History Interview: Neatly handwritten or typed account of a gardening history interview with someone whose flower garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their flower garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the report cover.

HOUSEPLANTS:

- ✓ Exhibitors must be enrolled in the Growing Great Houseplants project to exhibit in classes 60 - 65. Youth may enter a maximum of THREE (3) entries in classes 50-65.
- ✓ The choice of container and soil quality will be considered in judging.
- ✓ Each houseplant must be identified by listing the names on the entry tag or on a card attached to the container.
- ✓ Houseplants should be grown in the display container for a minimum of six weeks by the 4-H member. Plants grown as houseplants must be used. NebGuide G2205 "Guide to Growing Houseplants" <http://extensionpublications.unl.edu/assets/html/g2205/build/g2205.htm> and NebGuide G837 "Guide to Selecting Houseplants" <http://extensionpublications.unl.edu/assets/html/g837/build/g837.h>

[tm](#) includes a listing of common houseplants. Containers of annual flowers or annual houseplants will be disqualified and will not be judged.

- ✓ Entries in Classes 60 - 65 must have been designed and planted by the 4-H member.
- ✓ SIZE: Container grown houseplants shall be in pots no greater than 12" in diameter (inside opening measurement). Dish gardens, desert gardens and terrariums may be up to 12" in diameter (inside opening measurement). Any container grown plant in Classes 60-65 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing.
- ✓ Exhibits in Classes 60-64 must have a saucer to catch drainage water.
- ✓ The 4-H members name, age, full address, county, and years in the project(s) must be on the bottom or back of the container and saucer.

Class 60 Flowering Potted houseplant(s) that are blooming for exhibition. (Non-blooming plants will be disqualified.)

Class 61 Foliage Potted houseplant(s) of all the same variety. (Only one variety of plant per container.)

Class 62 Hanging Basket of flowering and/or foliage houseplants.

Class 63 Dish Garden: An open/shallow container featuring a variety of houseplants excluding cacti and succulents.

Class 64 Fairy or Miniature Garden: A miniature "scene" contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bath tub, etc.

Class 65 Desert Garden: An open/shallow container featuring cacti and/or succulents grown as houseplants.

Class 66 Terrarium: A transparent container, partially or completely enclosed; sealed or unsealed.

Class 966 - Container Garden: Plants used are at the 4H'ers discretion (annual, perennials, succulents, etc. – may also be a mix). Entry must weigh less than 50 pounds. **This class is not State Fair Eligible.**

Class 967 - Hanging Basket: Plants used may be flowering or foliage plants. Does not have to be for indoors specifically. **This class is not State Fair Eligible.**

Class 968 - Unique Container: Container must be unusual, or not generally used for holding plants. Container uniqueness, as well as plant appearance and design will be judged. **This class is not State Fair Eligible.**

VEGETABLES, HERBS & FRUITS

GUIDELINES

- The cultivar or variety name must be included on all entry forms. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension office personnel.
- Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be dropped one ribbon placing.
- In classes 252,255,268,269,285 and 286 do not duplicate entries with the classes listed by using other cultivars or varieties or entry will be dropped one ribbon placing. For example, 4-H'ers with two cultivars or varieties of red tomatoes can only enter the red tomatoes class and cannot enter the other cultivar or variety in any other vegetable class.
- Follow the guidelines in "Selecting and Preparing Vegetables, Herbs and Fruits for Exhibit" 4H226 (revised June 2013) - Free Download - <http://4h.unl.edu/4hcurriculum/preparingvegetablesherbsandfruit>) when preparing entries for the fair.

DEPT. G / DIV. 773

VEGETABLES

VEGETABLE EXHIBITS/ (number of vegetables to exhibit)

Class 201 Lima Beans (12)

Class 202 Snap Beans (12)

Class 203 Wax Beans (12)

Class 204 Beets (5)

Class 205 Broccoli (2)

Class 206 Brussel Sprouts (12)

Class 207 Green Cabbage (2)

Class 208 Red Cabbage (2)

Class 209 Carrots (5)

Class 210 Cauliflower (2)

Class 211 Slicing Cucumbers (2)

Class 212 Pickling Cucumbers (5)

Class 213 Eggplant (2)

Class 214 Kohlrabi (5)

Class 215 Muskmelon/Cantaloupe (2)

Class 216 Okra (5)

Class 217 Yellow Onions (5)

Class 218 Red Onions (5)

Class 219 White Onions (5)

Class 220 Parsnips (5)

Class 221 Bell peppers (5)

Class 222 Sweet (Non-Bell) peppers (5)

Class 223 Jalapeno Peppers (5)

Class 224 Hot (Non-Jalapeno)Peppers (5)

Class 225 White Potatoes (5)

Class 226 Red Potatoes (5)

Class 227 Russet Potatoes (5)

Class 228 Other Potatoes (5)

Class 229 Pumpkin (2)

Class 230 Miniature Pumpkins (5) - (*Jack Be Little Type*)

Class 231 Radish (5)

Class 232 Rhubarb (5)

Class 233 Rutabaga (2)

Class 234 Green Summer Squash (2)

Class 235 Yellow Summer Squash (2)

Class 236 White Summer Squash (2)

Class 237 Acorn Squash (2)

Class 238 Butternut Squash (2)

Class 239 Butter cup Squash (2)

Class 240 Other Winter Squash (2)

Class 241 Sweet Corn / in husks (5)

Class 242 Swiss Chard (5)

Class 243 Red Tomatoes /2"or more in dia (5)

Class 244 Roma or Sauce-type Tomatoes (5)

Class 245 Salad Tomatoes/under 2" dia (12)

Class 246 Yellow Tomatoes (5)

Class 247 Turnips (5)

Class 248 Watermelon (2)

Class 249 Dry Edible Beans (1 pint)

Class 250 Gourds, mixed types (5)

Class 251 Gourds, single variety (5)

Class 252 Any vegetable that doesn't fit in any other class (2, 5, or 12 depending on vegetable size)(do not duplicate entries in classes 201-251)

Class 255 4-H Vegetable Garden Collection of Five Kinds of Vegetables: Displayed in a box not more than 24" in any dimension. Boxes will not be returned. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.

Class 256 4-H Cultivar Vegetable Collection. Vegetables entered in the collection are 5 cultivars from a single exhibit; for example, 5 cultivars of all types of peppers, squash, onions, tomatoes, etc. Display in a box not more than 24" in any dimension. Boxes will not be returned. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.

DEPT G / DIV. 773

HERBS

HERB EXHIBITS: Herbs will be judged using the same general criteria used for vegetables. Those grown mainly for their seed, such as dill and caraway, should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a container of water. Potted herb plants will be disqualified and will not be judged.

- Class 260 Basil (5)
- Class 261 Dill / dry (5)
- Class 262 Garlic / bulbs (5)
- Class 263 Mint (5)
- Class 264 Oregano (5)
- Class 265 Parsley (5)
- Class 266 Sage (5)
- Class 267 Thyme (5)
- Class 268 Any other herb (5) (do not duplicate entries in classes 260-267)
- Class 269 4-H Herb Garden: Display of 5 different herbs. Displayed in a box or other holder not more than 18" in any dimension. Each herb in the collection should be exhibited with the number specified for Classes 260-268. Do not duplicate entries in classes 260-268 with any in the Herb Garden collection.

DEPT. G / DIV. 773

FRUITS

FRUIT EXHIBITS: Fruits will be judged using the same general criteria used for vegetables. Fruit will be judged for the stage of maturity normal for that season and growing location. Emphasis will be placed on how well fruit approaches market quality.

- Class 280 Strawberries (everbearers) (1 pint)
- Class 281 Grapes (2 bunches)
- Class 282 Apples (5)
- Class 283 Pears (5)
- Class 284 Wild Plums (1 pint)
- Class 285 Other Small Fruit or Berries (1 pint) (do not duplicate entries in classes 280-284)
- Class 286 Other Fruits or Nuts (5) (do not duplicate entries in classes 280-284)

DEPT. G / DIV. 773

EDUCATIONAL EXHIBITS

- Class 290 Garden Promotion Poster: Individual poster promoting vegetable or herb gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium so long as it is not 3-dimensional. Posters using copyrighted material will not be accepted. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, and county must be on the back of the poster.
- Class 291 Educational Vegetable or Herb Garden Poster: Prepare a poster no larger than 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project the 4-H'er has done or learned about in a 4-H vegetable gardening project. One might show a special technique used or equipment incorporated in the garden (e.g. drip irrigation system, composting, or special techniques learned.) Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the poster.

- Class 292 Vegetable and/or Herb Gardening History Interview: Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include one picture of the person you interviewed) of their garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the report.
- Class 293 Vegetable Seed Display: Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families plus representatives from 5 other families. Group the seeds by family and type. Glue seed or otherwise fasten clear containers of seed to a board or poster mat board no larger than 22" x 24". Label each group and each individual vegetable type with the common and scientific names. Use only one variety or cultivar of each vegetable, except for beans where several examples of beans may be shown. Attach a card to the back of the display explaining why and how it is important to know which vegetables are related, and site references on where the scientific name information was found. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the display.
- Class 294 World of Vegetable Notebook: Choose a favorite foreign cuisine and learn what vegetable and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.) Include a report telling about a minimum of 5 vegetables and/or herbs from each country chosen. Include the scientific and common names; pictures of the plants from your garden or seed catalogs; tell how they are grown; and how the foods are used. Also list a source for buying the seed or plants. Favorite recipes using some or all of the vegetables described may be included. Protect in a clear report cover or small 3-ring notebook. The 4-H member's name, age, years in the project(s), full address and county must be on the back cover of the report.
- Class 995 Edible Container Garden: A minimum three different edible plants are required. For example – exhibitor may wish to submit an herb garden – therefore there has to be three different herbs included. Or if it is a mixed edible container, it might contain (at minimum) one herb, one vegetable, one flower. Supporting information is required to show the plants used are edible. May be any part of the plant that is edible (i.e. flowers, fruits) but the edible part must be indicated in the supporting information. **This class is not State Fair Eligible.**

DEPT. G / DIV. 775

SPECIAL GARDEN PROJECT

Youth must be enrolled in the 2016 Jazzy Mix Zinnia Special Garden Project to exhibit. Fresh cut flowers or harvested vegetables should be entered in the appropriate class listed above.

- Class 1 Special Garden Project: Educational exhibit based on what was learned from the project. Present information on a poster 14"x22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, full address, and county must be on the back of the poster or report cover.

LANDSCAPE: GROW A BEAUTIFUL SPACE

Class 401 Grow a Beautiful Space Unit 1 Portfolio Notebook: Create and complete 'Landscape Professionals & Design Principles' Unit 1 Portfolio. Present portfolio information in a three ring binder. Give proper credit by listing the sources of photographs/images and information used. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the notebook.

Class 402 Establish Landscape Analysis Poster: Take multiple photographs of a landscape that has been established for 10 or more years. Critique the landscape based on each of the design principles (order, unity, rhythm, balance, scale or proportion, and emphasis). Describe the spatial definition of the landscape and what different areas of the landscape "feel like". Include photos taken to support your critique. Describe what changes need to be made in the landscape to improve its characteristics and sense of space. Display on a poster mat board no larger than 22"x28". Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster.

Class 403 Grow a Beautiful Space Unit 2 Portfolio Notebook – Create and complete "Landscape Plants & Materials" Unit 2 Portfolio. Present portfolio information in a three ring binder. Give proper credit by listing the sources of photographs/images and information used. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the notebook.

Class 404 Landscape Renovation Poster – Take multiple photographs of a landscape that doesn't quite look right because it doesn't reflect sound design principles (order, unity, rhythm, balance, scale or proportion, and emphasis) could be better integrated into the landscape, and how plants or materials with specific features (size, form, color, or texture) could improve the space. Reduce the opaqueness of the images to 50-60 percent and sketch plants, structures, materials, and/or amenities that could improve the overall design over the original images. The poster should include the original image(s) and improved image(s), and include a short explanation of how the landscape design was improved. Display on a poster mat board no larger than 22"x28". Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster.

Class 405 Estimating Dreams Poster – Select a dream landscape as if money is not a consideration. Develop a plan drawing of the landscape. Draw landscape to scale. Identify the types of plants, structures, and amenities used in the landscape. Research the cost of the plants and amenities and the installation. Include the general cost of grading (if needed) and labor that could be associated with installation. Create a list noting the plants that are included in the space. The quantities of plants and structures, materials, or amenities and their cost should be included. Calculate the final total estimate. The poster should include the scale drawing of the landscape, identification of plants, structures and amenities, and cost and labor. Display on a poster mat board no larger than 22"x28". Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster.

Class 406 Site Inventory & Analysis Poster – Make an unscaled drawing of the landscape you inventoried and analyzed. Develop two drawings: a site inventory and a site analysis. The site inventory and site analysis should be communicated through a combination of written notes, graphics symbols and photographs. Display on a poster mat board no larger than 22"x28". Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster.

Class 407 Community Landscape Poster – Identify a local community space (park, nursing home, school, county fairgrounds, etc.) that needs some landscape improvements. Work through the design process and develop a detailed plan of your improvements to the space. The plan should include design principles, functional and aesthetic factors, list of plants and materials and their costs, budget for materials, labor you have available for the project, and a timeline. Take photographs of the area and draw over the photos to illustrate your final ideas. Include photographs of the finished landscape if project ideas were carried out. Display on a poster mat board no larger than 22"x28". Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster.

Class 408 Renovate The Outdoors Portfolio – Select a space that you would like to design. The space can be at your home, a family member's or friend's house, or somewhere in your community. Develop a scaled base map of the site and locate the existing plants and structures in the landscape. Take photographs of the landscape. Evaluate the physical properties of the site and conduct an interview with the people who live there or use the space. Think about how you would change the space and develop a plan that would implement design elements into the space. Create different drawings that will move you through the design process. You will draw concept diagrams, form compositions, preliminary drawings, and the final design. Once the final design drawing is complete, use overlays on the original photographs to show how the landscape will look compared to how it looked in the photo you originally took of the landscape. Place photographs, interview note, concept and program statements and drawings in a portfolio. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the portfolio.

SCIENCE, ENGINEERING & TECHNOLOGY

CHECK IN:

Tuesday, August 2, 2016 from 6:00 - 8:00 p.m.
& Wednesday, August 3, 2016 from 7:30 - 9:00 a.m.

JUDGING TIME:

Wednesday, August 3, 2016 beginning at 9:30 a.m. (closed to public)

PREMIUMS:

Purple \$2.00; Blue \$1.50; Red \$1.00; White \$0.50

GENERAL GUIDELINES

- A. The name and county of each exhibitor should appear separately on the back of each board, article and set of plans so the owner of exhibit may be identified if the entry tag is separated from the exhibit.
- B. Each individual is limited to ONE exhibit per class.
- C. Several classes require a display board with a height of 24 inches and not to exceed 1/4" in thickness. A height of 23 7/8 inches is acceptable to allow for the saw kerf (width) if two - 24 inch boards are cut from one end of a 4 x 8 sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board. (Example: Woodworking & Electricity).
- D. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
- E. Demonstration boards could be sanded and finished to improve their appearance. The finish on a demonstration board is not to be judged as critically as a woodworking exhibit.
- F. Demonstration boards should include an overall title for the display, plus other necessary labeling.
- G. All reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned. All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

- b. a flight record for each launching (weather, distance, flight height)
- c. number of launchings and
- d. flight pictures

- The flight record should describe engine used, what the rocket did in flight and recovery success. Points will not be deducted for launching, flight or recovery failures described. This includes any damage that may show on the rocket. Complete factory assembled rockets will not be accepted. Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, and number of times launched. Three launches are required to earn the 25 launch points given on the score sheets. For scoring for the State Fair, only actual launches count, misfires will not count towards one of the required three launches.
- For self-designed rockets only, please include a digital recorded copy of one flight. In the documentation please include a description of stability testing before the rocket was flown.
- 4-H Rocket project levels are not intended to correspond to National Association of Rocketry model rocket difficulty ratings or levels.

INTERVIEW JUDGING / PROJECTS INCLUDE: Aerospace Projects (Dept H/Div. 850)

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member. REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per division (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 3 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

AEROSPACE

INTERVIEW JUDGING OPPORTUNITY Wednesday, August 3 by Appointment

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

AEROSPACE GUIDELINES

- Rockets should be supported substantially to protect it from breakage. Rockets should be mounted on a base that has dimensions equal or less than 12" x 12" and the base should be 3/4" thick. No metal bases. If the rocket fins extend beyond the edges of the required base (12"x12"), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins.
- The rockets should be mounted vertically. Please do not attach sideboards or backdrops to the displays. In addition a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rockets engine mount to give added stability.
- Rockets must be equipped as prepared for launching, with wadding and parachute or other recover system.
- Rockets entered with live engines, wrong base size or sideboards will be disqualified.
- A report, protected in clear plastic cover, should include:
 - a. rocket specification,

DEPT. H / DIV. 850

AEROSPACE

AEROSPACE 2

Class 1 Rocket: Any skill level 2 rocket with wooden fins painted by hand or air brush.

Class 2 Display: Display exemplifying one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, interview of someone in the aerospace

field or kite terminology. Display can be any size up to 28" by 22".

- Class 3 **Rocket:** Any Skill Level 2 Rocket with wooden fins painted using commercial application example commercial spray paint.

AEROSPACE 3

- Class 4 **Rocket:** Any skill level 3 rocket with wooden fins painted by hand or air brush.
- Class 5 **Display:** Display exemplifying one of the principles learned in the Reaching New Heights project. Examples include: airplane instrumentation, kite flying, or radio-controlled planes. Display can be any size up to 28" by 22".
- Class 6 **Rocket:** Any Skill Level 3 Rocket with wooden fins painted using commercial application example commercial spray paint.

AEROSPACE 4

- Class 7 **Rocket:** Any skill level 4 rocket with wooden fins or any self designed rocket. Designated for single and multiple stage rockets at skill level 4 or any single or multiple stage self design rocket.
- Class 8 **Display:** Display exemplifying one of the principles learned in the Pilot in Command Project. Examples include: flying lessons, or careers in aerospace. Display can be any size up to 28" by 22".

CAREER EXPLORATION

- Class 20 **Careers Interview:** Interview someone who is working in the field of aerospace and research that career. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.

COMPUTERS

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

COMPUTER GUIDELINES

All Computer Projects containing E-mail addresses need to black out personal E-mail addresses for the protection of each exhibitor.

DEPT. H / DIV. 860 COMPUTERS

COMPUTER MYSTERIES – UNIT 2

- Class 1 **Computer Application** – 4-H exhibitor should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following: greeting card (3 different cards should be a birthday, wedding, anniversary, sympathy, get well or other); A business card (2 cards or 2 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); cd cover (front and back); book layout (I-book); promotional flyer (2 flyers promoting 2 different events); newsletter (minimum 2 pages); or other: examples such as precision farming or family business logo etc. This exhibit consists of a notebook (8.5x11 inches) which should include:
1. A detailed report describing:
 - a. the task to be completed

- b. the computer application software required to complete the task
 - c. specific features of the computer application software necessary for completing the task and;
2. Print out of your project. Project may be in color or black or white.

- Class 2 **Produce a Computer Slideshow Presentation** – Using presentation software. All county fair projects with a printout should be saved on a CD Rom to be submitted for county fair. Slides should include a minimum of 10 slides and no more than 25. Incorporate appropriate slide layouts, graphics and animations. Each slide should include notes for a presenter. All slideshows must be up loaded.

COMPUTER MYSTERIES – UNIT 3

- Class 4 **Produce an Audio/Video Computer Presentation** – using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or QuickTime Player.
- Class 5 **Know How Know Now Computer Presentation** - Youth design a fully automated 2 to 5 minute 4-H "how to" video. Submissions should incorporate a picture or video of the 4-Her, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Videos should be designed for web viewing. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .ov, .ppt, or .avi.
- Class 6 **Create a Web Site/Blog or App** – Design a simple Web site/blog or app for providing information about a topic related to youth using either software programs such as an HTML editor like Microsoft's FrontPage or Macromedia's Dreamweaver, and image editor like Irfan View or GIMP or online using a WIKI such as Google Sites. If the Web site, Blog or App isn't live include all files comprising the Web site, Blog or App should be submitted on a CD-ROM in a plastic case along with the explanation of why the site was created. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created.
- Class 7 **3D Printing** – 3D printing uses plastic or other materials to build a 3 dimensional object from a digital design. Youth may use original designs or someone else's they have re-designed in a unique way. Exhibits will be judged based on the complexity of the design and shape. 3D printing will include a notebook with the following:
- a) Software used to create 3D design.
 - b) Design or, if using a re-design, the original design and the youth's design with changes.
 - c) Orientation on how the object was printed.
- Suggested ideas: (1) 3D PROTOTYPES: 3D objects printed as part of the design process for robot or other engineering project or cookie cutter, be creative. Must include statement of what design question the prototype was supposed to answer and what was learned from the prototype. (2) 3D UNIQUE OBJECT: 3D objects printed for their own sake. May be an art design, tool, or other object.

CAREER EXPLORATION

- Class 10 **Careers Interview:** Interview someone who is working in the field of computers and research that career. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.

ELECTRICITY

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

DEPT. H / DIV. 870

ELECTRICITY

POSTERS:

The following 4-H electricity related posters (classes 901 and 902) exhibiting and judging should refer to Department B, Division 152, Posters, for general requirements. **Exhibits from these classes (901-902) are NOT eligible to go on to State Fair**

- Class 901 **Electricity Safety Poster:** Must deal with a specific topic. EXAMPLE: "Overhead Power Line Safety," "Safety In The Home", "On Farm Safety."
- Class 902 **Electric Energy Conservation:** Must show useful methods of efficient use of electrical energy and conservation.

ELECTRICITY CLASSES: The following 4-H Electricity Exhibits should refer to the 4-H Electricity Manuals for general guidelines.

ELECTRIC EXCITEMENT 1

Exhibits from these classes (903-906) are NOT eligible to go on to State Fair

- Class 903 **Bright Lights:** Create your own flashlight using items found around your house. Flashlights should be made out of items that could be recycled or reused. No kits please.
- Class 904 **Control the Flow:** Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5 volt light bulb, bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close.
- Class 905 **Conducting things:** Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You must find five items that are conductors and five items that are insulators. Create a table that illustrates your results.
- Class 906 **Is There a Fork in the Road:** Use the following items to construct one parallel and one series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5 volt light bulb.

ELECTRIC EXCITEMENT 2

Exhibits from these classes (907-909) are NOT eligible to go on to State Fair

- Class 907 **Case of the Switching Circuit:** Use the following items: two D cell batteries, two battery holders, light bulb, bulb holder, a 3 inch by 6 inch piece of cardboard, six brass paper fasteners and approx. two feet of 24 gauge insulated wire to build a three way switch. Write a short essay or create a poster that illustrates how three way switches function.
- Class 908 **Rocket Launcher:** Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4 inches by 8 inches, single pole switch, single throw switch, normally-open push button switch, 40 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2- by 6- board 6 inches long, 1/8 inch diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8 inch and 1/4 inch drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must successfully build a rocket launcher and light two rocket igniters with your launcher. You DO NOT have to actually fire a rocket off of the launcher. Create a poster using photographs to show the "step by step process" you used to build your launcher.

- Class 909 **Stop the Crime:** Build an ALARM using the following materials: On-off push button switch, mercury switch, buzzer-vibrating or piezoelectric, 9-volt battery, 9-volt battery holder, 4 inch by 4 inch by 1/8 inch Plexiglass board to mount circuit on; rosin core solder, soldering gun/iron, two feet of 22 gauge wire, wire strippers, hot glue gun sticks, hot glue gun and a plastic box with a lid to mount your alarm circuit on. Create a poster using photographs to show the "step by step process" you used to build your alarm.

ELECTRIC EXCITEMENT 3

- Class 1 **Electrical Tool/Supply Kit:** Create an electrical supply kit to be used for basic electrical repair around the house. Include a brief description of each item and its use. Container should be appropriate to hold items.
- Class 2 **Lighting Comparison:** Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display, or an actual item.
- Class 3 **Electrical Display/Item:** Show an application of one of the concepts learned in the Wired for Power project. Examples include: re-wiring or building a lamp, re-wiring or making a heavy duty extension cord or developing an electrical diagram of a house. Exhibit could be a poster display, or an actual item.
- Class 4 **Poster** should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28" by 22".

ELECTRIC EXCITEMENT 4

- Class 5 **Electrical/Electronic Part Identification:** Display different parts used for electrical/electronic work. Exhibit should show the part (either picture or actual item) and give a brief description, including symbol of each part and its function. Display should include a minimum of 10 different parts.
- Class 6 **Electronic Display:** Show an application of one of the concepts learned in the Electronics project. Examples include: components of an electronic device (refer to p. 35 of the Electronic manual).
- Class 7 **Electronic Project:** Exhibit an electronic item designed by the 4-Her or from a manufactured kit that shows the electronic expertise of the 4-Her. Examples include: a radio, a computer, or a volt meter.
- Class 8 **Poster** should exemplify one of the lessons learned in the Entering Electronics project. Posters can be any size up to 28" by 22".

CAREER EXPLORATION

- Class 10 **Careers Interview:** Interview someone who is working in the field of electricity and research that career. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.

ROBOTICS

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

DEPT. H / DIV. 861

ROBOTICS

Youth enrolled in Virtual Robotics, Junk Drawer Robotics (Levels 1, 2, or 3), Robotics Platforms or GEAR TECH 21 may exhibit in any class within this division.

Creating a video of your robot in action would be helpful for the judges but is not mandatory present as a CD Rom with your robot entry.

- Class 1 Robotics Poster – Create a poster (14"x 22") communicating a robotics theme such as "Robot or Not", "Pseudocode", "Real World Robots", "Careers in Robots" or "Autonomous Robotics", "Precision Agriculture" or a robotic topic of interest to the 4-H'er.
- Class 2 Robotics Notebook – Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables or other evidence of the 4-H'ers learning experience. The notebook should contain at least three pages. Topics could include a programming challenge, a programming skill, calibration, sensor exploration, or any of the topics suggested in Class 1.
- Class 3 Robotics Video – This class should be displayed in a notebook. The notebook should include a video clip on a CD/DVD that demonstrates the robot performing the programmed function. Include your pseudocode and screenshots of the actual code with a written description of the icon/command functions.

CAREER EXPLORATION

- Class 4 CAREER INTERVIEW – Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Written reports should Multimedia reports should be between 3 to 5 minutes in length.
- Class 5 Robotics Sensor Notebook – Write pseudocode which includes at least one sensor activity. Include the code written and explain the code function.
- Class 6 Build a Robot (may use kit) –Include a robot and notebook including the pseudo codes for at least one program you have written for the robot, the robots purpose, and any challenges or changes you would make in the robot design or programming.
- Class 7 Kit Labeled Robot (cannot be programmed) – This class is intended for explorations of robotic components such as arms or vehicles OR educational kits marketed as robots that do not have the ability to be programmed to "sense, plan and act." This exhibit should include a project the youth has constructed, a description of what it does and an explanation of how it is similar to and different from a robot.

DEPT. H / DIV. 880

GEOSPACIAL

Youth enrolled in Geospatial or GEAR TECH 21 may exhibit in any class within this division.

- Class 1 Poster – Create a poster (not to exceed 14"x22") communicating a GPS theme such as How GPS or GIS works, Careers that use GPS or GIS, How to use GPS, What is GIS, GPS or GIS in Agriculture, Precision Agriculture, or a geospatial topic of interest.
- Class 2 4-H Favorite Places or Historical Site Poster – The 4-H exhibitor identifies a favorite place or historical site (including grave sites) in Nebraska. Exhibit should include latitude and longitude, digital picture, and local area map. Poster size should not exceed 14" x 22".
- Class 3 GPS Notebook – Keep a log of at least 5 places visited using a GPS enables device. At least one site should be from a community other than where you live. For each site, record the latitude, longitude and elevation. Also include a description of the site, a paragraph explaining what was interesting about the site or finding it. Photos of each site and/or cache are optional but encouraged.
- Class 4 Geocache – Assemble a themed geocache. Each geocache should be a watertight container. It should include a log book and pencil for finders to log their visits and may include small trinket, geocoins, etc. for the finders to trade.

Documentation should include a title, teaser description and the geographic coordinates of intended placement.

Register the site at geocaching.com, include a print-out of its registry. The entry may include a photograph of the cache in its intended hiding place.

- Class 5 GIS Map – Create a GIS map with at least three data layers. The GIS should include both vector and raster data. Data may be obtained by using a GPS-enabled device, downloading data from a reputable web site or digitizing. The GIS should have a theme/purpose and include a title, north arrow, legend, labels, scale bar and source. Maps may be of any subject of interest to the 4-Hers. Include a 1-3 page report on why you chose the subject and maps, how you created the maps and the source of your data (use reliable sources such as the US Center for Disease Control or the US Census Bureau). This project could include Hurricane Tracking maps. Create a GIS map for Hurricane Tracking with a geographic information system (GIS) computer software application of the Atlantic Ocean, Pacific Ocean, or the Gulf of Mexico. The map should appear similar to the National Oceanic and Atmospheric Administration (NOAA) (<http://www.nhe.noaa.gov?>). Poster size should not exceed 22"x30". Place report in plastic cover or notebook attached to the poster.
- Class 6 GIS Thematic Map – Using any GIS software, create a thematic map. Thematic maps can utilize any subject of interest to the 4-Her. Maps could be of Amelia Earhart's journey, Sit Francis Drake's voyage, population density maps, water usage maps, or 4-H projects in Nebraska (examples). Create a GIS Map using data from books and/or internet. Use reliable date, ex. U.S. Center for Disease Control or U.S. Census Bureau. Map any size up to 36"x24", should include title, base map, neat line, north arrow, and legend. Identify the source of your information on the back of the map.
- Class 7 4-H History Map – Preserve 4-H History: Nominate a Point of Interest for the 4-H History Map Project include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map please go to <http://arcg.is/1bvGogV> For more information about 4-H history go to http://4hhistorypreservation.com/History_Map/ For a step by step video on nominating a point, please go to this link: <http://tinyurl.com/nominate4h> Write a brief description of historical significance of 4-H place or person. (a minimum of one paragraph)

CAREER EXPLORATION

- Class 10 Careers Interview – Interview someone who is working in a Geospatial field and include research that career. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.

WELDING

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area.

WELDING GUIDELINES

All metal welding process accepted. All welds exhibited in Class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent so the judge can look at the bottom side of weld when necessary. Each weld should be labeled with information stating:

- 1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.)
- 2) kind of weld
- 3) welder setting
- 4) electrode/wire/rod size

5) electrode/wire/rod ID numbers.
Attach a wire to display board so it can be hung like a picture frame.

DEPT. H / DIV. 920

ARC WELDING

Class 1 Welding Joints: A display of one butt, one lap and one fillet weld.

4-H Welding Project Tips and Suggestions

- 1) All welds should be made with the same electrode/wire/rod size and number.
- 2) Welds should be made only on one side of metal so penetration can be judged.
- 3) Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off Excess oil.
- 4) It is suggested that all welds be on the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5 to 2 inches wide and 3.5 to 4 inches long. A good way to get this size is to buy new cold rolled strap iron and cut to length.

The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed.

Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full length bead.

Stick welding

Suggested coupon thickness – ¼" if using 1/8" rod
Suggest rod –AC and DC straight or reverse polarity – first E-7014, second E-6013

MIG welding

Suggested coupon thickness—1/4" is using .035 wire and " if using .023 wire

Oxy – Acetylene

Suggested coupon thickness—1/8"

Suggested rod – 1/8" mild steel rod

Class 2 Position Welds: A display showing 3 beads welded in the vertical down, horizontal and overhead positions.

4-H Welding Project Tips and Suggestions

- 1) It is suggested that all welds be on same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4" x 4" or on individual coupons that are about 2" x 4" inch and ¼" thick. Suggested rods for this class of position welds for AC and DC straight or reverse polarity is, first E-6013, second E-7014 and E-6010 for DC reverse polarity only.
- 2) Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

Class 3 Welding Article: Any shop article or piece of furniture where welding is used in the construction. All plans and bills must be attached to the article. Protect plans with a cover.

4-H Welding Project Tips and Suggestions

- 1) All welds should be cleaned and protected from rust with paint or light oil. Plans are to be complete enough
- 2) that if they were given to a welding shop, the item could be made without further instructions. Bill of materials should include a cost for all items used including steel, electrodes, paint, wheels, etc.

CAREER EXPLORATION

Class 4 Careers Interview – Interview someone who is working in the field of welding and research that career. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.

WIND ENERGY

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area.

DEPT. H / DIV. 900

THE POWER OF WIND

Class 1 Engineering Notebook – Your engineering notebook may include sketches of designs, notes of engineering questions you have, or answers to questions posed within the project manual, pictures as you complete exercises within this project, or big ideas you have while participating in this project. The notebook submitted in this class should be a working engineering notebook, not a scrapbook. Please include your name, county, and age on the cover.

Class 2 Wind Poster – Poster should exemplify one of the lessons learned in the Power of Wind project. Posters can be any size up to 14" by 22".

Class 3 Mini Turbine Blade Energy Display – Develop a pinwheel display that demonstrates the working power of wind. Follow guidelines on page 18 and 19 of your manual. Display should include a notebook description of the effectiveness of at least three different designs or materials. Please do not include pennies with your display.

Class 4 Wind Art or Literature Written Piece – Item should illustrate or represent wind turbines, wind power, or something from the power of wind curriculum, for example a pinwheel or item may be original story or poem written by the exhibitor about wind.

Class 5 Wind as Energy Display – Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2'x2'. Include a notebook of why the item was designed and how it harnesses the power of wind.

CAREER EXPLORATION

Class 10 Careers Interview – Interview someone who is working in the field of wind and research the career in wind. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.

WOODWORKING

INTERVIEW JUDGING OPPORTUNITY
Wednesday, August 3 by Appointment

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

WOODWORKING GUIDELINES

- The ability to build objects as designed by another person is an important life skill. Professional woodworkers often are hired to build objects to exacting specifications as laid out in a written plan.
- Requirements: All articles exhibited must include a plan (with drawings or sketch or blueprint) stating dimensions and other critical instructions a builder would need to know how to build the project. Plans may include narrative instructions in addition to the dimension drawings. Part of the score depends on how well the project matches the plans. If the plans are modified, the changes from the original need to be noted on the plans. All plans used for making the article must be attached and protected by a clear plastic cover and include the exhibitors name and county.
- **4-Hers may enter 2 items per class number for woodworking projects ONLY!**
- 4-H'ers must be in your third or fourth year of a woodworking project to exhibit in woodworking classes at the State Fair.

DEPT. H / DIV. 911

WOODWORKING

WOODWORKING WONDERS 1

Exhibits from these classes are NOT eligible to go on to State Fair

- Class 904 Woodworking Article: Item made using skills learned in the Measuring Up manual. Examples include: flower box, napkin holder or letter holder, or picture frame.
- Class 905 Woodworking Display: Display exemplifying one of the principles learned in the Measuring Up project. Examples include: name the tools, safety settings, identifying woods, measuring, butt joint, sanding.

WOODWORKING WONDERS 2

Exhibits from these classes are NOT eligible to go on to State Fair

- Class 906 Woodworking Article: Item made using skills learned in the Making the Cut manual. Examples include: tool box, birdhouse, sawhorse, whistle, or foot stool.
- Class 907 Woodworking Display: Display exemplifying one of the principles learned in the Making the Cut project. Examples include: safety techniques, interview a carpenter, selecting wood, cutting on an angle, chiseling, scrolling, power sanding.

WOODWORKING WONDERS 3

- Class 1 Woodworking Article: Item made using skills learned in the Nailing it Together manual. Examples include: bookcase, coffee table or end table.
- Class 2 Woodworking Display: Display exemplifying one of the principles learned in the Nailing it Together Project. Examples include: measuring angles, wood lamination and joint types.

- Class 3 Recycled Woodworking Display: (SF91) – Article made from recycled, reclaimed or composite wood. Article must be sanded and sealed and utilize one or more woodworking techniques from page 2 of the Unit 3 manual. Exhibit must include the woodworking plan and a minimum one page report of how the engineering design process was used to develop the woodworking plan.

Engineering Design Process

- 1) State the problem (Why did you need this item?)
- 2) Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?)
- 3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)
- 4) Build the item (What was your woodworking plan, and what processes did you use to build your item?)
- 5) Evaluate (How does your item solve the original need?)
- 6) Present results (How would you do this better next time?)

WOODWORKING WONDERS 4

- Class 4 Woodworking Article: Item made using skills learned in the Finishing it Up project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc.
- Class 5 Woodworking Display: Display exemplifying one of the principles learned in the Finishing It Up project. Examples include: career opportunities, types of finishes, or dovetailing.
- Class 6 Recycled Woodworking Display: (SF91) – Article made from recycled, reclaimed or composite wood. Article must be sanded and sealed and utilize one or more woodworking techniques from page 2 of the Unit 4 manual. Exhibit must include the woodworking plan and a minimum one page report of how the design and engineering process was used to develop the woodworking plan.
- 1) State the problem (Why did you need this item?)
 - 2) Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?)
 - 3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)
 - 4) Build the item (What was your woodworking plan, and what processes did you use to build your item?)
 - 5) Evaluate (How does your item solve the original need?)
 - 6) Present results (How would you do this better next time?)

CAREER EXPLORATION

- Class 10 Careers Interview – Interview someone who is working in the field of woodworking and research that career. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.