

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 following 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.

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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>.