

# **2025 Pawnee County 4-H Fair Book**



**Pawnee County**

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## Clover Kid's

The 4-H Clover Kid program is designed specifically for youth ages five to seven. The program offers a variety of educational and recreational experiences in non-competitive environments. These opportunities are ideal for developing confidence, creativity, and competence during this stage of youth development.

### Area Rules – Clover Kid's

1. All Clover Kids' activities will be non-competitive with youth receiving Rainbow Ribbons.
1. Clover Kids may exhibit one (1) entry per class. Entries/exhibits will be entered at the county fair on entry day with all other static exhibits. Clover Kids will have the opportunity to talk about their projects when they come on entry day.
2. Showmanship & Pet Show
  - Animal ID & entries forms should be turned into the office at minimum, a week before the fair. Any companion or livestock animal may be shown.
  - Bucket Calves: the maximum weight limit for bucket calves shown in the Clover Kid Pet Show is 350 pounds.
  - Ponies: the State 4-H office is no longer allowing Clover Kids to show horses or ponies; therefore, they will not be allowed to be shown in the Clover Kids Pet Show

### Department Z – Division 100 – Clover Kid's

Aerospace			Division	Class	Pay	Participation	
Dept.	Division	Class No.	Class Description	100	900-946	5	\$1
Z	100	900	<b>Rocket Drawing</b> – Draw a rocket and label the three main parts (cone, body & fins)				
Z	100	901	<b>Bird/Plane Drawing</b> – Draw your favorite bird or plane.				
Z	100	902	<b>Paper Flyers</b> – Make your favorite paper flyer (airplane, helicopter, or rocket)				
Animal Caretakers							
Z	100	903	<b>Critter Drawing</b> – Draw an animal and identify its body parts.				
Z	100	904	<b>Animal Care Checklist</b> – Keep a record for one week of how you care for your animal (food, water, shelter, exercise, grooming and attention).				
Z	100	905	<b>Animal Sculpture</b> – Make or paint a sculpture of your favorite animal.				
Z	100	906	<b>Animal Accessory</b> – Create or decorate a collar, food bowl, bed or toy, etc.				
A Space For Me							
Z	100	907	<b>Upcycled</b> – Home item made from recycled items.				
Z	100	908	<b>Banner</b> – Include at least four pennants hung by string.				
Z	100	909	<b>No Sew Accessory</b> – Make a no sew home accessory (pillow, blanket, dog bed, etc.)				
Z	100	910	<b>Wall Hanging</b> – Make an item which can decorate a wall.				
Z	100	911	<b>Pizza Color Wheel</b> – include primary and secondary colors.				
Z	100	912	<b>Sponge Paint Picture</b> – Painting using pre-made and or DIY sponges.				
Beyond the Needle							
Z	100	913	<b>Decorate a T-Shirt</b> – Any method, without using an iron or sewing machine.				
Z	100	914	<b>Decorate an Accessory</b> – Any method, without using an iron or sewing machine.				
Family Celebration from Around The World							
Z	100	915	<b>Mexican Piñata</b> – Exhibit without cand and attached to a clothes hanger.				
Z	100	916	<b>Carp Kite</b> – Create one carp or a family of carp kites.				
Z	100	917	<b>Mother's/Father's/Grandparent's Day Poster</b> – Design a poster about your mom, dad, grandfather or grandmother and you. A story, poem or pictures may be used.				
Z	100	918	<b>May Basket</b> – Make a May Basket you could give to a special friend.				
Z	100	919	<b>4<sup>th</sup> of July</b> – Make an American Flag, or firecracker using medium of your choice.				
Just Outside the Door							
Z	100	920	<b>Bird Feeder or Bird House</b> – Build a bird feeder or house from a kit or recycled items.				
Z	100	921	<b>Water Picture</b> – On 8 1/2" X 11" paper, show what you have discovered about water (any medium)				
Z	100	922	<b>Growing a Seed</b> – Any seed you have planted in a small container.				
Z	100	923	<b>Insect Model</b> – Create your very own insect using any kid of non-edible media and include all the parts of an insect: 6 legs, one pair of antennae and three body sections.				
Z	100	924	<b>Seed Medallion</b> – Use a 4" circle of cardboard and any kind of seeds to make a medallion. Use string, yarn or any other material to make a loop to hang.				
Z	100	925	<b>Boat</b> – Using any type of medium, create a small boat that can really float.				
Z	100	926	<b>Steppingstone</b> – Create your very own steppingstone out of cement and decorate it.				
Z	100	927	<b>Wildlife Explorer</b> – Learn about different habitats and create a picture or model about what was learned or the animals which live there.				
Making Foods for Me							
Z	100	928	<b>Placemat</b> - Colored and decorated. Lamination or protected with clear contact paper advised. (Making Foods for Me, Center Page)				

Z	100	929	<b>Food Cards</b> – Neatly cut and colored Food Cards, in self-sealing plastic bag or another secure container. Making Foods for Me Leaders Guide, p 67-69)
Z	100	930	<b>Grain Collage</b> – Neatly cut and paste pictures of grains cut out and displayed on a collage. (Making Foods for Me Leaders Guide, p 40)
Z	100	931	<b>Tasting Party</b> – Neatly cut and paste pictures of protein sources and foods displayed on collage. (Making Foods for Me Leaders Guide, p 53)
Z	100	932	<b>Protein Collage</b> – Neatly cut and pasted pictures of protein sources and foods displayed in a collage. (Making Foods for Me Leaders Guide, p 53)
Z	100	933	<b>Healthy Snack</b> – 1 cookie, bar, muffin, or snack mix (1/2 cup) on a paper plate inside a zip lock bag.
Z	100	934	<b>Food Pyramid</b>
<b>Theater Arts</b>			
Z	100	935	<b>Homemade Puppet</b>
Z	100	936	<b>Picture Stories</b> – Fold paper into three sections and draw a story (character, problem, solution). (Play the Roll, p 24)
Z	100	937	<b>Stage Pictures</b> – Include at least four pictures with captions which show different emotions. Pictures can be cut from magazines, drawn, or taken with a camera (Play the Roll, p26)
<b>Miscellaneous</b>			
Z	100	938	<b>Community Service</b> – Picture of youth completing a community service project.
Z	100	939	<b>Car</b> – Build a car from a kit or from recycled items.
Z	100	940-943	<b>Other items made by a Clover Kid.</b>
<b>Clover Kid's Activities</b>			
Z	100	944	<b>Fashion Show</b>
Z	100	945	<b>Pet Show</b>
Z	100	946	<b>Showmanship</b>

## Livestock

### Bucket Calf

#### Area Rules – Bucket Calf

1. An exhibitor may show only ONE bucket calf. Calves should be born between January 1 and June 1 of the current year.
2. A bucket calf is a beef or dairy animal which was fed from bottle or bucket until weaned.
3. Animals will be judged on:
  - a. Health and condition of the calf.
  - b. Showmanship (which includes how clean the animal is)
  - c. Knowledge of project
  - d. Tameness of calf.
4. Youth must complete a Bucket Calf Record Book and turn it into the Livestock Office during animal check-in. Youth who do not turn in a record book at check-in will not be allowed to show.
5. Calves shown in the bucket calf class will not be allowed to be shown in any other classes during the current year's fair. This includes beef showmanship.

#### Awards

- Champion Bucket Calf (per age division)

#### Department G – Division 49 – Bucket Calf Show

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				49	901-904	2	\$7	\$5	\$3	\$1
				49	905-908	1	\$6	\$4	\$2	\$1
G	49	901	<b>Senior Division</b> – 14 years & older							
G	49	902	<b>Intermediate Division</b> – 11 to 13-year-olds							
G	49	903	<b>Junior Division</b> – 8-10-year-olds							
G	49	904	<b>Adaptive Division</b> – 8-18-years old							
G	49	905	<b>Senior Record Book</b> – 14 years & older							
G	49	906	<b>Intermediate Record Book</b> – 11 to 13-year-olds							
G	49	907	<b>Junior Record Book</b> – 8-10-year-olds							
G	49	908	<b>Adaptive Record Book</b> – 8-18-years old							

## Beef

### Area Rules – Beef

1. There is no limit on the number of entries per exhibitor.
2. For the safety of 4-H members, horns will not be permitted; scurs that protrude from the head must be loose and not come to a point.
3. Classes over six head may be split into another class. No more than eight head will show in one class.

### Awards

- Champion Showmanship (per age division)
- Supreme Champion Breeding Heifer
  - Champion Commercial Breeding Heifer
  - Champion Registered Breeding Heifer
  - Champion FFA Commercial Breeding Heifer
  - Champion FFA Registered Breeding Heifer
  - Champion Cow Calf
  - Champion FFA Cow Calf.
- Champion Feeder Calf – Heifer
- Champion Feeder Calf – Steer
- Supreme Champion Market Beef
  - Champion Market Heifer, Champion Market Steer
  - Champion Born & Raised Heifer
  - Champion Born & Raised Steer
  - Champion Bucket +1 Heifer
  - Champion Bucket +1 Steer
  - Champion FFA Market Heifer
  - Champion FFA Market Steer.
  - Champion Weight of Gain Heifer
  - Champion Weight of Gain Steer
- Best in Barn – Beef

### Department G – Division 10 – Beef Showmanship

Dept.	Division	Class No.	Class Description	Division 10	Class All Classes	Pay 3	Purple \$8	Blue \$6	Red \$4	White \$2
G	10	900	<b>Out of School FFA Division</b> – 19 years & older							
G	10	901	<b>Senior Division</b> – 14 years & older							
G	10	902	<b>Intermediate Division</b> – 11 to 13-year-olds							
G	10	903	<b>Junior Division</b> – 8-10-year-olds							
G	10	904	<b>Adaptive Division</b> – 8-18-years old							

### Department G – Division 24 – Registered Breeding Beef

#### Division Rules:

1. Certificates of Registration must be turned into the Extension Office by June 15<sup>th</sup> of the fair year.

Dept.	Division	Class No.	Class Description	Division 24	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	24	900	<b>Heifer Bucket Calf +1</b> – <i>Youth must have shown the calf the previous year</i>							
G	24	901	<b>Heifer Calves</b> – <i>Born June through December of previous year</i>							
G	24	902	<b>FFA Heifer Calves</b> – <i>Born June through December of previous year</i>							
G	24	903	<b>Yearling Heifers</b> – <i>Born January through May of previous year.</i>							
G	24	904	<b>FFA Yearling Heifers</b> – <i>Born January through May of previous year.</i>							
G	24	905	<b>Senior Yearling Heifers</b> – <i>Born July through December, two years ago</i>							
G	24	906	<b>FFA Senior Yearling Heifers</b> – <i>Born July through December, two years ago</i>							
G	24	907	<b>Cow-Calf</b>							
G	24	908	<b>FFA Cow-Calf</b>							

## Department G – Division 25 – Commercial Breeding Beef

Dept.	Division	Class No.	Class Description	Division 25	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	25	900	<b>Heifer Bucket Calf +1</b> – Youth must have shown the calf the previous year							
G	25	901	<b>Heifer Calves</b> – Born June through December of previous year							
G	25	902	<b>FFA Heifer Calves</b> – Born June through December of previous year							
G	25	903	<b>Yearling Heifers</b> – Born January through May of previous year.							
G	25	904	<b>FFA Yearling Heifers</b> – Born January through May of previous year.							
G	25	905	<b>Senior Yearling Heifers</b> – Born July through December, two years ago							
G	25	906	<b>FFA Senior Yearling Heifers</b> – Born July through December, two years ago							
G	25	907	<b>Cow-Calf</b>							
G	25	908	<b>FFA Cow-Calf</b>							

## Department G – Division 27 – Feeder Calves

Division Rules:

- Any beef born between January 1 and June 1 of the current year is eligible.
- Unweaned calves may be brought to the fairgrounds and taken home on the day of the show if they are not accompanied by the dam. Alternative Check-In Form (Appendix J) and Animal Dismissal Form (Appendix A) required.

Dept.	Division	Class No.	Class Description	Division 27	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	27	900	<b>Feeder Calf - Heifer</b>							
G	27	901	<b>Feeder Calf - Steer</b>							

## Department G – Division 11 – Market Beef

Division Rules:

- Market beef **MUST** attend spring beef weigh-in to be eligible for Rate of Gain.
- Steers and heifers born after January 1 of the preceding year are eligible to show in this class.

Dept.	Division	Class No.	Class Description	Division 11	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	11	900	<b>Born and Raised Market Heifer</b>							
G	11	901	<b>Born and Raised Market Steer</b>							
G	11	902	<b>Bucket Calf +1 – Heifer</b> ; Youth <b>MUST</b> have shown this calf the previous year.							
G	11	903	<b>Bucket Calf +1 – Steer</b> ; Youth <b>MUST</b> have shown this calf the previous year.							
G	11	904	<b>Market Heifer</b>							
G	11	905	<b>FFA Market Heifer</b>							
G	11	906	<b>Market Steer</b>							
G	11	907	<b>FFA Market Steer</b>							

## Department G – Division 28 – Beef Rate of Gain

Division Rules:

- All market beef that attended weigh-in will be automatically entered.
- The average daily gain will be determined using the county fair check in weight minus the spring check-in weight divided by the number of days between those two dates.
- The rate of gain will be printed in the beef show program and awarded during the beef show.

Dept.	Division	Class No.	Class Description	Division 28	Class All Classes	Pay 4	Purple \$17	Blue \$15	Red \$12	White \$9
G	28	900	<b>Beef Rate of Gain - Heifer</b>							
G	28	901	<b>Beef Rate of Gain - Steer</b>							

## Dairy Cattle

### Area Rules – Dairy Cattle

- There is no limit on the number of dairy cattle an exhibitor may show.
- Dairy cows in production may be brought to the fairgrounds and taken home immediately after the Dairy Show. Alternative Check-In Form (Appendix J) and Animal Dismissal Form (Appendix A) required.
- Dairy Steers have the option of competing in the “Beef Rate of Gain” if they are brought to the spring weigh-in.

### Awards

- Champion Showmanship (per age division)
- Champion Registered Dairy Heifer
- Champion Commercial Dairy Heifer
- Champion Registered Aged Cow

- Champion Commercial Aged Cow
- Champion Registered Junior Dairy Herd
- Champion Commercial Junior Dairy Herd
- Champion Dairy Steer

#### Department G – Division 40 – Dairy Showmanship

Dept.	Division	Class No.	Class Description	Division 40	Class All Classes	Pay 3	Purple \$8	Blue \$6	Red \$4	White \$2
G	40	900	<b>Out of School FFA Division</b> – 19 years & older							
G	40	901	<b>Senior Division</b> – 14 years & older							
G	40	902	<b>Intermediate Division</b> – 11 to 13-year-olds							
G	40	903	<b>Junior Division</b> – 8-10-year-olds							
G	40	904	<b>Adaptive Division</b> – 8-18-years old							

#### Department G – Division 41 – Registered Dairy Cattle

Division Rules:

1. Certificates of Registration must be turned into the Extension Office by June 15<sup>th</sup> of the fair year.

Dept.	Division	Class No.	Class Description	Division 24	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	41	900	<b>Heifer Calves</b> – Born June through December of previous year							
G	41	901	<b>FFA Heifer Calves</b> – Born June through December of previous year							
G	41	902	<b>Yearling Heifers</b> – Born January through May of previous year.							
G	41	903	<b>FFA Yearling Heifers</b> – Born January through May of previous year.							
G	41	904	<b>Senior Yearling Heifers</b> – Born July through December, two years ago							
G	41	905	<b>FFA Senior Yearling Heifers</b> – Born July through December, two years ago							
G	41	906	<b>Aged Cow</b> – three years or older							
G	41	907	<b>FFA Aged Cow</b> – three years or older							
G	41	908	<b>Junior Dairy Herds</b> – This class contains three dairy cattle (any age). At least one needs to be currently milking.							
G	41	909	<b>FFA Junior Dairy Herds</b> – This class contains three dairy cattle (any age). At least one needs to be currently milking.							
G	41	910	<b>Dairy Steers</b> – Born after January 1 of preceding year							
G	41	911	<b>FFA Dairy Steers</b> – Born after January 1 of preceding year							

## Dairy, Pygmy and Meat Goats

Area Rules – Dairy, Pygmy and Meat Goats

1. An exhibitor is limited to exhibit 4 dairy goats, 4 meat goats, 4 breeding goats and 4 pygmy goats

Awards

- Champion Dairy Goat Showmanship (per age division)
- Champion Dairy Goat
- Champion Pygmy Goat
- Champion Meat Goat Showmanship (per age division)
- Champion Breeding Meat Goat
- Supreme Champion Market Meat Goat
  - Champion Born and Raised Market Meat Goat
  - Champion Market Meat Goat
  - Champion FFA Market Meat Goat
- Champion Rate of Gain
- Best in Barn – Goat

#### Department G – Division 50 – Dairy and Pygmy Goat Showmanship

Dept.	Division	Class No.	Class Description	Division 50	Class All Classes	Pay 3	Purple \$8	Blue \$6	Red \$4	White \$2
G	50	900	<b>Out of School FFA Division</b> – 19 years & older							
G	50	901	<b>Senior Division</b> – 14 years & older							
G	50	902	<b>Intermediate Division</b> – 11 to 13-year-olds							
G	50	903	<b>Junior Division</b> – 8-10-year-olds							
G	50	904	<b>Adaptive Division</b> – 8-18-years old							

### Department G – Division 51 – Dairy Goat

#### Division Rules:

1. All animal ages are as of the date of the show
2. The following goat breeds are recognized as dairy goats: Alpine, LaMancha, Nigerian Dwarf, Nubian, Oberhasli, Saanens, and Toggenburg.
3. Registered and commercial goats will be shown together.
4. Any class having less than five head may be allowed only one class. This is at the discretion of the Goat Superintendent.
5. Champion and Reserve Champion Dairy Goat will be selected from classes **900-905**.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				51	All Classes	2	\$7	\$5	\$3	\$1
G	51	900	<b>Junior Kid – Under five months</b>							
G	51	901	<b>Senior Kid – Five months to eight months</b>							
G	51	902	<b>Junior Yearling – Eight months to one year</b>							
G	51	903	<b>Senior Yearling – One to two years (non-milking doe)</b>							
G	51	904	<b>Yearling Milker – Under two years (milking doe)</b>							
G	51	905	<b>Junior Milker – Two and three years (milking doe)</b>							
G	51	906	<b>Senior Milker – Four years and older (milking doe)</b>							
G	51	907	<b>Buck – Under one year</b>							

### Department G – Division 52 – Pygmy Goat

#### Division Rules:

1. A pygmy goat is not recognized as a meat goat or a dairy goat. They are more of a companion type animal.
2. Does and wethers will be shown together

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				52	All Classes	2	\$7	\$5	\$3	\$1
G	52	900	<b>Pygmy Goat</b>							

### Department G – Division 53 – Meat Goat Showmanship

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				53	All Classes	3	\$8	\$6	\$4	\$2
G	53	900	<b>Out of School FFA Division – 19 years &amp; older</b>							
G	53	901	<b>Senior Division – 14 years &amp; older</b>							
G	53	902	<b>Intermediate Division – 11 to 13-year-olds</b>							
G	53	903	<b>Junior Division – 8-10-year-olds</b>							
G	53	904	<b>Adaptive Division – 8-18-years old</b>							

### Department G – Division 59 – Breeding Meat Goat

#### Division Rules:

1. Male breeding meat goats over one year will be required to come in the morning of the show and leave following the show. This means they will NOT be stalled on the fairgrounds. Alternative Check-In Form (**Appendix J**) and Animal Dismissal Form (**Appendix A**) required. Male breeding meat goats under one year are required to be stalled all week.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				51	All Classes	2	\$7	\$5	\$3	\$1
G	59	900	<b>Doe – Under one year of age</b>							
G	59	901	<b>FFA Doe – Under one year of age</b>							
G	59	902	<b>Aged Doe – Over one year of age</b>							
G	59	903	<b>FFA Aged Doe – Over one year of age</b>							
G	59	904	<b>Billy – Under one year of age</b>							
G	59	905	<b>FFA Billy – Under one year of age</b>							
G	59	906	<b>Aged Billy – Over one year of age</b>							
G	59	907	<b>FFA Aged Billy – Over one year of age</b>							

### Department G – Division 58 – Market Meat Goat

#### Division Rules:

1. The following goat breeds are recognized as meat goats: Boer, Brush, Kiko, Myotonic and Spanish.
2. All market meat goats must be born on or after December 1 of the previous year.
3. All market meat goats need to attend the June weigh-in to be eligible for the Rate of Gain contest.
4. Feeder Goat classes are not eligible to compete for Champion Meat Goat.
5. Market class breaks will be determined by weight. Does and wethers will be shown together.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				58	All Classes	2	\$7	\$5	\$3	\$1
G	58	900	<b>Feeder Goat – Under 49 lbs.</b>							
G	58	901	<b>FFA Feeder Goat – Under 49 lbs.</b>							
G	58	902	<b>Born and Raised Market Goat – Over 50 lbs.</b>							
G	58	903	<b>Market Goat – Over 50 lbs.</b>							



**Department G – Division 60 – Goat Rate of Gain**

## Division Rules:

1. All market goats entered at the fair will automatically be entered in the Goat Rate of Gain if they attended the spring weigh-in.
2. The average daily gain will be determined using the county fair weight minus the spring weigh-in weight divided by the number of days between those two dates.
3. The Goat Rate of Gain will be printed in the goat show program and awarded during the goat show.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
G	60	900	<b>Goat Rate of Gain</b>	60	All Classes	4	\$17	\$15	\$12	\$9

## Sheep

## Area Rules – Sheep

1. A sheep exhibitor may show a maximum of six market sheep and six breeding sheep. Showmanship and pen of three classes do not count as an entry.
2. All sheep must be slick shorn within 10 days of the show.

## Awards

- Champion Showmanship (per age division)
- Supreme Champion Breeding Ewe
  - Champion Commercial Breeding Ewe
  - Champion Registered Breeding Ewe
  - Champion FFA Commercial Breeding Ewe
  - Champion FFA Registered Breeding Ewe.
- Supreme Champion Breeding Ram
  - Champion Commercial Breeding Ram
  - Champion Registered Breeding Ram
  - Champion FFA Commercial Breeding Ram
  - Champion FFA Registered Breeding Ram
- Family Flock
- Supreme Champion Market Lamb
  - Champion Born and Raised Market Lamb
  - Champion Market Lamb
  - Champion FFA Market Lamb
- Champion Rate of Gain
- Champion Pen of Three
- Best in Barn – Sheep

**Department G – Division 130 – Sheep Showmanship**

## Division Rules:

1. The use of showing and/or handling practices that may be considered objectionable or abusive, such as striking or slapping lambs and exhibiting the lamb with its feet off the ground, are not acceptable.
2. Exhibitors displaying such practices may be given one warning. A second offence may result in the lowering of a ribbon placing and forfeiting class premiums.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
G	130	900	<b>Out of School FFA Division – 19 years &amp; older</b>	130	All Classes	3	\$8	\$6	\$4	\$2
G	130	901	<b>Senior Division – 14 years &amp; older</b>							
G	130	902	<b>Intermediate Division – 11 to 13-year-olds</b>							
G	130	903	<b>Junior Division – 8-10-year-olds</b>							
G	130	904	<b>Adaptive Division – 8-18-years old</b>							

**Department G – Division 132 – Registered Breeding Ewes**

Division Rules:

1. Ewes born January 1 or after of the current year are classed as lambs. Ewes born during the preceding year are classified as yearlings.
2. Any breed having less than five head checked in may be allowed only one class at the discretion of the sheep superintendent. Animals will enter the ring at the same time in order of age.
3. Breeding sheep will be shown in alphabetical order by breed from youngest to oldest.

Dept.	Division	Class No.	Class Description	Division 132	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	132	900	<b>Spring Ewe – Born January-May of current year</b>							
G	132	901	<b>FFA Spring Ewe – Born January-May of current year</b>							
G	132	902	<b>Fall Ewe – Born June-December of last year</b>							
G	132	903	<b>FFA Fall Ewe – Born June-December of last year</b>							
G	132	904	<b>Yearling Ewe – Born January-May of last year</b>							
G	132	905	<b>FFA Yearling Ewe – Born January-May of last year</b>							
G	132	906	<b>Ewe – Born June-December two years ago</b>							
G	132	907	<b>FFA Ewe – Born June-December two years ago</b>							
G	132	908	<b>Aged Ewe – Two years and older</b>							
G	132	909	<b>FFA Aged Ewe – Two years and older</b>							
G	132	910	<b>Family Flock – One ram (any age) and three ewes (any age)</b>							
G	132	911	<b>FFA Family Flock – One ram (any age) and three ewes (any age)</b>							

**Department G – Division 133 – Commercial Breeding Ewes**

Division Rules:

1. Ewes born January 1 or after of the current year are classed as lambs. Ewes born during the preceding year are classified as yearlings.
2. Grade and commercial sheep will be shown together and will show from youngest to oldest.

Dept.	Division	Class No.	Class Description	Division 133	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	133	900	<b>Spring Ewe – Born January-May of current year</b>							
G	133	901	<b>FFA Spring Ewe – Born January-May of current year</b>							
G	133	902	<b>Fall Ewe – Born June-December of last year</b>							
G	133	903	<b>FFA Fall Ewe – Born June-December of last year</b>							
G	133	904	<b>Yearling Ewe – Born January-May of last year</b>							
G	133	905	<b>FFA Yearling Ewe – Born January-May of last year</b>							
G	133	906	<b>Ewe – Born June-December two years ago</b>							
G	133	907	<b>FFA Ewe – Born June-December two years ago</b>							
G	133	908	<b>Aged Ewe – Two years and older</b>							
G	133	909	<b>FFA Aged Ewe – Two years and older</b>							
G	133	910	<b>Family Flock – One ram (any age) and three ewes (any age)</b>							
G	133	911	<b>FFA Family Flock – One ram (any age) and three ewes (any age)</b>							

**Department G – Division 134 – Registered Breeding Rams**

Division Rules:

1. Rams born January 1 or after of the current year are classed as lambs. Rams born during the preceding year are classified as yearlings.
2. Any breed having less than five head checked in may be allowed only one class at the discretion of the sheep superintendent. Animals will enter the ring at the same time in order of age.
3. Breeding sheep will be shown in alphabetical order by breed from youngest to oldest.

Dept.	Division	Class No.	Class Description	Division 134	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	134	900	<b>Ram Lamb – under 1 year old</b>							
G	134	901	<b>Yearling Ram – 1-2 years old</b>							
G	134	902	<b>Aged Ram – Two years and older</b>							
G	134	903	<b>FFA Ram – Two years and older</b>							

**Department G – Division 135 – Commercial Breeding Rams**

Division Rules:

1. Rams born January 1 or after of the current year are classed as lambs. Rams born during the preceding year are classified as yearlings.
2. Grade and commercial sheep will be shown together and will show from youngest to oldest.

Dept.	Division	Class No.	Class Description	Division 135	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	135	900	<b>Ram Lamb – under 1 year old</b>							
G	135	901	<b>Yearling Ram – 1-2 years old</b>							

G	135	902	<b>Aged Ram – Two years and older</b>
G	135	903	<b>FFA Ram – Two years and older</b>

#### Department G – Division 131 – Market Lambs

Division Rules:

1. All market lambs must be born on or after December 1 of the previous year.
2. All market lambs must attend the spring weigh-in to be eligible for Sheep Rate of Gain.
3. Feeder lambs (lambs under 80 lbs.) are not eligible to show for Champion Market Lamb.
4. Short scrotum, cryptorchid or ram lambs are not eligible as market lambs.
5. Market lamb classes will be divided by gender if there are more than thirty market lambs pre-entered.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				131	All Classes	2	\$7	\$5	\$3	\$1
G	131	900	<b>Feeder Lambs – All breeds, 79 lbs. or less.</b>							
G	131	901	<b>Born and Raised Market Lambs – All breeds, 80 lbs. or more.</b>							
G	131	902	<b>Market Lambs – All breeds, 80 lbs. or more.</b>							
G	131	903	<b>FFA Market Lambs – All breeds, 80 lbs. or more.</b>							
G	131	904	<b>Pen of Three Market Lambs</b>							

#### Department G – Division 138 – Sheep Rate of Gain

Division Rules:

1. All market sheep entered at the fair will automatically be entered in Sheep Rate of Gain if they attended the spring weigh-in.
2. The average daily gain will be determined using the county fair weight minus the spring weigh-in weight divided by the number of days between those two dates. The Sheep Rate of Gain will be printed in the goat show program and awarded during the goat show.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				138	All Classes	4	\$17	\$15	\$12	\$9
G	138	900	<b>Sheep Rate of Gain</b>							

## Swine

#### Area Rules – Swine

1. An exhibitor may show 4 market swine and 2 breeding gilts. Showmanship and Pen of Three classes do NOT count as an entry.

#### Awards

- Champion Showmanship (per age division)
- Supreme Champion Market Swine
  - Champion Born & Raised Market Swine
  - Champion Market Gilt
  - Champion Market Barrow
  - Campion FFA Market Swine
- Champion Pen of Three
- Supreme Champion Breeding Gilt
  - Champion Breeding Gilt
  - Champion FFA Breeding Gilt
- Best In Barn - Swine

#### Department G – Division 35 – Swine Showmanship

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				35	All Classes	3	\$8	\$6	\$4	\$2
G	35	900	<b>Out of School FFA Division – 19 years &amp; older</b>							
G	35	901	<b>Senior Division – 14 years &amp; older</b>							
G	35	902	<b>Intermediate Division – 11 to 13-year-olds</b>							
G	35	903	<b>Junior Division – 8-10-year-olds</b>							
G	35	904	<b>Adaptive Division – 8-18-years old</b>							

#### Department G – Division 36 – Market Swine

#### Division Rules:

1. All market swine, regardless of breed, will be classified for judging purposes based on weight alone. Swine under 200 pounds and over 320 pounds will be allowed to show but will NOT be eligible to compete for division awards or the Supreme Champion Market Swine.
2. Market swine classes will be divided by gender if there are more than 30 market swine pre-entered.
3. Class breaks will be determined by weight. Market swine will be judged from lightest to heaviest.

Dept.	Division	Class No.	Class Description	<u>Division</u> 36	<u>Class</u> All Classes	<u>Pay</u> 2	<u>Purple</u> \$7	<u>Blue</u> \$5	<u>Red</u> \$3	<u>White</u> \$1
G	36	900	<b>Light Weight Swine – 199 lbs. or less</b>							
G	36	901	<b>FFA Light Weight Swine – 199 lbs. or less</b>							
G	36	902	<b>Born &amp; Raised Market Swine – 200 lbs. or more</b>							
G	36	903	<b>Market Swine – 200 lbs. or more</b>							
G	36	904	<b>FFA Market Swine – 200 lbs. or more</b>							
G	36	905	<b>Pen of Three Market Swine</b>							
G	36	906	<b>FFA Pen of Three Market Swine</b>							

#### Department G – Division 37 – Breeding Gilts

#### Division Rules:

1. All breeding gilts are to be born on or after November 1<sup>st</sup> of the previous year.
2. Purebred gilts and commercial (cross-bred) gilts will be shown together.
3. Class breaks will be determined by weight. Breeding gilts will be judged from lightest to heaviest.

Dept.	Division	Class No.	Class Description	<u>Division</u> 37	<u>Class</u> All Classes	<u>Pay</u> 2	<u>Purple</u> \$7	<u>Blue</u> \$5	<u>Red</u> \$3	<u>White</u> \$1
G	37	900	<b>Breeding Gilt</b>							
G	37	901	<b>FFA Breeding Gilt</b>							

## Poultry

#### Area Rules – Poultry

1. An exhibitor may show up to 8 birds in each category 1 & 2. Showmanship classes do NOT count as an entry.

#### Awards

- Champion Showmanship (per age division)
- Best in Show
  - Supreme Champion Poultry
  - Supreme Champion Waterfowl, Turkey, & Gamebird
  - Champion Individual Broiler
  - Champion Broiler Pen of Three
- Supreme Champion Poultry
  - Champion Large Fowl
  - Champion Bantam
  - Champion Trio
- Supreme Champion Waterfowl, Turkey & Gamebird
  - Champion Duck
  - Champion Goose
  - Champion Turkey
  - Champion Gamebird
  - Champion Individual Broiler
  - Champion Broiler-Pen of Three
- Best in Barn – Poultry

#### Department G – Division 70 – Poultry Showmanship

#### Division Rules:

1. Participants may use any bird they choose, so long as it was raised and reared by the 4-H member.
2. Judging showmanship is based on grooming and training of the bird as well as the appearance and behavior of the exhibitor.
3. The maximum length of the showmanship presentation is four minutes. Exhibitors must vocally explain the steps in their presentation and the merit of the bird.
4. The judge may ask questions of the exhibitor at the close of their presentation.

Dept.	Division	Class No.	Class Description	Division 70	Class All Classes	Pay 3	Purple \$8	Blue \$6	Red \$4	White \$2
G	70	900	<b>Out of School FFA Division</b> – 19 years & older							
G	70	901	<b>Senior Division</b> – 14 years & older							
G	70	902	<b>Intermediate Division</b> – 11 to 13-year-olds							
G	70	903	<b>Junior Division</b> – 8-10-year-olds							
G	70	904	<b>Adaptive Division</b> – 8-18-years old							

## Poultry – Category 1

### Department G – Division 71 – Large Fowl Classes

Division Rules:

1. Bird age is as of the date of the show.

Dept.	Division	Class No.	Class Description	Division 71	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	71	900	<b>Cockerel</b> – Up to one year							
G	71	901	<b>Cock</b> – One year and older							
G	71	902	<b>Pullet</b> – Up to one year							
G	71	903	<b>Hen</b> – One year and older							

### Department G – Division 72 – Bantams Classes

Division Rules:

1. Bird age is as of the date of the show.

Dept.	Division	Class No.	Class Description	Division 72	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	72	900	<b>Cockerel</b> – Up to one year							
G	72	901	<b>Cock</b> – One year and older							
G	72	902	<b>Pullet</b> – Up to one year							
G	72	903	<b>Hen</b> – One year and older							

### Department G – Division 73 – Poultry Trio

Division Rules:

1. A poultry trio of exhibition birds consists of one male and two females.
2. Birds in a trio may NOT be shown individually in other classes.

Dept.	Division	Class No.	Class Description	Division 73	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	73	900	<b>Trio</b> – 1 male and 2 females							

### Department G – Division 79 – Production Fowl & Eggs

Division Rules:

1. An Egg Production Trio consists of three laying hens. (Egg production trios are considered one entry)
2. Birds in a trio may NOT be shown individually in other classes.
3. Eggs will be judged on shape, color and weight uniformity. PLEASE DO NOT REFRIGERATE EGGS PRIOR TO CHECKING IN THE EGGS. Exhibitors are limited to exhibiting one dozen of either white, brown or colored eggs.

Dept.	Division	Class No.	Class Description	Division 79	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	79	900	<b>Egg Production Trio</b>							
G	79	901	<b>One Dozen White Eggs</b>							
G	79	902	<b>One Dozen Brown Eggs</b>							
G	79	903	<b>One Dozen Colored Eggs</b> – Natural colors no dyed eggs							

## Waterfowl & Turkeys – Category 2

### Department G – Division 74 – Duck Classes

Division Rules:

1. Bird age is as of the date of the show.

Dept.	Division	Class No.	Class Description	Division 74	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	74	900	<b>Young Drake</b> – Up to one year							
G	74	901	<b>Duck</b> – One year and older							
G	74	902	<b>Young Hen</b> – Up to one year							
G	74	903	<b>Hen</b> – One year and older							

### Department G – Division 75 – Goose

#### Division Rules:

1. Bird age is as of the date of the show.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				75	All Classes	2	\$7	\$5	\$3	\$1
G	75	900	<b>Young Gander – Up to one year</b>							
G	75	901	<b>Gander – One year and older</b>							
G	75	902	<b>Young Goose – Up to one year</b>							
G	75	903	<b>Goose – One year and older</b>							

#### Department G – Division 76 – Turkey

#### Division Rules:

1. Bird age is as of the date of the show.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				76	All Classes	2	\$7	\$5	\$3	\$1
G	76	900	<b>Young Tom – Up to one year</b>							
G	76	901	<b>Tom – One year and older</b>							
G	76	902	<b>Young Hen – Up to one year</b>							
G	76	903	<b>Hen – One year and older</b>							

#### Department G – Division 77 – Game Bird

#### Division Rules:

1. A Game Bird trio of exhibition birds consists of one male and two females.
2. Birds in a trio may NOT be shown individually in other classes.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				77	All Classes	2	\$7	\$5	\$3	\$1
G	77	900	<b>Game Bird - Individual</b>							
G	77	901	<b>Game Bird - Trio</b>							

### Broiler – Category 3

#### Department G – Division 78 – Broiler

#### Division Rules:

1. Each exhibitor MUST participate in poultry showmanship, be present at the exhibit area during broiler judging, AND complete a broiler record book. Record books will be turned into the Livestock Office during check-in.
2. A pen of broilers shall consist of three males or three female birds six to nine weeks of age.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				78	900-901	2	\$7	\$5	\$3	\$1
				78	902	1	\$6	\$4	\$2	\$1
G	78	900	<b>Broiler – Individual</b>							
G	78	901	<b>Broiler – Pen of Three</b>							
G	78	902	<b>Broiler – Record Book</b>							

## Rabbit

#### Area Rules – Rabbit

1. An exhibitor may show up to 8 classes of rabbits.
2. An exhibitor may identify a maximum of 20 rabbits. To be eligible for breed exhibition, entries must be a fair representative of one of the breeds listed in the American Standard of Perfection.
3. All rabbits, except for fryers and pet rabbits, must have permanent identification numbers or names tattooed on their ear by entry date. Pets and fryers must be marked, in the ear, with identification with a permanent marker by entry day.

#### Awards

- Champion Showmanship (per age division)
- Supreme Champion Rabbit
  - Champion Fancy Breed Rabbit
  - Champion Commercial Breed Rabbit
  - Champion Pet Rabbit
  - Champion Market Rabbit.
- Best in Barn – Rabbit

#### Department G – Division 180 – Rabbit Showmanship

#### Division Rules:

1. Exhibitors must show their own animal, and the animal must be entered and exhibited in a rabbit class below.

- Showmanship is based on grooming and training of the rabbit and the appearance and behavior of the exhibitor. The exhibitor must vocally explain the steps in their routine and the merit of the rabbit. Primarily showmanship is the skill of the exhibitor in presenting and explaining the rabbit before the judge. The excellence of the rabbit is not considered in scoring.
- The maximum length of the showmanship presentation is four minutes.
- Exhibitors are asked to bring their own carpet square or mat for showmanship.

Dept.	Division	Class No.	Class Description	Division 180	Class All Classes	Pay 3	Purple \$8	Blue \$6	Red \$4	White \$2
G	180	900	<b>Out of School FFA Division</b> – 19 years & older							
G	180	901	<b>Senior Division</b> – 14 years & older							
G	180	902	<b>Intermediate Division</b> – 11 to 13-year-olds							
G	180	903	<b>Junior Division</b> – 8-10-year-olds							
G	180	904	<b>Adaptive Division</b> – 8-18-years old							

#### Department G – Division 181 – Fancy Breed

Division Rules:

- Rabbit Age is as of the date of the show.
- Fancy Breed List: (Purebred Rabbits Only)
  - American Fuzzy Lop, American Sable, Belgian Hare, Britannia Petite, Dutch, Dwarf Hotot, English Angora, English Spot, Florida White, French Angora, Harlequin, Havana, Himalayan, Holland Lop, Jersey Woolie, Lilac, Lionhead, Mini Lop, Mini Rex, Mini Satin, Netherland Dwarf, Polish, Rex, Rhinelander, Satin Angora, Silver, Silver Marten, Standard Chinchilla, Tan & Thrianta.

Dept.	Division	Class No.	Class Description	Division 181	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	181	900	<b>Junior Doe</b> – <i>Under six months</i>							
G	181	901	<b>Senior Doe</b> – <i>Six months and older</i>							
G	181	902	<b>Junior Buck</b> – <i>Under six months</i>							
G	181	903	<b>Senior Buck</b> – <i>Six months and older</i>							

#### Department G – Division 182 – Commercial Breed

Division Rules:

- Rabbit age is as of the date of the show.
- Commercial Breed List: (Any of the meat breeds or a cross from the list below)
  - American, Ameran Chinchilla, Beveren, Blanc de Hotot, Californian, Champagne d'Argent, Checkered Giant, Cinnamon, Crème d'Argent, English Lop, Flemish Giant, French Lop, Giant Angora, Giant Chinchilla, New Zealand, Palomino, Satin & Silver Fox.

Dept.	Division	Class No.	Class Description	Division 182	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	182	900	<b>Junior Doe</b> – <i>Under six months</i>							
G	182	901	<b>Intermediate Doe</b> – <i>6, 7 &amp; 8 months</i>							
G	182	902	<b>Senior Doe</b> – <i>Eight months and older</i>							
G	182	903	<b>Junior Buck</b> – <i>Under six months</i>							
G	182	904	<b>Intermediate Buck</b> – <i>6, 7 &amp; 8 months</i>							
G	182	905	<b>Senior Buck</b> – <i>Eight months and older</i>							

#### Department G – Division 183 – Pet Rabbit

Division Rules:

- Rabbit age is as of the date of the show.
- All sex and ages will be shown together

Dept.	Division	Class No.	Class Description	Division 183	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	181	900	<b>Pet Rabbit</b>							

#### Department G – Division 184 – Market Rabbit

Division Rules:

- Any Breed or cross.
- Rabbits in a meat pen of three may NOT be shown individually in other classes.
- Market Rabbit ages and weight requirements are as follows:
  - Fryer – Not over 10 weeks of age. Must weigh at least 3.5 lbs. not to exceed 5.5 lbs.
  - Meat Pen – Not over 10 weeks of age. Must weigh at least 3.5 lbs. each and not exceed 5.5 lbs. each.
  - Roaster – Under six months of age. Must weigh at least 5.5 lbs. and not exceed 9 lbs.
  - Stewer – Over six months of age. Must weigh at least 8 lbs. There is no maximum weight.

Dept.	Division	Class No.	Class Description	Division 184	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
G	184	900	<b>Single Fryer</b>							
G	184	901	<b>Meat pen of three</b>							
G	184	902	<b>Roaster</b>							
G	184	903	<b>Stewer</b>							

# Horse

## Area Rules – Horse

1. All horse exhibitors must take and pass the Level 1 Horse test by June 15th
2. Exhibitors may enter up to 6 horses total at the county fair.
3. Only one horse per class per contestant, except in halter classes. A family project horse may not be entered twice in the same event. However, the same horse may be used by both a Junior and Senior family member in any class.
4. Foals born after deadline day from project mares may be shown if identified on a 4-H Horse Identification Certificate within two weeks of birth.
5. All horses must stall, unless there is not enough room. In that event, the superintendent could allow some 4-H members to take their horse's home.
6. An equine professional is not liable for an injury or the death of a participant in the quine activities resulting from inherent risks of equine activities pursuant to sections 25-21, 249 to 253 N.R.S.
7. Exercise times will be announced, upon approval of superintendent. Patterns for showmanship, horsemanship, trail, etc. will be posted by the superintendent or extension staff.
8. Nebraska 4-H Horse Show and Judging Guide (4-H 373) will be followed in conducting county level 4-H horse shows with some expectations. The same horse may be ridden in multiple pleasure classes by the same or different riders. Guide available upon request at the extension office.
  - a. The guide lists penalties for speed classes. Contestants who are disqualified will receive white ribbons. A two-second penalty will be assessed for each pole or barrel knocked down. Riders must dismount before leaving the arena. Hats are not necessary; however, a 2-second penalty will be assessed for hats lost during the run.

## Awards

- Champion Showmanship (per age division)
- Halter
  - Champion Weanling
  - Champion Yearling
  - Champion 2-year-Old
  - Champion Mare 3-4 Years Old
  - Champion Gelding 3-4 Years Old
  - Champion Mare 5 Years and Older
  - Champion Gelding 5 Years and Older
  - Champion Pony Under 49"
  - Champion Pony 49" - 56"
- Pleasure
  - Champion Walk Trot
  - Champion Snaffle Bit
  - Champion Western Pleasure Under 14 Hands Junior & Senior Divisions
  - Champion Western Pleasure 14 Hands & Over Junior & Senior Divisions
  - Champion Ranch Horse Pleasure Junior & Senior Divisions
- Performance
  - Champion Western Horsemanship Junior & Senior Divisions
  - Champion Ranch Riding Junior & Senior Divisions
  - Champion Hunter Under Saddle
  - Champion Hunt Seat Equitation
  - Champion Trail Junior & Senior Divisions
- Speed
  - Champion Barrel Racing Junior & Senior Divisions
  - Champion Pole Bending Junior & Senior Divisions
  - Champion Keyhole Racing Junior & Senior Divisions
  - Champion Flag Racing Junior & Senior Divisions

## Department G – Division 260 – Horse Showmanship

Dept.	Division	Class No.	Class Description	Division 260	Class All Classes	Pay 3	Purple \$8	Blue \$6	Red \$4	White \$2
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G	260	901	<b>Senior Division</b> – 14 years & older
G	260	902	<b>Intermediate Division</b> – 11 to 13-year-olds
G	260	903	<b>Junior Division</b> – 8-10-year-olds
G	260	904	<b>Adaptive Division</b> – 8-18-years old

## Halter Class

### Department G – Division 261 – Halter

Dept.	Division	Class No.	Class Description	<u>Division</u> 261	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
G	261	900	<b>Weanlings</b>							
G	261	901	<b>Yearlings</b>							
G	261	902	<b>2-year-olds</b>							
G	261	903	<b>Pony – under 49"</b>							
G	261	904	<b>Pony – 49" to 56"</b>							
G	261	905	<b>3-4 Year Mares – 14 hands &amp; over</b>							
G	261	906	<b>3-4 Year Geldings – 14 hands &amp; over</b>							
G	261	907	<b>5 Years &amp; Older Mares - 14 hands &amp; over</b>							
G	261	908	<b>5 Years &amp; Older Geldings - 14 hands &amp; over</b>							

## Pleasure/On the Rail Classes

### Department G – Division 263 – Walk Trot Pleasure

Recommended for 4-H exhibitors with 2-years or less enrollment in the Horse project. Rider is not eligible for any other pleasure classes (264, 265, 266 or 267)

Dept.	Division	Class No.	Class Description	<u>Division</u> 263	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
G	263	900	<b>Walk Trot</b>							

### Department G – Division 264 – Snaffle Bit Western Pleasure

- Horses used in this class are not eligible for use in any other pleasure class.
- Horses used in the class must be under 4-years of age.

Dept.	Division	Class No.	Class Description	<u>Division</u> 264	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
G	264	900	<b>Snaffle Bit</b>							

### Department G – Division 265 – Western Pleasure – Under 14 hands

- Riders are divided into Junior & Senior Divisions
  - Senior Division – 14-years and older
  - Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u> 265	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
G	265	900	<b>Senior Division</b>							
G	265	901	<b>Junior Division</b>							

### Department G – Division 266 – Western Pleasure – 14 hands & over

- Riders are divided into Junior & Senior Divisions
  - Senior Division – 14-years and older
  - Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u> 266	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
G	266	900	<b>Senior Division</b>							
G	266	901	<b>Junior Division</b>							

### Department G – Division 267 – Ranch Horse Pleasure

- Riders are divided into Junior & Senior Divisions
  - Senior Division – 14-years and older
  - Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u> 267	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
G	267	900	<b>Senior Division</b>							
G	267	901	<b>Junior Division</b>							

## Performance/Pattern Classes

### Department G – Division 268 – Western Horsemanship

- Riders are divided into Junior & Senior Divisions
  - Senior Division – 14-years and older

b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	268	900	<b>Senior Division</b>	268	All Classes	1	\$6	\$4	\$2	\$1
G	268	901	<b>Junior Division</b>							

**Department G – Division 269 – Ranch Riding**

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	269	900	<b>Senior Division</b>	269	All Classes	1	\$6	\$4	\$2	\$1
G	269	901	<b>Junior Division</b>							

**Department G – Division 270 – Hunter Under Saddle**

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	270	900	<b>English Pleasure</b>	270	All Classes	1	\$6	\$4	\$2	\$1

**Department G – Division 271 – Hunt Seat Equitation**

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	271	900	<b>English Equitation</b>	271	All Classes	1	\$6	\$4	\$2	\$1

**Department G – Division 272 – Driving**

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	272	900	<b>Driving</b>	272	All Classes	1	\$6	\$4	\$2	\$1

**Department G – Division 273 – Trail Horse**

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	273	900	<b>Senior Division</b>	273	All Classes	1	\$6	\$4	\$2	\$1
G	273	901	<b>Junior Division</b>							

## Speed Classes

**Department G – Division 280 – Barrel Racing**

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	280	900	<b>Senior Division</b>	280	All Classes	1	\$6	\$4	\$2	\$1
G	280	901	<b>Junior Division</b>							

**Department G – Division 281 – Pole Bending**

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
G	281	900	<b>Senior Division</b>	281	All Classes	1	\$6	\$4	\$2	\$1
G	281	901	<b>Junior Division</b>							

**Department G – Division 282 – Keyhole Race**

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	<u>Division</u>	<u>Class</u>	<u>Pay</u>	<u>Purple</u>	<u>Blue</u>	<u>Red</u>	<u>White</u>
				282	All Classes	1	\$6	\$4	\$2	\$1

G	282	900	<b>Senior Division</b>
G	282	901	<b>Junior Division</b>

#### Department G – Division 283 – Flag Race

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	Division 283	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
G	283	900	<b>Senior Division</b>							
G	283	901	<b>Junior Division</b>							

#### Department G – Division 284 – Figure 8 Barrel Racing

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	Division 284	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
G	284	900	<b>Senior Division</b>							
G	284	901	<b>Junior Division</b>							

#### Department G – Division 285 – Stake Race

1. Riders are divided into Junior & Senior Divisions
  - a. Senior Division – 14-years and older
  - b. Junior Division – 8-years to 13-years

Dept.	Division	Class No.	Class Description	Division 285	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
G	285	900	<b>Senior Division</b>							
G	285	901	<b>Junior Division</b>							

## Static Exhibits

### General Static Rules & Regulations

#### A. Exhibits

1. Static exhibits are non-livestock projects.
2. 4-H project exhibits are based off support curriculum. Classes are created based off activities completed or skills learned in curriculum manuals.
3. It is recommended that you identify the class exhibits will fit into **BEFORE** Starting on a project. Items which do not fit into a class will not be allowed to be entered.
4. Entries are allowed in only one unit/level of competition. Those enrolled in a middle or advanced unit may not exhibit in a less advanced unit.

#### B. Entry Requirements

1. **These items do not need to be pre-entered prior to the County Fair. Exhibits will be entered at static check-in. Each exhibitor must complete his/her entry tag(s) prior to coming to the County Fair Entry Day. Tags are available in the Extension Office.**
2. Entries made by special needs exhibitors may have a note attached, written by the parent or leader explaining the youth's disability for the judge's information and consideration. Any entry involving a youth with special needs should be adapted to their special circumstances by the Extension Staff and/or the superintendent.
3. Exhibits may require supporting information for the judge to know how the exhibit was completed. Check the appropriate area in this Fair Book to see if that applies to your exhibit. **Exhibits entries without the required supporting documentation or incorrect formatting requirements will be lowered one ribbon placing.**
4. It is recommended to include an explanation of your project, or the techniques involved in the form of a project write-up. **See Appendix F for "Project Write Up" template.**

## Animal Science

### Educational Display for Animal Entries

Area Rules – Educational Display for Animal Entries

1. This poster display could focus on a current livestock issue, animal industry career, animal care or health, economic impacts of the livestock industry, within the species of dairy, beef, sheep, swine, goat, poultry, and rabbit.
2. Poster display should be sturdy enough to last through the fair and no larger than 22"x28". Only standard poster boards will be accepted. Foam board or cardboard posters are discouraged.
3. All entries must match the species of livestock they have entered in the county fair. For example, if the exhibitor is showing only beef, their entry must be about beef and not about another species.

#### Department G – Division 90 – Educational Display for Animal Entries

Exhibits in division 90 are not state fair eligible and will not move on to the Nebraska State Fair.

Dept.	Division	Class No.	Class Description	Division 90	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
G	90	900	<b>Educational Display</b>							

## Veterinary Science

The purpose of a Veterinary Science exhibit is to inform the public about a common health problem of animals, a veterinary science principle or public health/zoonotic diseases.

#### Area Rules – Veterinary Science

1. A Veterinary Science exhibit may consist of a poster, notebook or display. The exhibit may represent material from any of the Veterinary Science projects including entry level exhibits from Unit 1.
2. If photographs are to be a 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 procedures.
3. **First-Aid Kits:** Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, **animal first-aid kits containing any drugs or medications will be immediately disqualified and not displayed. First-Aid kits wishing to include medication information should instead utilize written descriptions, photographs, drawings, computer generated printouts or empty packaging of pharmaceuticals.**
4. **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"x28" and may be either vertical or horizontal.
5. **Veterinary Science Display:** A display may include but is not limited to three-dimensional exhibits, a scale model, the actual project (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 inches x 28 inches or on ¼ inch plywood or equivalent that does not exceed 24 inches x 32 inches or in a three-ring binder or another bound notebook format.

#### Department G – Division 840 – Veterinary Science

1. 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 need to be properly cited. Proper sources include but are not limited to: Professional journals and publications, professional AVMA accredited websites, interviews with Veterinarians and excerpts from Veterinary Educational Literature. Plagiarism will result in disqualification. Please study your topic and present the information to your audience in your own words.**

Dept.	Division	Class No.	Class Description	Division 840	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
G	840	001	<b>Large Animal Poster, Notebook, or Display (SF119)</b>							
G	840	002	<b>Small Animal/Pet Poster, Notebook, or Display (SF119)</b>							

# Communications & Expressive Arts

## Photography

The purpose of this project area is to establish basic to advanced knowledge of and abilities in using photographic equipment, lighting, and composition to capture images, express feelings, and communicating ideas. 4-H members can work through the three project levels, progressing from basic to advanced photography skills and techniques. For help getting started with this project contact your county 4-H Extension office.

### Area Rules – Photography

1. 4-H members are allowed to exhibit in only one photography level.
2. 4-H members may enter up to three exhibits but no more than one exhibit per class.
3. An image may only be used on one exhibit except for Portfolios, which may include images entered in other classes.
4. Cameras
  - a. Photos may be taken with any type of film or digital camera, including phones, tablets, and drones.
5. Photos must be shot by the 4-H exhibitor during the current project year except for Portfolios, which may include images captured and/or exhibited in previous years.
6. Securely attach photos, mats, backing, and data tags. Exhibits that are poorly attached may be disqualified. Do not use photo corners, borders, or place coverings over the exhibits.
7. Portfolios
  - a. All portfolios must include the following information
    - i. 1-page max bio.
    - ii. Table of contents.
    - iii. Year each photo was taken.
    - iv. Title for each image,
    - v. Device make and model used to capture each image.
    - vi. Reflections for each photo. When writing reflections, 4-H members should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image. Portfolios may be presented in either print or digital formats:
      1. Printed portfolios should be presented in a three-ring binder that is 8.5 inches x11 inches or similar book format. Recommended photo size is 8"x10". Matting is not necessary.
      2. Digital portfolios may be presented online and must be exhibited along with a single 8.5 inches x 11 inches flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
8. Display Exhibits
  - a. At the State Fair, display exhibits are only accepted in Level II. Displays consist of three 4" x 6" photos mounted on a single horizontal 11" x 14" black or white poster or mat board. Incorrect sizes will not be accepted. No foam board backing should be used. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distract from the overall display. No titles, captions, or stick-on numbers will be allowed. Photos may be mounted vertically or horizontally. Appropriate Data Tags are required.
9. **Print Exhibits**
  - a. Print exhibits must be 8"x10" printed mounted in 11"x14" (outside size) cut matting with a sandwich mat board backing. Incorrect sizes will not be accepted. No foam board should be used for matting or backing. Mat openings may be rectangular or oval. Photos may be horizontal or vertical. No frames are allowed. Appropriate data tags are required.
10. Entry tags should be securely attached to the upper right-hand corner of the exhibit.
11. Data Tags are required on all print and display exhibits. Data tags are not required for portfolios. Each exhibit must have the appropriate number and level of data tags as outline below. Data tags should be securely attached to the back of the exhibit. Current data tags and help sheet are available at <https://go.unl.edu/ne4h-photography>.
  - a. All Level 2 prints must have a Level 2 Data Tag.
  - b. Each Level 2 display photo must include a separate Level 2 Data Tag. Data Tags should be numbered with the corresponding photo's number.
  - c. All Level 3 prints must have a Level 3 Data Tag.

## 12. On-Campus Exhibition Selection

- a. Level 2 and Level 3 prints exhibited at State Fair may be selected for special on-campus exhibitions. Selected prints will be collected at the end of the State Fair and will be returned to county Extension offices after the completion of their on-campus exhibition.

### Department B – Division 180 – Level 1: Focus on Photography

All entries in division 180 are county only entries. They are not eligible to go to the State Fair.

Dept.	Division	Class No.	Class Description	Division 180	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
B	180	900	<b>Picture Display</b> – Entry will consist of 3 pictures. The 4-H member will exhibit one picture from three different categories. Categories to be selected from include the following: Animal, Building, Landscape, Special Effects, Still Life, Sports, or Close up.							
B	180	901	<b>Picture Story Display</b> – Entry will consist of three pictures which tell a story (include introduction, body and conclusion). No captions.							
B	180	902	<b>Exhibit Prints</b>							

### Department B – Division 181 – Level 2: Next Level Photography

1. Level 2 photographers should be utilizing all the skills and techniques they have developed thus far in their photography careers, especially topics covered in Book 1 Photography Basics and Book 2 Next Level Photography.

Dept.	Division	Class No.	Class Description	Division 181	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
B	181	010	<b>Level 2 Portfolio</b> (SF88) - Level 2 portfolios should represent the 4-H member's best work and must include five to seven different images from the 4-H member's photography career. At least two images must have been taken during the current year. The remaining images may have been taken at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 2 classes during the same year. Portfolios must include: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each image. When writing reflections, youth should focus on what new photography techniques they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.							
B	181	020	<b>Creative Techniques &amp; Lighting Display or Print</b> (SF87) - Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections, or another lighting technique covered in Book 2 Next Level Photography (Activity 3, 4, 5)							
B	181	030	<b>Creative Composition Display or Print</b> (SF87) - Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle, or another composition technique covered in Book 2 Next Level Photography. (Activity 6, 7, 8, 9)							
B	181	040	<b>Abstract Photography Display or Print</b> (SF87) - Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything but should be able to capture a viewer's attention. (Activity 11)							
B	181	050	<b>Candid Photography Display or Print</b> (SF87) - Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)							
B	181	060	<b>Expression Through Color Display or Print</b> (SF87) - Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary, or tertiary. (Activity 13)							

### Department B – Division 182 – Level 3: Mastering Photography

1. Level 3 photographers should be exploring and experimenting with advanced techniques. This may include but does not necessarily require using an SLR camera, manual adjustments, or other advanced equipment. Level 3 photographers should be utilizing all the skills and techniques they have developed throughout their photography career, especially topics covered in Book 1 Photography Basics, Book 2 Next Level Photography, and Book 3 Mastering Photography.

Dept.	Division	Class No.	Class Description	Division 182	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
B	182	010	<b>Level 3 Portfolio</b> (SF88) - Level 3 portfolios should represent the photographer's best work. Level 3 portfolios must include nine to eleven images from the 4-H member's photography career. At least 3 images should be from the current year. The remaining images may have been taken at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 3 classes during the same year. Portfolios must include: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each image. When writing reflections, 4-H members should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.							
B	182	020	<b>Advanced Techniques &amp; Lighting Print</b> (SF89) - Photos should show an experimentation or exploration of advanced lighting, such as low-light or silhouette photography or another advanced photography technique, such as astrophotography, underwater photography, or infrared photography. (Activity 3, 4, 5, or 12)							
B	182	030	<b>Advanced Composition Print</b> (SF89) - Photos should show advanced compositions, such as using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewer's eye through a							

			scene; breaking the rule of thirds to compose a discordant image; or another advanced composition technique covered in Book 3 Mastering Photography (Activity 6, 7)
B	182	040	<b>Portrait Print</b> (SF89) - A great portrait captures not only a person's physical image, but also something of the person's character or personality. Photos may be either formal or informal but must be of one or more human subjects. (Activity 9)
B	182	050	<b>Still Life Print</b> (SF89) - Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)
B	182	060	<b>Freeze/Blur the Moment Print</b> (SF89) - Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)
			Rules

## Posters

### Area Rules – Posters

All entries in Division 52 ARE NOT State Fair eligible projects and will not move on to the Nebraska State Fair.

Entries that do not include required information or formatting requirements will be lowered one ribbon placing.

1. Formatting Guidelines
  - a. Poster size shall not be more than 24"x36".
  - b. The content/purpose of a poster is to call attention to a subject. Every poster must be crafted 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.
  - c. Posters SHALL NOT use copyrighted materials, such as cartoon characters or commercial product names, logos or slogans. Avoid using over-used phrases that do not command the viewer's attention. Follow the official 4-H emblem guidelines.
  - d. Posters may be in any medium: watercolor, ink, crayon, markers, computer graphics, etc. They may not be three-dimensional. Entries with components thicker than paper (such as milk cartons, pencils, pop cans) will be disqualified.
2. Poster Judging Criteria.
  - a. Idea: simple, clear message, appropriate for a poster.
  - b. Lettering: readable from a distance, appropriate size in proportion to art.
  - c. Art: one dominant, eye-catching element, art relates to written message.
  - d. The arrangement of the poster should be well balanced and make good use of the entire poster space without being crowded with art and lettering.
  - e. Colors used should be bold and harmonize well.
  - f. Quality of construction: neatness, appropriate use of materials.

### Department B – Division 152 – Posters

Dept.	Division	Class No.	Class Description	Division 152	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
B	152	900	<b>Exploring Careers with 4-H</b> – The poster should illustrate how 4-H'ers can explore career opportunities through 4-H projects.							
B	152	901	<b>Photo Poster</b> – The poster should focus on a 4-H theme of your choice, using one large, eye-catching photo.							
B	152	902	<b>Pawnee County Marketing Poster</b> – Poster focusing on marketing 4-H in Pawnee County							
B	152	903	<b>4-H Promotion</b> – Poster focusing on a 4-H project or activity.							
B	152	904	<b>Educational Poster</b>							
B	152	905	<b>Other item made in this project</b>							
B	152	906	<b>Other item made in this project</b>							
B	152	907	<b>Other item made in this project</b>							

## Visual Arts

With an emphasis on originality, the purpose of the 4-H Visual Arts projects is to practice using design elements and principles while exploring and experimenting with various mediums and techniques. In addition, youth should practice self-expression and work to communicate their personal voice through their work.

### Area Rules – Visual Arts

1. Original Work - Items must be the original work of the 4-H member and should show creativity and originality. No copyrighted images or master studies.
2. Ready for Professional Display - All exhibits must be presented appropriately for the medium(s) used and ready to be professionally displayed. two-dimensional pieces on paper should be framed behind glass/plexiglass. Canvas boards should be framed but glass/plexiglass is not necessary. Stretched canvases do not need frames if staples are not visible on the edges. All two-dimensional pieces should be ready to hang using a sawtooth or wire hanger.
3. Entries per Exhibitor: 4-H members may enter one exhibit per class (see general rules).
4. Entry Descriptions: Entry tags should include a visual description of the exhibit, including size, dominant color, and subject to aid in identification.
5. Supporting Information: Supporting information is required for all Visual Arts exhibits. Information must include responses to all questions and steps taken to complete the project. Supporting information must be securely attached to the back of the piece. Supporting Information tag templates can be found at <https://go.unl.edu/ne4hvisualarts>. Exhibits with missing or incomplete supporting information will be lowered a ribbon placing.
6. Class Changes: Exhibits must be entered in the appropriate class based on the medium(s) used or theme. No class changes will be made after check-in. Exhibits in inappropriate classes may be lowered a ribbon placing. Supporting information may provide evidence or justification for the piece being entered in a specific class.

#### Department C – Division 260 – Visual Art Mediums

Dept.	Division	Class No.	Class Description	Division 260	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	260	001	<b>Original Acrylic Painting</b> (SF200)							
C	260	002	<b>Original Oil Painting</b> (SF200)							
C	260	003	<b>Original Watercolor Painting</b> (SF200)							
C	260	004	<b>Original Pencil Drawing</b> (SF200)							
C	260	005	<b>Original Charcoal Drawing</b> (SF200)							
C	260	006	<b>Original Ink Drawing</b> (SF200)							
C	260	007	<b>Original Fiber Art</b> (SF200) - Could include weaved art, dyed fabric, felted wool, cotton linter, batik, etc.							
C	260	008	<b>Original Sculpture</b> (SF200) - Could include Styrofoam, wood, cardboard, paper, metal, wire, etc.							
C	260	009	<b>Original Ceramic Pottery</b> (SF200) - No purchased ceramic pottery. Must be glazed and fired. May be any hand-built technique or wheel thrown. May be functional or non-functional. Could include slab built, pinch pots, coil built, wheel thrown, etc.							
C	260	010	<b>Original Painting on Purchased Ceramic Surface</b> (SF200) - No hand-built or wheel thrown pottery. May be functional or non-functional. Could include figurines, cups, bowls, etc.							
C	260	011	<b>Original Single Media Not Listed</b> (SF200) - Could include digital art, leathercrafting, printmaking, stained glass, pastels, scratchboard, sand painting, encaustic painting, chalk, etc.							
C	260	012	<b>Original Mixed Media</b> (SF200) - Could include any combination of two or more other mediums or materials.							

#### Department C – Division 261 – Visual Art Themes

1. Exhibits may utilize any medium or combination of mediums on any surface. All exhibits must be appropriately presented and ready to be professionally displayed. Artwork should depict the artist's own interpretation of the theme. All exhibits should include an explanation of how the piece reflects the theme and what ideas or thoughts the artist was attempting to express or communicate.

Dept.	Division	Class No.	Class Description	Division 261	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	261	001	<b>Original Art Inspired by Plants or Animals</b> (SF200) - could involve but is not limited to domestic animals, pets, agriculture, wild animals, wildlife conservation, house plants, fruit, vegetables, flowers, native plants, trees, etc.							
C	261	002	<b>Original Art Inspired by Landscapes</b> (SF200) - could involve but is not limited to rural landscapes, natural environments, man-made environments, urban landscapes, extraterrestrial landscapes, oceanic scenes, buildings, fantasy landscapes, agricultural landscapes, etc.							
C	261	003	<b>Original Art Inspired by People</b> (SF200) - could involve but is not limited to cultural art, modern society, portraits, daily life, careers, families, emotions, etc.							
C	261	004	<b>Original Art Inspired by Artist's Choice</b> (SF200) - could involve but is not limited to food, cars, fantasy worlds, imaginary characters, science-fiction, history, etc.							



# Environmental Education & Earth Science

## Conservation, Wildlife & Shooting Sports

Conservation, Wildlife, and Shooting Sports gives 4-H members an opportunity to share their knowledge and field experience about conservation, wildlife, and shooting sports. When creating an exhibit make sure to pay close attention to the rules while considering the different laws that surround those areas.

### Area Rules – Conservation, Wildlife & Shooting Sports

1. **NO FIREARMS, ITEMS WITH A BLADE** (broad heads, knives, saws, etc.) or related items of any other kind, may be exhibited. This applies to actual items, replicated items and item parts. Photos are a suitable substitution for actual items.
2. **Show What You Did and Learned:** All 4-H members must show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps judges understand what the 4-H member did and learned in the process that led to the exhibit.
3. **Proper Credit:** Show proper credit by listing the sources of plans or other supporting information used in exhibits.

Example to attach to your exhibit

**Name:** Chris Clover  
**County:** Clover County  
**Age:** 10

**Field Experience, Study, or Observations:**

I attended a 4-H workshop where we put out a food plot, and then made turkey calls. We played a game about attracting turkeys. Sometimes we acted like a female to draw in a tom turkey. Sometimes we acted like a lost baby turkey to call in a whole flock. I was able to use my turkey call and play the game successfully. While I never turkey hunted in person, I went on-line to research more turkey calls. I hope to turkey hunt someday, and I want to use a box call to hunt fall turkeys.

**Credits/Source:**  
Information was obtained from Nebraska Game & Parks website

4. **Exhibitor Info:** The 4-H member's name, county, and age must be on the back or bottom of all displays.
5. **Wildlife and Wildlife Laws:** "Animal" or "wildlife" in the following classes includes wild fish, amphibians, reptiles, birds, or mammals. Domestic animal (i.e. domestic livestock or house pets) and insect exhibits are not appropriate for this area. 4-H members must comply with current state and federal laws. It is illegal to possess threatened, endangered, or protected wildlife, or the feathers, nests, or eggs of non-game birds. These items cannot be part of an exhibit. Game birds and game animals taken legally during an open season may be used.
6. **Project Materials:** Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H 125), Geology, and Outdoor Adventure. Other resources include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) [www.outdoornebraska.gov/afterschool/](http://www.outdoornebraska.gov/afterschool/) and [www.whep.org](http://www.whep.org).
7. **Exhibit Size Guidelines**
  - a. **Board and Poster Exhibits:** Mount all board exhibits on ¼ inches plywood, Masonite, or similar panel no larger than 24 inches high by 24 inches wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 inches by 28 inches) but half size, 22 x 14 inches, is recommended.
  - b. **All Other exhibits:** Exhibits other than poster/display board should not exceed 48 inches x 48 inches and be able to be moved by two people. Large exhibits (larger than listed above) must be suited and prepared for outdoor exhibition at the Nebraska State Fair. If large exhibits are not suited for outdoor exhibition, youth have the option to create a poster or another suitable substitute for the exhibit, instead of exhibiting the project itself.

### Department D – Division 343 – Harvesting Equipment

Dept.	Division	Class No.	Class Description	Division 343	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	343	001	<b>Fish Harvesting Equipment</b> (SF168) - 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: the purpose of each item, when or where each item is used and any personal experiences you've had with the item(s).							
D	343	002	<b>Build a Fishing Rod</b> (SF169) - Rod building kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches in length. Exhibit must be mounted on a board. Included with the exhibit: Explanation of cost of materials/components, where materials/components were purchased, and how many hours required for construction. Label all parts. Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps, and hook keeper. Reel seats need 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, information, and neatness.							

D	343	003	<b>Casting Target</b> (SF170) - Make a casting target for exhibit and use. Target must be under 48" x 48". The bullseyes must be 2 feet, the outer band must be 1 foot in diameter and can have up to 3 rings. The exhibit must be easy to store, durable, and weather resistant. Include the purpose and rules of using your casting target.
D	343	004	<b>Wildlife Harvesting Equipment</b> (SF168) - 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 drawings or pictures. Label all items displayed: the purpose of each item, when or where it is used, and any personal experiences you've had with the item(s).
D	343	005	<b>Inventing Wildlife/Fish Harvesting Equipment, Aid, or Accessory</b> (SF168) - Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Share your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype, and any adjustments you made.

#### Department D – Division 361 – Other Natural Resources

Dept.	Division	Class No.	Class Description	Division 361	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	361	001	<b>Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology</b> (SF164) - This class is for educational exhibits relating to natural resources, conservation, geology, or ecology ONLY!. Entries must be appropriate for fair display and no larger than 24 inches x 24 inches. 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 4-H members' personal experiences and learning.							

#### Department D – Division 341 – Outdoor Adventures

Dept.	Division	Class No.	Class Description	Division 341	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	341	001	<b>Level 2 - Poster</b> (SF281) - Topics may include, but not limited to one or more of the following; how to pitch a tent, knot tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up emergency shelter, dealing with weather, collection of photos from camping trips, "Leave No Trace" and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, park or trail clean up, sanitation/hygiene while outdoors or use of GPS.							
D	341	002	<b>Level 2 - Journal/Binder</b> (SF281) - Written report of virtual or actual camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no larger than 16 inches x 16 inches.							
D	341	003	<b>Level 2 - Camping/Hiking Safety</b> (SF281) - Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit.							
D	341	004	<b>Level 2 - Digital Media</b> (SF281) - Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside a report cover or notebook.							
D	341	005	<b>Level 2 - Other Camping Items</b> (SF281) - Must include what inspired the creation of the item, and its purpose. May include but are not limited to one of the following: nature art, nature haiku poem, spider web sketches or knot display.							
D	341	006	<b>Level 3 - Poster</b> (SF281) - Topics may include, but not limited to one or more of the following; how to pitch a tent, knot tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up emergency shelter, dealing with weather, collection of photos from camping trips, "Leave No Trace" and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, park or trail clean up, sanitation/hygiene while outdoors or use of GPS.							
D	341	007	<b>Level 3 - Journal/Binder</b> (SF281) - Written report of virtual or actual camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no larger than 16 inches x 16 inches.							
D	341	008	<b>Level 3 - Camping/Hiking Safety</b> (SF281) - Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit.							
D	341	009	<b>Level 3 - Digital Media</b> (SF281) - Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.							
D	341	010	<b>Level 3 - Other Camping Items</b> (SF281) - Must include what inspired the creation of the item, and its purpose. May include but are not limited to one of the following: nature art, nature haiku poem, spider web sketches or knot display.							

## Department D – Division 347 – Shooting Sports

4-H Shooting Sports requires 4-H members to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, black powder/muzzleloader, and/or hunting skills. No firearms can be entered as an exhibit, nor live ammunition; however, information can be shared through pictures. Classes 004-009 can be entered by anyone in the conservation and wildlife area. Remember to look at General Rules for this area.

Dept.	Division	Class No.	Class Description	Division 347	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	347	001	<b>Shooting Aid or Accessory</b> (SF253) - 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.							
D	347	002	<b>Storage Case</b> (SF254) - Any 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.							
D	347	003	<b>Practice Game or Activity</b> (SF255) - Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 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.							
D	347	004	<b>Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display</b> (SF256) - 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 8.5 inch x 11 inch paper.							
D	347	005	<b>Healthy Lifestyles Plan</b> (SF 257) - Include a shooter's (hiker's, camper's, angler's) diet and exercise plan, and how the 4-H member will benefit or improve from 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.							
D	347	006	<b>Citizenship/Leadership Project</b> (SF258) - 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, Conservation, or Wildlife. Examples could be range development, conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results.							
D	347	007	<b>Career Development/College Essay, Interview, or Display</b> (SF252) - 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 1,000 words and should be on 8.5 inch x 11 inch paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.							
D	347	008	<b>Community Vitality Display</b> (SF251) - Explore the difference shooting sports, conservation, fishing, and hunting make in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for the public to learn from.							
D	347	009	<b>Ag Literacy-Value added Agriculture Interview or Research Project</b> (SF 250) - 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 findings in an interesting way for the public to learn from.							

## Department D – Division 346 – Taxidermy

Dept.	Division	Class No.	Class Description	Division 346	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	346	001	<b>Tanned Hides</b> (SF172) - Exhibit of a wild animal hide properly processed by the member. No requirement as to mounting but must meet the size requirement listed under General Rules. Must include the animal's name and the following: information about the 4-H member's personal field experiences, study, OR observations that relate to the exhibit.							
D	346	002	<b>Taxidermy</b> (SF172) - Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to mounting but must meet the size requirement listed under General Rules. Must include the animal's name and the following: information about the 4-H member's personal field experiences, study, OR observations that relate to the exhibit.							

## Department D – Division 340 – Wildlife & How They Live

Dept.	Division	Class No.	Class Description	Division 340	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	340	001	<b>Mammal Display</b> (SF154) - Choose one mammal from the wild and share on your display about the mammal. Examples include life history, behavior, habitat or other interesting facts.							
D	340	002	<b>Bird Display</b> (SF154) - Choose one bird from the wild and share on your display about the bird. Examples include life history, behavior, habitat or other interesting facts.							
D	340	003	<b>Fish Display</b> (SF155) - Choose one fish from the wild and share on your display about the fish. Examples include life history, behavior, habitat or other interesting facts.							
D	340	004	<b>Reptile or Amphibian Display</b> (SF156) - Choose one reptile or amphibian and share on your display about the reptile or amphibian. Examples include life history, behavior, habitat or other interesting facts.							

D	340	005	<b>Wildlife Connections</b> (SF157) - 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. Displays might show how animals interact with other animals, with people, or with their habitat. Examples: 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; Show the role of predators, scavengers, insect eaters, or others in nature; Show how wildlife numbers (populations) change through the year; Show predation, competition, or other behavioral interactions of wildlife; 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.
D	340	006	<b>Wildlife Tracks</b> (SF158) - Board or diorama-type box exhibit. Make a display of animal tracks using casting plaster. There are 3 options. For all 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. - Option 1 should show plaster tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. (OR) - Option 2 should show two or more plaster 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. (OR) - Option 3 should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to pictures or illustrations of the animal.
D	340	007	<b>Wildlife Knowledge Check</b> (SF159) - Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife conservation or shooting sports related knowledge. Plan size and shape to fit transportation and display; maximum size 24 inches x 24 inches.
D	340	008	<b>Wildlife Diorama</b> (SF160) - Exhibit must be no larger than 24 inches x 24 inches. The exhibit might show grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: 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 Bluejays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats. Remember to include supporting information about the wildlife and habitat that is on display.
D	340	009	<b>Wildlife Essay</b> (SF161) - 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. You might write about wildlife on farms, in town, in the backyard, in the backyard, at a backyard feeder, or at other places. You might write about ethics, proper behavior in the outdoors, hunting, or fishing. The essay is between 100 and 1000 words long and typed, double spaced on 8.5-inch x 11-inch paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.
D	340	010	<b>Wildlife Values Scrapbook</b> (SF162) - Make a scrapbook about the value of wildlife. Value could include aesthetic, scientific, commercial, game, genetic, and/or ecological topics.
D	340	011	<b>Wildlife Arts</b> (SF163) - 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, painted duck decoys, or songs or poems written by the 4-H member. Entries must be appropriate for fair display and no larger than 24 inches x 24 inches. 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).

#### Department D – Division 342 – Wildlife Habitat

Dept.	Division	Class No.	Class Description	Division 342	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	342	001	<b>Houses</b> (SF165) - 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, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: check NebGuide on bird houses and shelves.							
D	342	002	<b>Feeders/Waterers</b> (SF165) - Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders acceptable; no insect feeders. Include the following information: 1) the kinds of animal(s) for which the water/feeder is intended, 2) where are how the water/feeder should be located for best use, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: check NebGuide on feeding birds.							
D	342	003	<b>Wildlife Habitat Design Board or Poster Exhibit</b> (SF167) - 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 another 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.							

## Entomology

Entomology exhibits give 4-H members the opportunity to demonstrate their knowledge about insects and insect displays. This category has multiple projects that allows 4-Hmembers to progress over numerous years. For help getting started with this project contact your county 4-H extension office.

### Area Rules – Entomology

1. Specimens in display collections should be mounted properly and labeled with location, date of collection, name of collector, and order name. Follow mounting and labeling instructions in the Nebraska 4-H Entomology Manual. Boxes are preferred to be 12 inches high x 18 inches wide, and landscape orientation, so they fit in display racks. Purchase of commercially made boxes is allowed. All specimens are to be pinned and labeled by the exhibitor. No purchased specimens allowed.
2. No projects over 50 pounds allowed.

### Department H – Division 800 – Entomology

Dept.	Division	Class No.	Class Description	Division 800	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
H	800	001	<b>Entomology Display, First-Year Project</b> (SF186) - Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.							
H	800	002	<b>Entomology Display, Second-Year Project</b> (SF186) - Collection to consist of a minimum of 50 kinds (species) of insects representing at least eight orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit two boxes.							
H	800	003	<b>Entomology Display, Third-Year or More Project</b> (SF186) - Collection to consist of a minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of previous year. Limit of three boxes.							
H	800	004	<b>Special Interest or Advanced Insect Display</b> (SF187) - Educational display developed according to personal interests and/or advanced identification capability. This is also an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include the names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host, subject, or habitat (e.g. insect pests of corn, aquatic insects, insect mimicry, insects'galls, insect from goldenrod, insect pollinators. etc.).							
H	800	005	<b>Insect Habitats</b> (SF188) - Habitats consist of any hand-crafted objects, made of natural or artificial materials, to be placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report describing activities must accompany the exhibit. Report should include placement, target insect, why materials were chosen, functional design, and indicators of success. See the following resources for reports: <ul style="list-style-type: none"> <li>• Nebraska Extension NebGuide: Creating a Solitary Bee Hotel (G2256)</li> <li>• University of Minnesota: Wild Bees and Building Wild Bee Houses</li> <li>• National Wildlife Federation: How to Provide Water in Monarch Gardens</li> </ul>							
H	800	006	<b>Macrophotography</b> (SF189) - Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be either 8 inches x 10 inches or 8.5 inches x 11 inches and mounted on rigid, black 11 inches X 14 inches poster or mat board. Either orientation is acceptable. No frames or mat board framing is allowed. A caption of a few sentences should explain the subject and be printed on white paper and glued below the print on the poster board.							
H	800	007	<b>Insect Poster/Display Exhibits</b> (SF190) - Exhibits can be posters or three-dimensional displays, and artistic creativity is encouraged. Posters should be no larger than 22 inches x 28 inches. They should be instructional and can be attractive and have pictures, drawings, charts, or graphs. Posters and displays may show any aspect of insect life, habitat, or related conservation or management. Examples include life history and other facts about an insect; insect anatomy; how to manage insects in a farm, home, lawn, or garden setting; experiences rearing one kind of insect; survey of an important insect; insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes) and what insects are found there, etc. Three-dimensional displays, such as dioramas, sculptures, models or decorative boxes should have a page of explanatory information accompanying them and fit within a 22 inches x 28 inches area.							
H	800	008	<b>Reports or Journals</b> (SF191) - Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs and images are helpful to include. A journal is an observational study over a period with personal impressions. It may cover watching changes in kinds of butterflies over the summer, rearing a specific insect from egg to adult, managing a beehive, observations of insects in a specific habitat, accounts of insect behavior in a forest or flower garden, etc.							

## Forestry

This category provides 4-H members an opportunity to prepare displays that shows their expertise in many aspects of forestry. Involvement in this category will lead to expansion of seed, twig, wood, leaf, and tree knowledge for 4-H members. In addition, members would learn more about common Nebraskan trees. For more information about tree classification visit this website [https://4hcurriculum.unl.edu/index.php/main/program\\_project/65](https://4hcurriculum.unl.edu/index.php/main/program_project/65)

### Area Rules – Forestry

1. The official reference for all forestry projects is the Tree Identification Manual (4-H 332) <https://marketplace.unl.edu/ne4h/4h332.html> which was recently revised and is available for purchase from UNL Marketplace. Other helpful forestry references include Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431) and Plant a Tree (EC 17-11-80). <https://marketplace.unl.edu/ne4h/leafing-out.html>
2. Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, 1/4 inches to 1/2 inches thick and no larger than 24 inches x 24 inches. Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
3. 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 inches x 24 inches.
4. Display "books" must measure no more than 16 inches x 16 inches.
5. At least five of the 10 samples in Class 2, 3, 4, and 5 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.
6. Due to emerald ash borer infestation, no true ash species (Green Ash, White Ash, Black Ash, or Blue Ash) may be included in any collections. Inclusion of a true ash species will result in the project being disqualified.
7. 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.
8. How well the 4-H member follows written directions is an important factor in judging.

### Department D – Division 320 – Forestry

Dept.	Division	Class No.	Class Description	Division 320	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
H	320	001	<b>Design Your Own Exhibit</b> - Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wildfire, forest products, forest wildlife, or forest pests. The only requirement is that the display must be no larger than 24 inches x 24 inches x 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used, but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.							
H	320	002	<b>Leaf Display</b> - 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. <ul style="list-style-type: none"> <li>• <b>Collection:</b> Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. Leaf samples 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. All collection must be done by the 4-H member.</li> <li>• <b>Mounting:</b> Leaves may be displayed in a notebook or on a display board. Any method may be used to mount leaves, e.g. wire, glue, tape, staples, plastic bags, but be sure all their features can be clearly identified.</li> <li>• <b>Labeling:</b> The label for each sample must include: <ol style="list-style-type: none"> <li>1. Common name</li> <li>2. Scientific name</li> <li>3. Leaf type</li> <li>4. Leaf arrangement (for broadleaf trees)</li> <li>5. Leaf composition (for broadleaf trees)</li> <li>6. Collector's name</li> <li>7. Collection date</li> </ol> </li> </ul>							

			<ul style="list-style-type: none"> <li>8. <b>Collection location</b> (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 red cedar sample because the leaves are very small and difficult to remove from the twig.</li> </ul>
			<ul style="list-style-type: none"> <li>• <b>Supplemental information:</b> e.g. general uses, common products, fall color, etc., may be included to enhance educational value.</li> </ul>
H	320	003	<p><b>Twig Display</b> - 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.</p> <ul style="list-style-type: none"> <li>• <b>Collection:</b> 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. All collection must be done by the 4-H member.</li> <li>• <b>Mounting:</b> 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 features can be clearly identified. The non-terminal end must be cut at a slant so the pith can be seen.</li> <li>• <b>Labeling:</b> The label for each sample must include:               <ol style="list-style-type: none"> <li>1. Common name</li> <li>2. Scientific name</li> <li>3. Leaf arrangement (for broadleaf trees)</li> <li>4. Collector's name</li> <li>5. collection date</li> <li>5. Collection location (be specific, state and county at a minimum)</li> </ol> </li> <li>• <b>Supplemental information:</b> e.g. general uses, tree characteristics, etc., may be included to enhance educational value.</li> </ul>
H	320	004	<p><b>Seed Display</b> - The seed display must include seed samples from at least 10 different tree species.</p> <ul style="list-style-type: none"> <li>• <b>Collection:</b> 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 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. All collection must be done by the 4-H member.</li> <li>• <b>Mounting:</b> 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.</li> <li>• <b>Labeling:</b> The label for each sample must include:               <ol style="list-style-type: none"> <li>1. Common name</li> <li>2. Scientific name</li> <li>3. Type of fruit, if known (e.g. samara, pod, nut, legume, etc.)</li> <li>4. Collector's name</li> <li>5. Collection date</li> <li>6. Collection location (be specific, state and county at a minimum)</li> </ol> </li> <li>• <b>Supplemental information:</b> e.g. maturity date, average number of seed in the fruit, etc., may be included to enhance educational value.</li> </ul>
H	320	005	<p><b>Wood Display</b> - The wood display must include wood samples from at least 10 different tree species.</p> <ul style="list-style-type: none"> <li>• <b>Preparation:</b> 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 four inches x four inches x four inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. All collection must be done by the 4-h member.</li> <li>• <b>Mounting:</b> 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.</li> <li>• <b>Labeling:</b> The label for each sample must include:               <ol style="list-style-type: none"> <li>1. Common name</li> <li>2. Scientific name</li> <li>3. Wood type (softwood or hardwood)</li> <li>4. Collector's name</li> <li>5. Collection date</li> <li>6. Collection location (be specific, state and county at a minimum)</li> </ol> </li> <li>• <b>Supplemental information:</b> e.g. common products, wood density, etc., may be included to enhance educational value.</li> </ul>
H	320	006	<p><b>Cross Section Display</b> - a disc cut from a tree species listed in 4H 332. The sample must be collected, by the 4-H member, within one year of the state fair 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. If the disc is treated with a clear finish, both sides must be treated to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed.</p>

- **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:

7. Common name
8. Scientific name
9. Tree classification (softwood or hardwood)
10. Age (of the cross section)
11. Collector's name
12. Collection date
13. Collection location (be specific, state and county at a minimum)

H 320 007 **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, e.g. phloem, xylem, cambium, annual ring, pith, etc., is optional. Attach a separate label on the back of the poster that includes the 4-H member's name and age.

H 320 008 **Living Tree Display** - a living tree seedling grown by the 4-H member 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 a drainage hole(s), 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. Collector'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.

H 320 009 **Forest Product Display** - Prepare a visual display and/or collection tracing the origin of one non-lumber product that comes from trees and/or forests. The display must be no larger than 24 inches x 22 inches x 28 inches. Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 22 inches x 28 inches and may be either vertical or horizontal. The contestant must identify what species of tree the product is derived from and where the product is harvested, grown, or otherwise collected. The product listed must be partially or fully derived from trees, if partial the approximate percentage should be articulated in the display.

- The goal of this exhibit is for students to learn that many products come from trees and forests and to explore one of these products through in-depth study.
- Information about the tree or forest product: e.g. information about harvesting, processing, industry information, and environmental or other benefits may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
- Personal interviews with industry professionals are encouraged as a source of information.

H 320 010 **Forest Health Display** - Prepare a visual display outlining a specific forest health issue such as a tree disease, insect pest, animal- or human-caused damage, or an abiotic issue such as weather damage. The display must be no larger than 24 inches x 24 inches x 24 inches. Original photographs, drawings, samples, charts, posters, etc. can be used. Actual specimens are strongly encouraged but must be properly preserved, i.e. insects pinned or placed in vials of alcohol, leaves pressed and dried. Posters submitted may be no larger than 24 inches x 24 inches.

- Explain through the display what species of trees the health issue affects, diagnostic features of the issue (symptoms in trees, identifying features of the pest, etc.), and management options.
- Include common and scientific names of trees and pests.
- Supplemental information about the tree or forest health issue: e.g. origin, proliferation in Nebraska/United States, and physiological effects on the tree may be included to enhance



			educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
H	320	011	<ul style="list-style-type: none"> <li>• Attach a separate label on the back of the display that includes the 4-H member's name and age.</li> </ul> <p><b>Wildfire Prevention Poster</b> - Prepare a poster, no larger than 24 inches x 24 inches, that promotes wildfire prevention strategies. Strategies articulated in the poster can include personal and/or land management actions. Attach a separate label on the back of the poster that includes the 4-H member's name and age.</p> <ul style="list-style-type: none"> <li>• Supplemental information about wildfire prevention should be attached to the poster: e.g. frequency of wildfires in Nebraska/United States, financial costs of wildfires, environmental factors that contribute to wildfires, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information</li> </ul>
H	320	012	<p><b>Sustainable Landscape Diorama</b> - Box must be no larger than 24 inches x 24 inches. The exhibit must show a Nebraska landscape that includes elements such as windbreaks, fields, pastureland, CRP, public lands, community/municipal landscapes. The goal of this exhibit is for students to articulate conservation and sustainability best-practices that can be implemented on a landscape, while addressing landowner and other stakeholder interests.</p> <ul style="list-style-type: none"> <li>• Label point/nonpoint sources of pollution, carbon sequestration, water-wise practices, wildfire prevention strategies, renewable energy sources, and other conservation practices as well as at least 10 species of plants included in the diorama.</li> <li>• Attach to the exhibit a brief report including supplemental information describing the diorama, defining conservation practices, and outlining opportunities for landscape improvements to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.</li> </ul>
H	320	013	<p><b>Tree Planting Project Display</b> – Plant a tree in your community. Prepare a visual display where the student articulates proper tree planting techniques, why the individual tree species was chosen, as well as steps taken to continue care for the tree after initial planting. The display must be no larger than 24 inches x 24 inches x 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 24 inches x 24 inches. The tree must have been planted 60 days to 1 year before State Fair judging day. Students must obtain permission from necessary authorities and property owners before planting any trees.</p> <ul style="list-style-type: none"> <li>• <b>Labeling:</b> the following information about the tree must be included in the display: <ol style="list-style-type: none"> <li>1. Common name</li> <li>2. Scientific name</li> <li>3. Planting location</li> <li>4. Planting date</li> <li>5. Tree source</li> <li>6. Planter's name</li> <li>7. Proper tree planting steps</li> <li>8. Tree care (after planting)</li> </ol> </li> <li>• <b>Supplemental information about the tree:</b> e.g. why the species was chosen, 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 but should not exceed three printed pages of text. Cite sources of information.</li> </ul>

## Consumer & Family Science

### Clothing

4-H members in the clothing category will demonstrate their knowledge through the creation of garments using STEAM (science, technology, engineering, arts, and mathematics) techniques. Five divisions in the clothing category offer a varying level of difficulty for 4-H members. For more resources and materials in this category refer to the resource section at the bottom of the page.

#### Area Rules – Clothing

1. **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 printed blouse). Entry tag placement: as you look at the garment place the entry tag securely using safety pins on the right side of the garment and the hook of the hanger to the left.
2. **Identification Labels:** Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, 4-H member's name and age, project name and class in which garment is entered and the number of years enrolled in the project exhibited. Wool entries must have fiber content listed on the identification label. Attach a label on every component of the outfit using safety pins or by basting. Not responsible for unlabeled items.
3. **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 and hung on a hanger. Wool garments

and garments with narrow straps hang better on other hangers, i.e., wooden or notched plastic hangers with a swivel hook. As you look at the garment, place the hook of the hanger pointing to the left. Fasten skirts, shorts and pants to skirt/pant hangers or safety pin on hanger. 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.

4. A Design Data Card must be included with all Beyond the Needle Classes C221003 through C221008 and STEAM 2 and 3 upcycled exhibits. The data card is available at <http://go.unl.edu/ne4hclothing>. If the data card is not included, the exhibit will be lowered one ribbon placing. The data card is only required for the classes listed above.
5. Removal of Entries: Entries may not be removed for use in any other State Fair activity, including State Fair Fashion Show.
6. General: Garments as listed may be made for self (4-H member) or another person. Garments will be displayed by county. 4-H members participating 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 3, you are not eligible to exhibit in STEAM Clothing 2.
7. Criteria for Judging: Scoresheets, forms, contest study materials and additional resources can be found at <https://go.unl.edu/ne4hclothing>. In addition, all entries must conform to rules and regulations as set forth in the current Nebraska State Fair Book which can be found in the general rules.

#### Department C – Division 221 – Beyond the Needle

1. 4-H members must show their own work

Dept.	Division	Class No.	Class Description	Division 221	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	221	001	<b>Design Portfolio</b> (SF20) – A portfolio consisting of at least three design samples or activities. Refer to the Beyond the Needle project manual for activity ideas. The Portfolio should be placed in an 8.5 inch x 11 inch, three ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 in the Beyond the Needle project manual for portfolio formatting.							
C	221	002	<b>Color Wheel</b> (SF20) – Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the Beyond the Needle project manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22 inches x 30 inches.							
C	221	003	<b>Embellished Garment with Original Design (Eligible for State Fair Fashion Show)</b> (SF26) - Create a garment using 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. A Design Data Card must be included with this project. The data card is available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> . If additional information is not included, exhibit will be lowered one ribbon placing.							
C	221	004	<b>Original Designed Fabric Yardage</b> (SF26) - Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. The exhibit consists of at least one yard of finished fabric. A Design Data Card must be included with this project. The data card is available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> . If additional information is not included, exhibit will be lowered one ribbon placing.							
C	221	005	<b>Item (garment or non-clothing item) Constructed from Original Designed Fabric (Only garments are eligible for State Fair Fashion Show)</b> (SF26) - Fabric yardage is designed first, then an item is constructed from that fabric. Other embellishments may be added. A Design Data Card must be included with this project. The data card is available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> . If additional information is not included, exhibit will be lowered one ribbon placing							
C	221	006	<b>Textile Arts Garment or Accessory (Garment eligible for State Fair Fashion Show)</b> (SF26) - A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A Design Data Card must be included with this project. The data card is available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> . If additional information is not included, exhibit will be lowered one ribbon placing.							
C	221	007	<b>Fashion Accessory (Not eligible for State Fair Fashion Show)</b> (SF26) - An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Example: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, etc. A Design Data Card must be included with this project. The data card is available at <a href="http://go.unl.edu/ne4hclothing">http://go.unl.edu/ne4hclothing</a> . If additional information is not included, exhibit will be lowered one ribbon placing.							
C	221	008	<b>Wearable Technology Garment or Accessory (Garment is eligible for State Fair Fashion Show)</b> (SF26) - Technology is integrated into the garment or accessory in some way (For example: LEDs, charging capabilities, sensors, etc.) A Design Data Card must be included with this project. The data card is available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> . If additional information is not included, exhibit will be lowered one ribbon placing.							
C	221	900-902	<b>Other Item Made in this Project</b> (SF28)							

#### Department C – Division 220 – General Clothing

1. 4-H members in all skill levels may exhibit in this area.

Dept.	Division	Class No.	Class Description	Division 220	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
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C	220	001	<b>Clothing Portfolio</b> (SF20) – Complete at least four different samples/activities from Chapters 2, 3, OR 4 of the STEAM Clothing 2 project manual. The Portfolio should be placed in an 8.5 inch x 11 inch, three ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year but should be dated.) See pages 9- 11 in STEAM Clothing 2: Simply Sewing project manual for portfolio formatting.
C	220	002	<b>Textile Science Scrapbook</b> (SF20) – Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8.5 inch x 11 inch, three ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year but should be dated). See the STEAM Clothing 2 project manual for fabric suggestions.
C	220	003	<b>Sewing For Profit</b> (SF63) - Using page 161-167 in the STEAM Clothing 2: Simply Sewing project 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 inches x 30 inches.

#### Department C – Division 205 – Steam Clothing 1: Fundamentals

All entries in this division ARE NOT State Fair Eligible

Dept.	Division	Class No.	Class Description	Division 205	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	205	900	<b>Sewing Kit</b> (SF20) – Include a list of sewing notions and purposes for each included. (Fundamentals, p. 12-17)							
C	205	901	<b>What's the Difference</b> (SF20) – Share a project comparison and price point. Exhibits should include pictures. (Fundamentals, p. 118-119)							
C	205	902	<b>Clothing Service Project</b> (SF20) – Share information you generated in the project activity “Serving A Purpose”. Service projects can include pillows or pillowcases but are not limited to these items. (Fundamentals, p. 124-125)							
C	205	903	<b>Simple Top</b> (SF23)							
C	205	904	<b>Simple Bottom</b> (SF23)							
C	205	905	<b>Simple Dress</b> (SF23)							
C	205	906	<b>Upcycled Simple Garment</b> (SF23) – The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. <b><u>A “before” picture and description of the redesign process MUST accompany the entry.</u></b>							
C	205	907	<b>Upcycled Accessory</b> (SF23) – a wearable accessory made from a used item. The item used must be changed in some way in the “redesign” process. <b><u>A “before” picture and description of the redesign process MUST accompany the entry.</u></b>							
C	205	908-910	<b>Other Item Made in this Project</b>							

#### Department C – Division 222 – Steam Clothing 2: Simply Sewing

- Exhibits entered in this project must reflect at least one new skill learned from this manual (see project manual skill-level list). A list of skills by project is available at <https://go.unl.edu/ne4hclothing>. Garments as 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.

Dept.	Division	Class No.	Class Description	Division 222	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	222	001	<b>Design Basics, Understanding Design Principles</b> (SF20) – 4-H members 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 inches x 30 inches.							
C	222	002	<b>Pressing Matters</b> (SF20) – 4-H Members may enter a ham, seam, or sleeve roll from pages 21-25 “A Pressing Matter” in the STEAM Clothing 2 project manual. Exhibit should include answers to lesson questions that are most appropriate to include.							
C	222	003	<b>Upcycled Garment (Eligible for State Fair Fashion Show)</b> (SF28) – Create a garment from used textile-based items. The original used item must be redesigned using skills learned in STEAM Clothing 2 (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 Design Data Card must be included with this project including a “before” picture no larger than 4.25 inches x 5.5 inches. If additional information is not included, exhibit will be lowered one ribbon placing. A list of skills and the Design Data Card are available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> .							
C	222	004	<b>Upcycled Clothing Accessory (Not eligible for State Fair Fashion Show)</b> (SF28) – A wearable accessory made from a used item. The original used item must be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable accessory. The finished item must reflect at least one skill learned in this project. A Design Data Card must be included with this project including a “before” picture no larger than 4.25 inches x 5.5 inches. If additional information is not included, the exhibit will be lowered one ribbon placing. A list of skills by project and the Design Data Card are available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> .							
C	222	005	<b>Textile Clothing Accessory (Not eligible for State Fair Fashion Show)</b> (SF28) - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. A list of skills							

			by project is available at <a href="https://go.unl.edu/ne4hclothing">https://go.unl.edu/ne4hclothing</a> . 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.)
C	222	006	<b>Top (Not eligible for State Fair Fashion Show) (SF28)</b> - (vest acceptable)
C	222	007	<b>Bottom (Not eligible for State Fair Fashion Show) (SF28)</b> - (pants or shorts)
C	222	008	<b>Skirt (Not eligible for State Fair Fashion Show) (SF28)</b>
C	222	009	<b>Lined or Unlined Jacket (Not eligible for State Fair Fashion Show) (SF28)</b>
C	222	010	<b>Dress (Eligible for State Fair Fashion Show) (SF28)</b> - (not formal wear)
C	222	011	<b>Romper or Jumpsuit (Eligible for State Fair Fashion Show) (SF28)</b>
C	222	012	<b>Two-Piece Outfit (Eligible for State Fair Fashion Show) (SF28)</b>
C	222	013	<b>Alter Your Pattern (SF28)</b> (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) - Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: <ul style="list-style-type: none"> <li>1. How the pattern was altered or changed</li> <li>2. Why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining)</li> </ul>
C	222	014	<b>Garment Constructed from Sustainable or Unconventional [natural or synthetic] fibers (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) (S28)</b> - Fabric/Fibers used in this garment must be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.
C	222	900-902	<b>Other Item Made in this Project</b>

#### Department C – Division 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). A list of skills by project is available at <http://go.unl.edu/ne4hclothing>. Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of completely constructed garments only. Wool entries must have fiber content listed on the identification label.

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				223	All Classes	1	\$6	\$4	\$2	\$1
C	223	001	<b>Upcycled Garment (Eligible for State Fair Fashion Show) (SF28)</b> – 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 list of skills by project is available at <a href="http://go.unl.edu/ne4hclothing">http://go.unl.edu/ne4hclothing</a> . A Design Data Card must be included with this project including a “before” picture no larger than 45 inches x 6 inches. The data card is available at <a href="http://go.unl.edu/ne4hclothing">http://go.unl.edu/ne4hclothing</a> .							
C	223	002	<b>Upcycled Clothing Accessory (Not eligible for State Fair Fashion Show) (SF28)</b> – 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 list of skills by project is available at <a href="http://go.unl.edu/ne4hclothing">http://go.unl.edu/ne4hclothing</a> . A Design Data Card must be included with this project including a “before” picture no larger than 4 inches x 6 inches. The data card is available at <a href="http://go.unl.edu/ne4hclothing">http://go.unl.edu/ne4hclothing</a> .							
C	223	003	<b>Textile Clothing Accessory (Not eligible for State Fair Fashion Show) (SF28)</b> - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. A list of skills by project is available at <a href="http://go.unl.edu/ne4hclothing">http://go.unl.edu/ne4hclothing</a> . 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.)							
C	223	004	<b>Dress or Formal (Eligible for State Fair Fashion Show) (SF28)</b>							
C	223	005	<b>Skirted Combination (Eligible for State Fair Fashion Show) (SF28)</b> - (skirt with shirt, vest, or jacket OR jumper and shirt)							
C	223	006	<b>Pants or Shorts Combination (Eligible for State Fair Fashion Show) (SF28)</b> - (pants or shorts with shirt, vest, or jacket)							
C	223	007	<b>Romper or Jumpsuit (Eligible for State Fair Fashion Show) (SF28)</b>							
C	223	008	<b>Specialty Wear (Eligible for State Fair Fashion Show) (SF28)</b> - (includes swim wear, costumes, hunting gear, or chaps)							
C	223	009	<b>Lined or Unlined Jacket (Eligible for State Fair Fashion Show) (SF28)</b> - (non-tailored)							
C	223	010	<b>Coat, Blazer, Suit Jacket, or Outerwear (Eligible for State Fair Fashion Show) (SF28)</b> - A tailored blazer or suit jacket or coat. Wool entries must have the fiber content listed on the identification label to be considered for the Make It with Wool Award.							
C	223	011	<b>Alter/Design Your Pattern (SF28)</b> - (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) – Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1. how the pattern was altered or changed, 2. why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 3 include: moving darts, adding a							

			zipper, merging two patterns together, altering a pattern for a woven or knit material, adding a lining, designing your own pattern.
C	223	012	<b>Garment Constructed from Sustainable or Unconventional [natural or synthetic] fibers (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) (SF28)</b> - Fabric/Fibers used in this garment must be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.
C	223	900-902	Other Item Made in this Project

## Consumer Management

Consumer management helps 4-H members learn more about how to make smart fiscal decisions and how to improve financial literacy. The different exhibits provide a variety of learning experiences for 4-H members. Participants in this category will emphasize setting smart goals and keeping a spending plan. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Department C – Division 240 – Shopping in Style

If the exhibit is a poster, it should be on a 14 inches x 22 inches poster board. If a three-ring binder is used it should be 8.5 inches x 11 inches. Folders with or without fasteners should NOT be used and entries will be lowered a ribbon placing. Video exhibits should be less than five minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or QuickTime Player. Do NOT include the Shopping in Style Fashion Show Written Report with Narration Form SF184 in any exhibits.

Dept.	Division	Class No.	Class Description	Division 240	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	240	001	<b>Best Buy for Your Buck</b> (SF84) - (Ages 8-13 before January 1 of the current year) - 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 three-ring binder or video, no posters please (see general information above). Do not include the Shopping in Style Fashion Show Written report with Narration form SF184 in your entry. Although both entries do share some information, there are differences in content and format for this class. <u>Provide details about wardrobe inventory which indicates the following:</u> <ul style="list-style-type: none"> <li>Why you selected the garment you did</li> <li>Clothing budget</li> <li>Cost of garment</li> <li>Conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck."</li> <li>Provide 3 color photos of you wearing the garment - front view - side view - back view</li> </ul>							
C	240	002	<b>Best Buy for Your Buck</b> (SF84) - (Ages 14-18 before January 1 of the current year) 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, no posters please (see general information above). 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. <u>Provide details listed for those ages 8-13 plus include the following additions:</u> <ul style="list-style-type: none"> <li>Body shape discussion</li> <li>Construction quality details</li> <li>Design features that affected your selection</li> <li>Cost per wearing</li> <li>Care of garment</li> <li>Conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck."</li> <li>Provide 3 color photos of you wearing the garment - front view - side view - back view</li> </ul>							
C	240	003	<b>Revive Your Wardrobe</b> (SF88) - 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 includes before and after photos and a description of what was done. Put in a three-ring binder, poster, or video (see general information).							
C	240	004	<b>Show Me Your Colors</b> (SF89) - Select six to eight 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).							
C	240	005	<b>Clothing 1st Aid Kit</b> (SF64) - 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 an appropriately sized box or tote with a lid. No larger than a shoe box.							
C	240	006	<b>Mix, Match, &amp; Multiply</b> (SF90) - Using this concept from page 32 of the manual take at least five pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a clothesline, 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 three-ring binder, poster, or video (see general information).

C 240 900-902 **Other Item Made in this Project**

### Department C – Division 248 – Making Cents of It

Dept.	Division	Class No.	Class Description	Division 248	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	248	900	<b>Comparison Chart</b> (SF221) – Poster Collage (size 14"x22") or Flash Cards of you wants and needs. (Making Cents of It, p. 16)							
C	248	901	<b>Money Journal</b> – Make a Money Journal for 2 weeks. (Making Cents of It, p. 13)							
C	248	902	<b>Bank</b> – Using your creativity, make a bank for saving. (Making Cents of It, p.28)							
C	248	903	<b>Interview</b> – Someone in the career or job area using the online questions. (Making Cents of It, p. 33-34)							
C	248	904-906	<b>Other Item Made in this Project</b>							

### Department C – Division 247 – My Financial Future

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 inches x 22 inches or smaller). You may use the front and back of the poster board.

Page references in classes 01-06 can be found in My Financial Future Youth Notebook – Beginner. Page references in classes 08-11 can be found in My Financial Future Youth Note book – Advanced.

Dept.	Division	Class No.	Class Description	Division 247	Class 001-007 & 900-902	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	247	001	<b>Write 3 SMART financial goals for yourself</b> (SF247) - one should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.	247	008-011	2	\$7	\$5	\$3	\$1
C	247	002	<b>Income Inventory</b> (SF247) - 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.							
C	247	003	<b>Tracking Expenses</b> (SF247) - Use an app or chart like the one on page 17 to track your spending over two 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.							
C	247	004	<b>Money Personality Profile</b> (SF247) - 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.							
C	247	005	<b>Complete Activity 8 “What Does It Really Cost?”</b> (SF247) - on pages 39-40.							
C	247	006	<b>My Work; My Future</b> (SF247) - 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?							
C	247	007	<b>Interview</b> (SF247) - Interview someone who is paid a salary; someone 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.							
C	247	008	<b>The Cost of Not Banking</b> (SF247) - Type your answers to the questions about Elliot on page 50.							
C	247	009	<b>Evaluating Investment Alternatives</b> (SF247) - complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.							
C	247	010	<b>Understanding Credit Scores</b> (SF247) - Watch the video and read the resource listed on page 71. Answer the following questions. *Name three 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.							
C	247	011	<b>You Be the Teacher</b> (SF247) - Create an activity, story board, game or display that would teach another youth about “Key Terms” listed on page 62. Activity/display must include at least five of the terms.							
C	247	900-902	<b>Other Item Made in this Project</b>							



## Heritage

The purpose of the 4-H Heritage project is to acquire knowledge, develop a connection to the past and share the story of a 4-H member's heritage and history around them. An exhibit may include items, pictures, maps, charts, recordings, drawings, illustrations, writings, or displays that depict the heritage of the member's family or community or 4-H history.

### Area Rules – Heritage

1. Exhibits are entered at 4-H member's own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.
2. Displays should not be larger than 22 inches x 28 inches wide. If the size needs to be a different size because the historical item is larger than 22 inches x 28 inches, please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22 inches x 28 inches.
3. Exhibits must include NAME, COUNTY, AGE, & PAST EXPERIENCE (years in Explore Your Heritage, projects) on back of exhibit.
4. All entries must include documentation. When writing documentation ask yourself and think about how does this relate to my heritage or why is it important? Examples of documentation; birth dates, death dates, marriage dates, identification of individuals included in the exhibit, or stories related to the subject of the exhibit.

### Department A – Division 101 – Heritage Level 1: 4 Years Or Less

Division 101, Level 1: Beginning (1-4 years in project)

Dept.	Division	Class No.	Class Description	Division 101	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
A	101	001	<b>Heritage Poster or Flat Exhibit</b> (SF71) - Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.							
A	101	002	<b>Family Genealogy/History Notebook</b> (SF71) - Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.							
A	101	003	<b>Local History Scrapbook/Notebook</b> (SF71) - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.							
A	101	004	<b>Framed Family Groupings (or individuals) of Pictures showing Family History</b> (SF71) - Pictures must be supported by a written explanation.							
A	101	005	<b>Other Exhibits depicting the Heritage of the Member's Family or Community</b> (SF71) - Exhibit must be supported by a written explanation. May include biographical album of themselves or another family member, family cookbooks, etc.							
A	101	006	<b>4-H History Scrapbook</b> (SF71) - A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H member - no club project. If multiple books included in exhibit, only bring book with most current year's work.							
A	101	007	<b>4-H History Poster</b> (SF71) - Poster relating 4-H history of local club or county or individual.							
A	101	008	<b>Story or Illustration about a Historical Event</b> (SF71)							
A	101	009	<b>Book Review about Local, Nebraska, or Regional History</b> (SF71)							
A	101	010	<b>Other Historical Exhibits</b> (SF71) - Attach an explanation of historical importance.							
A	101	011	<b>Family Traditions Book</b> (SF71) - Exhibitor scrapbook depicting family traditions of the past.							
A	101	012	<b>Family Traditions Exhibit</b> (SF71) - Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.							
A	101	013	<b>4-H Club/County Scrapbook</b> (SF71) - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.							
A	101	014	<b>4-H Member Scrapbook</b> (SF71) - Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.							
A	101	015	<b>Special Events Scrapbook</b> (SF71) - 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.							

### Department A – Division 102 – Heritage Level 2: 4 Years Or More

Division 102, Level 2: Advanced (Over 4 years in project)

Dept.	Division	Class No.	Class Description	Division 102	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
A	102	001	<b>Heritage Poster or Flat Exhibit</b> (SF71) - Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.							
A	102	002	<b>Family Genealogy/History Notebook</b> (SF71) - Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.							
A	102	003	<b>Local History Scrapbook/Notebook</b> (SF71) - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.							

A	102	004	<b>Framed Family Groupings (or Individuals) of Pictures showing Family History</b> (SF71) - Pictures must be supported by a written explanation.
A	102	005	<b>Other Exhibits depicting the Heritage of the Member's Family or Community</b> (SF71) - Exhibit must be supported by a written explanation. May include biographical album of themselves or another family member, family cookbooks, etc.
A	102	006	<b>4-H History Scrapbook</b> (SF71) - A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H member - no club project. If multiple books included in exhibit, only bring book with most current year's work.
A	102	007	<b>4-H History Poster</b> (SF71) - Poster relating 4-H history of local club or county or individual.
A	102	008	<b>Story or Illustration about a Historical Event</b> (SF71)
A	102	009	<b>Book Review about Local, Nebraska, or Regional History</b> (SF71)
A	102	010	<b>Other Historical Exhibits</b> (SF71) - Attach an explanation of historical importance.
A	102	011	<b>Exhibit depicting the Importance of a Community or Nebraska Historic Landmark</b> (SF71)
A	102	012	<b>Community Report</b> (SF71) - documenting something of historical significance from past to present
A	102	013	<b>Historic Collection</b> (SF71) - displayed securely and attractively in a container no larger than 22 inches x 28 inches.
A	102	014	<b>Video Documentary of a Family or a Community Event</b> (SF71) - Must be produced and edited by 4-H member. (Must be entered as a DVD or USB)
A	102	015	<b>4-H Club/County Scrapbook</b> (SF71) - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
A	102	016	<b>4-H Member Scrapbook</b> (SF71) - Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
A	102	017	<b>Special Events Scrapbook</b> (SF71) - 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 Design & Restoration

The purpose of Home Design & Restoration is to learn design principles and develop graphic design techniques. In addition, activities in this category encourage well-thought-out design plans and diverse artistic techniques. Be sure to take note of the rules section to develop a successful project.

### Area Rules – Home Design & Restoration

Home Design & Restoration Exhibits are evaluated by these criteria:

1. Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.).
2. Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday-specific items are discouraged. Exhibits made from kits are also discouraged as kits limit decision making in the design process.
3. Items should show creativity and originality, along with the application of design elements and principles. 4-H members are required to include the design elements and principles they used, along with simple explanation of how they designed their project with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.
4. Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
5. Items should be ready for display in the home: pictures framed, wall hangings and pictures ready to hang etc. No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command Strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.
6. Items should not be made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking). Exhibits from the beginning level project, Design My Place, are county only and not state fair eligible.
7. **Size of Exhibits:** Exhibits may be no taller than 7 feet and no wider than 6 feet. All exhibits must be easily lifted by two 4-H staff.



8. **Entry Tags:** An entry tag which includes a clear description of the entry must be securely attached to each exhibit. Use color, pattern or picture descriptions to aid in identification. No straight pins.
9. **Identification:** In addition to the entry tag, a label with the 4-H member's name and county should be attached to each separate piece of the exhibit.
10. **Supporting Information:** Supporting information is required for all exhibits. Information must include elements or principles of design used and steps taken to complete project. Tag templates can be found at <https://go.unl.edu/ne4hhomedesigrestoration>. Exhibits without supporting information will be lowered a ribbon placing.

#### Department C – Division 257 – Design Decisions

Attach information to explain steps taken. Information must also include element or principle of design used (p. 9-12).

Dept.	Division	Class No.	Class Description	Division 257	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	257	001	<b>Design Board for a Room</b> (SF 201) - Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22" x 28", or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.							
C	257	002	<b>Problem Solved, Energy Savers OR Career Exploration</b> (SF201) – Identify a problem (such as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) OR explore a career related to home environment (what would it be, what education is needed, what would you do, etc.). Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration. (p. 74-93)							
C	257	003	<b>Solar, Wind, or Other Energy Alternatives for the Home</b> (SF201) – Can be models, either an original creation or an adaptation 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)							
C	257	004	<b>Technology in Design</b> (SF200) - Incorporate technology into a project related to home design or use technology to develop the design; for example, using conductive thread to create a circuit that enhances a wall hanging or create the design with a 3D printer.							
C	257	006	<b>Window Covering</b> (SF200) - May include curtains, draperies, shades, shutters, etc.							
C	257	007	<b>Floor Covering</b> (SF200) – May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).							
C	257	008	<b>Bedcover</b> (SF200) - May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits.) (p. 50-53)							
C	257	009	<b>Accessory – Original Needlework/Stitchery</b> (SF200)							
C	257	010	<b>Accessory – Textile – 2D</b> (SF200) - table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning/10-minute table runners.							
C	257	011	<b>Accessory – Textile – 3D</b> (SF200) - pillows, pillow shams, fabric bowls, etc. No fleece tied exhibits							
C	257	012	<b>Accessory – 2D</b> (SF200)							
C	257	013	<b>Accessory – 3D</b> (SF200) - string art, wreaths, etc.							
C	257	014	<b>Accessory – Original Floral Design</b> (SF200)							
C	257	015	<b>Accessory – Original made from Wood</b> (SF200)– burn, cut, shape or otherwise manipulate							
C	257	016	<b>Accessory – Original made from Glass</b> (SF200) – etch, mosaic, stain, molten or otherwise manipulate							
C	257	017	<b>Accessory – Original made from Metal</b> (SF200)–cut, shape, punch, sculpt, reassemble or otherwise manipulate.							
C	257	018	<b>Accessory – Original made from Ceramic or Tile</b> (SF200) – Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.							
C	257	019	<b>Accessory – Recycled/Upcycled Item for the home</b> (SF207) - 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.							
C	257	020	<b>Furniture – Recycled/Remade</b> (SF207) - made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.							
C	257	021	<b>Furniture – Wood Opaque finish such as Paint or Enamel</b> (SF203)							
C	257	022	<b>Furniture – Wood Clear finish showing Wood Grain</b> (SF203)							
C	257	023	<b>Furniture – Fabric Covered</b> (SF200) - May include stool, chair seat, slipcovers, headboard, etc.							
C	257	024	<b>Furniture – Outdoor Living</b> (SF200) - Furniture made/refurbished suitable for outdoor use. (NOTE: May be displayed outside). Include description of what was done to recycle or reuse item in your attached information.							
C	257	025	<b>Accessory – Outdoor Living</b> (SF200) - Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: May be displayed outside.) Include description of what was done to recycle or reuse item in your attached information.							
C	257	900	<b>Solar Lights/Glow in the Dark</b> (SF200) – They are to be exhibited on the fairgrounds for view of the public. Be sure to tell Extension Staff where they are placed. Place the exhibit wherever you want them to be displayed when you bring them to the fairgrounds.							
C	257	901-905	<b>Other Item Made in this Project</b>							

### Department C – Division 256 – Heirloom Treasures & Family Keepsakes

1. 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.
2. NOTE: Resources to support this project area are available on the 4-H website. Attach information including:
  - a. List of steps taken to complete your project. Before and after pictures are encouraged.
  - b. Keepsakes documentation: how you acquired the item, and the history of the item may be written, pictures, audio or video tape of interview with family member, etc.

Dept.	Division	Class No.	Class Description	Division 256	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	256	001	<b>Trunks</b> (SF206) - including doll-sized trunks or wardrobes.							
C	256	002	<b>An article either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated</b> (SF205) - May include a display of a collection or collectibles, being careful not to destroy value of the collection.							
C	256	003	<b>Furniture</b> (SF205) - either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.							
C	256	004	<b>Cleaned and Restored Heirloom Accessory or Furniture</b> (SF205) - A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles for information on textiles. This publication can be found in the Digital Commons at: <a href="https://go.unl.edu/gcnh">https://go.unl.edu/gcnh</a> (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.							
C	256	900-904	<b>Other Item Made in this Project</b>							

## Human Development

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

### Area Rules – Human Development

#### Information Sheets

1. Classes 1 – 6 & Class 8: Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet. (Data Tag or answer the questions below).

#### 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-18 mths; Toddlers, 18 mths-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 (see project manuals).
4. How is the toy, game or activity intended to be used by the child?

#### Information sheet for Class 8 should include:

1. State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for.
2. What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
3. What will the child learn or what skills will they gain by using the kit?
4. 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).

## Department C – Division 200 – Human Development

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

Toy, game, or activity made for a selected and identified age group. The intent is for the toy/game/activity to teach the child in the developmental area related to each class. For example, a game that is developed to help youth learn language and literacy skills would be an exhibit for class C200002. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

Dept.	Division	Class No.	Class Description	Division 200	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	200	001	<b>Social Emotional Development (SF30)</b>							
C	200	002	<b>Language and Literacy Development (SF30)</b>							
C	200	003	<b>Science (SF30)</b>							
C	200	004	<b>Health and Physical Development (SF30)</b>							
C	200	005	<b>Math (SF30)</b>							
C	200	006	<b>Creative Arts (SF30)</b>							
C	200	007	<b>Activity with a Younger Child (SF115)</b> - Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child, or childcare or child interactions. May include photos, captions, story or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er must make scrapbook or poster. No information sheet needed for class 7.							
C	200	008	<b>Babysitting Kit (SF85)</b> - Purpose of the kit is for the 4-H member to take this them when they babysit in someone else's home. Do not make kit for combination of ages or for your own family to use. 4-H member must make one or more items in the kit, but purchased additional items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not larger than 12 inches x15 inches x 10 inches. All items in kit must be safe for child to handle. Most importantly the kit should serve a defined purpose, not just be a catch all for several items. <u>Information sheet for Class C-200-008 should include:</u> <ol style="list-style-type: none"> <li>1. State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for.</li> <li>2. What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.</li> <li>3. What will the child learn or what skills will they gain by using the kit?</li> <li>4. What item(s) were made by the 4-H member?</li> </ol>							
C	200	009	<b>Family Involvement Entry (SF115)</b> - Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include a list of family members and what each person did to participate in the event.							
C	200	010	<b>Growing with Others Scrapbook or Poster (SF115)</b> - 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.							
C	200	011	<b>Growing in Communities (SF115)</b> - 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.							
C	200	900-904	<b>Other Item Made in this Project</b>							

## Knitting and Crochet

The purpose of this category is to establish basic to advanced crochet and knitting skills. In addition, projects in this category require 4-H members to select adequate yarn and make design decisions. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Area Rules – Knitting and Crochet

1. **Entry Tags:** Every exhibit must be described on the appropriate entry tag accompanying it (for example: blue afghan, yellow sweater, crocheted gray elephant). Attach the entry tag securely to the exhibit using straight pin or safety pins (no paper clips).
2. **Identification Labels:** Each item entered as a knitting or crochet exhibit must have a label attached stating: County, 4-H member's name and age, project name and class in which exhibit is entered, and the number of years the 4-H member has exhibited in respective level. Wool entries must have fiber content listed on the identification label. Attach a label on every component of the exhibit using safety pins or by basting. Not responsible for unlabeled items.
3. **Preparation of Exhibits:** Knitted and Crocheted exhibits should be entered in the most appropriate manner for the exhibit.
4. **Removal of Entries:** Entries may not be removed for use in any other State Fair activity including State Fair Fashion Show.
5. **General:** Garments as listed may be made for self (4-H member) or another person. All knitted and crocheted items will be displayed together or by county. 4-H members 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 Knitting Level 3, you are not eligible to exhibit in Knitting Level 2.

### Department C – Division 226 – Crochet

1. All crochet items will be displayed in the clothing area if the project continues to the Nebraska State Fair.
2. Criteria for judging crochet: Design and Color, Neatness, Crochet Mechanics, Trimmings, and Construction Finishes.
3. Each crocheted exhibit must include the following information on the fiber arts data card with the entry tag or exhibit will be lowered one ribbon placing: A Fiber Arts crochet data form is available at <https://go.unl.edu/ne4hclothing>
  - Why did you choose to create this exhibit?
  - What steps did you take as you created your exhibit?
  - What were the most important things you learned?
  - Gauge and size of hook or type of crocheting tool.
  - Kind of yarn - weight and fiber content or other material used.
  - Names of stitches used.

Dept.	Division	Class No.	Class Description	Division 226	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	226	001	<b>Crocheted Clothing</b> (SF60) - (Garment eligible for State Fair Fashion Show) - Crochet garment using basic stitches [including chain, single, double, half-double, treble] to form patterns							
C	226	002	<b>Level 2 Crocheted Home Design &amp; Restoration Item</b> (SF60) - Crochet item using basic stitches [including: chain, single, double, half-double, treble] to form patterns							
C	226	003	<b>Level 3 Crocheted Clothing</b> (SF60) - (Garment eligible for State Fair Fashion Show) - Crochet garment using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.							
C	226	004	<b>Level 3 Crocheted Home Design &amp; Restoration Item</b> - (SF60)- Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.							
C	226	900-902	<b>Other Item Made in this Project</b>							

### Department C – Division 225 – Knitting

1. All knitted items will be displayed in the clothing area if the project continues to the Nebraska State Fair.
2. Criteria for judging knitting: Design and Color, Neatness, Knitting Mechanics, Trimmings, and Constructions Finishes.

3. Each knitted exhibit must include the following information on the fiber arts data card with the entry tag or exhibit will be lowered one ribbon placing. A Fiber Arts knitting data card is available at <https://go.unl.edu/ne4hclothing>
  - Why did you choose to create this exhibit?
  - What steps did you take as you created this exhibit?
  - What were the most important things you learned?
  - Gauge-Number of rows per inch; number of stitches per inch.
  - Size of needles, finger knitted, arm knitted, loom or machine knitted
  - Kind of yarn – weight and fiber content.
  - Names of stitches used.

Dept.	Division	Class No.	Class Description	Division 225	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	225	001	<b>Level 2 Knitted Clothing</b> (SF60) - (Garment eligible for State Fair Fashion Show) – Knitted item or garment using pattern stitches such as diamond, block, twist or seed/moss stitches. Basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form pattern							
C	225	002	<b>Level 2 Knitted Home Design &amp; Restoration Item</b> (SF60) - Knitted Item using basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form patterns							
C	225	003	<b>Arm or Finger Knitted Item</b> (SF60) - (Clothing or Home Design & Restoration Item)							
C	225	004	<b>Loom Knitted Item</b> (SF60) - (Clothing or Home Design & Restoration Item)							
C	225	005	<b>Level 3 Knitted Clothing</b> (SF60) - (Garment eligible for State Fair Fashion Show) – 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. made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting							
C	225	006	<b>Level 3 Knitted Home Design &amp; Restoration Item</b> - (SF60) - Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.							
C	225	007	<b>Level 3 Machine Knitting</b> - (SF60)							
C	225	900-902	<b>Other Item Made in this Project</b>							

## Quilt Quest

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

In the Premier class, the 4-H member 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-H member 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.

### Area Rules – Quilt Quest

1. All entry cards and support information must be attached using a safety pin. No straight pins.
2. When judging Quilt Quest exhibits, the judges consider SF209 “Standards for Judging Quilts and Quilted Items.”
3. For all classes, 4-H members can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-H members may also use “fabric collections” offered by manufacturers in a particular designer or fabric line. Examples of fabric collection include:
  - a. Jelly Rolls are made of (up to) 40 different strips of 2 ½ inches 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-H members find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
  - b. Honey Buns are made like Jelly Rolls with 1.5 inch strips of fabrics.

- c. Layer Cakes are 10-inch 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.
  - d. Charm Packs are made of 5-inch squares of coordinating fabric and may be tied up with a string or scrap of fabric.
  - e. Candies are 2.5-inch squares of fabric from a manufactured designer or fabric line.
  - f. Turnover is a collection of coordinating fabrics that are cut into 6 inch triangles.
  - g. Fat Quarters are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18 inches x 21 inches. (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.
  - h. Fabric Kit is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-H member must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.
4. 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 various shapes which can be applied to fabric. This is allowed in the construction of the quilt.
    - a. A quilted exhibit is made up of at least three layers. Exhibits must be quilted or tied through all layers.
    - b. Fleece blankets are not eligible in this division.
    - c. Quilts must have a permanent label on the back in the bottom right corner with quilter’s name and date of completion.

#### Department C – Division 229 – Exploring Quilts

1. Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete the project. Please note this is the Home Design & Restoration Information Sheet. Exhibits without supporting information will be lowered a ribbon placing.

Dept.	Division	Class No.	Class Description	Division 229	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	229	010	<b>Exploring Quilts (SF208C)</b> - 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, 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 inch x 22 inch poster, a three-ring notebook that is 8.5 inches x 11 inches notebook, or the use of a digital platform. All items in an exhibit must be attached together and labeled. NO quilted items should be entered in this class.							
C	229	030	<b>Computer Exploration (SF208C)</b> - Exhibit may be a 14 inch x 22 inch poster or a three-ring notebook that is 8.5 inches x 11 inches, 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.							

#### Department C – Division 229 – Barn Quilts

1. Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete the project. Please note this is the Home Design & Restoration Information Sheet. Exhibits without supporting information will be lowered a ribbon placing.

Dept.	Division	Class No.	Class Description	Division 229	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	229	021	<b>Small Barn Quilt (SF208B)</b> - Barn Quilt created that is less than 4 feet x 4 feet.							
C	229	022	<b>Large Barn Quilt (SF208B)</b> - Barn Quilt created that is 4 feet x 4 feet or larger.							

#### Department C – Division 229 – Premier Quilt

1. Entire quilt is the sole work of the 4-H member, including quilting (hand or machine). The youth may receive guidance but no one else may work on the quilt. Tied quilts are not eligible for this class.

Dept.	Division	Class No.	Class Description	Division 229	Class All Classes	Pay 2	Purple \$7	Blue \$5	Red \$3	White \$1
C	229	080	<b>Hand quilted</b> - (SF208A)							
C	229	081	<b>Sewing machine quilted</b> - (SF208A)							
C	229	082	<b>Long arm quilted — non-computerized/hand guided</b> - (SF208A)							
C	229	083	<b>Long arm quilted — computerized</b> - (SF208A)							

## Department C – Division 229 – Quilt Design Other than Fabric

- Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete the project. Please note this is in the Home Design & Restoration Information Sheet. Exhibits without supporting information will be lowered a ribbon placing.

Dept.	Division	Class No.	Class Description	Division 229	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	229	020	<b>Quilt Design Other Than Fabric</b> (SF208B) - Two or three-dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc.							

## Department C – Division 229 – Quilted Exhibits

Please note the description of classes, which denote the degree of difficulty in construction and not the number of years in the project. A quilted exhibit consists of three or more layers. All quilted exhibits must be quilted (machine or hand) or tied. All quilt piecing and finishing must be the sole work of the 4-H member. Quilting, whether machine or hand quilted, may be done by another individual, except for the Premier Quilt class. No pre-quilted fabric may be used. Wall quilts must have a hanging sleeve on the back of the quilt or some method for hanging. All quilted exhibits must be clean and finished for intended purpose. On a half sheet of 8.5 inch x 11 inch paper, include an explanation answering the following questions:

- How did you select the design and fabrics?
- Did you use a kit, jelly roll, charm squares, etc?
- Explain what you did and what was done by others.
- What did you learn that could be used on your next project?

Dept.	Division	Class No.	Class Description	Division 229	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
C	229	040	<b>Wearable Art</b> (SF208A) - Quilted clothing or clothing accessories which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by the 4-H member. On a half sheet of 8.5 inch x 11-inch paper, tell how you selected the design and fabrics including whether you used a kit, jelly roll, charm squares, etc.							
		041	<b>Inter-generational Quilt</b> (SF208E) - A quilt made by 4-H member and family members or friends of different generations. On a half sheet of 8.5 inch 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 you used a kit, jelly roll, charm squares, etc.? C) What did you learn that you can use on your next project?							
		042	<b>Service Project Quilt</b> (SF208D) - A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8.5 inch 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 you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? D) What did you learn that you can use on your next project?							

### Pieced quilts made up of squares and/or rectangles

- Small** (SF208A) - length + width = less than 60 inches. 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.
- Medium** (SF208A) - length + width = 61 inches to 120 inches
- Large** (SF208A) - length + width = over 120 inches

### In addition to any of the methods in classes 50–52, quilts may have triangles, and/or may be embroidered.

- Small** (SF208A) - length + width = less than 60 inches. 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.
- Medium** (SF208A) - length + width = 61 inches to 120 inches
- Large** (SF208A) - length + width = over 120 inches

**In addition to any of the methods in classes 50 – 62, quilts may have curved piecing, applique, Celtic style, stained glass style, paper piecing, art quilt style (An art quilt is an original exploration of a concept or idea rather than the handing down of a “pattern”. It experiments with textile manipulation, color, texture and/or a diversity of mixed media. An Art Quilt often pushes quilt world boundaries), or other non-traditional styles.**

- Small** (SF208A) length + width = less than 60 inches. 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.
- Medium** (SF208A) length + width = 61 inches to 120 inches
- Large** (SF208A) length + width = over 120 inches



# Healthy Lifestyles

## Food & Nutrition

The purpose of Food & Nutrition exhibits is to encourage the knowledge about healthy eating and safe cooking practices. This category has multiple projects that allow 4-H'ers to progress over numerous years. In addition, 4-H members will learn different types of cooking methods to improve their knowledge of cuisine. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Area Rules – Food & Nutrition

1. **Supporting Information:** Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place food on the appropriately sized disposable plate or container and put in self-sealing bag. Attach entry tag and recipe at the corner of the bag. For non-food entries, please attach the entry tag to the upper right-hand corner of the entry. Additional information including recipes and supplemental information should be identified with 4-H member's name and county.
2. **Criteria for Judging:** Exhibits will be judged according to score sheets available at your local Extension office or at <https://go.unl.edu/ne4hfood-nutrition> be sure to follow all entry instructions required for your exhibit. Incomplete exhibits will be lowered a ribbon placing. Commercially prepared mixes are **ONLY** allowed in Cooking 201 Creative Mix Class. Prepared baking mixes, biscuit mixes, commercially prepared seasoning mixes for food preservation and other pre-made mixes entered in other categories will be lowered a ribbon placing.
3. **Food Projects:** Exhibits should be entered using a disposable pan or plate and covered by a plastic, self-sealing bag. The State Fair is not responsible for non-disposable containers, lost bread boards, China, or glassware.
4. **Ingredients:** Any ingredient that the 4-H member uses must be able to be purchased by the 4-H'er. Ingredients such as beer, whiskey, rum, etc. may **NOT** be used in any recipe file or food exhibit. Exhibits that include alcohol will be disqualified.

Sourdough is categorized differently than standard yeast breads due to its unique leavening agent and fermentation process and may **ONLY** be entered in Cooking 201 Baking with Whole Grains, Cooking 401 Family Food Traditions, or Cooking 401 Ethnic Food Exhibit.

5. **Food Safety:** Exhibits are on display for several days. Please think **FOOD SAFETY!** Items that require refrigeration will not be accepted, judged, or displayed as exhibits must be safe to eat when entered, whether they are tasted or not. Glazes, frostings, and other sugar-based toppings are considered safe due to their high sugar content. Egg glazes on yeast breads and pie crusts **BEFORE** baking are acceptable. Eggs incorporated into baked goods and crusts are considered safe. The following food ingredients are considered unsafe for fair exhibits and will be disqualified:
  - Egg or cream fillings and cream cheese frostings
  - Any meat item including meat jerky, imitation meat bits (bacon bits, pepperoni, etc.)
  - Melted cheese on top of food exhibit (cheese mixed into baked goods is considered safe and will be accepted)
  - Uncooked fruit toppings (i.e., fresh fruit tart)
6. Any bread item prepared or baked using a bread machine should be entered under the Cooking 201 Non-Traditional Baked Product. All exhibits made in the Cooking 301 or Cooking 401 projects must have been prepared without the assistance of a bread machine for mixing, raising, or baking of the food item.

### Department E – Division 401 – Cooking 101

Dept.	Division	Class No.	Class Description	Division 401	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	401	900	<b>Granola Bar or Snack</b> – Two bars on a plate, at least 1/2 cup of snack product in a zip lock bag.							
E	401	901	<b>Brownies</b> – Four unfrosted brownies made from scratch on a plate.							
E	401	902	<b>No Bake Cookie</b> – Four on a plate							
E	401	903	<b>Cereal Bar Cookie</b> – Any cereal based recipe made in pan and cut into bars or squares for serving.							



E	401	904	<b>Snack Mix</b> – any recipe, at least 1 cup in self-sealing plastic bag
E	401	905	<b>Cookies</b> – Four on a plate
E	401	906	<b>Muffins</b> – Four on a plate
E	401	907-909	<b>Other Item Made in this Project</b>

#### Department E – Division 410 – Cooking 201

Dept.	Division	Class No.	Class Description	Division 410	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	410	001	<b>Loaf Quick Bread</b> (SF123) - any recipe, at least 3/4 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 8.5 inches x 4.5 inches or 9 inches x 5 inches. If mini-loaf pans are used for exhibit, two loaves must be presented for judging.							
E	410	002	<b>Creative Mixes</b> (SF142) - any recipe, at least 3/4 of baked product or four muffins or cookies on a paper plate or 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. Examples include poppy seed quick bread from a cake mix, cake mix cookies, pudding mix cookies, sweet rolls made from ready-made bread dough, monkey bread from biscuit dough, streusel coffee cake from a cake mix, etc. Supplemental Information required for this class: 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?							
E	410	003	<b>Biscuits or Scones</b> (SF136) - four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled or dropped. Any recipe may be used, but it must be a non-yeast product baked from scratch.							
E	410	004	<b>Healthy Baked Product</b> (SF124) - any recipe, at least 3/4 of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe must contain a fruit or vegetable as part of the ingredients (Ex. banana bars, cantaloupe quick bread, zucchini muffins, etc.).							
E	410	005	<b>Coffee Cake</b> (SF129) - any recipe or shape, non-yeast product - at least 3/4 of baked product on a paper plate or in a disposable pan. <u>In addition to the recipe, for this class, 4-H member must include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201.</u>							
E	410	006	<b>Baking with Whole Grains</b> (SF134) - any recipe, at least 3/4 of baked product or four muffins/cookies on a paper plate or in a disposable pan. The recipe must contain whole grains as part of the ingredients. (Ex. whole wheat applesauce bread, sourdough, peanut butter oatmeal cookies, etc.)							
E	410	007	<b>Non-Traditional Baked Product</b> (SF133) - exhibit must include a food product prepared using a non-traditional method (i.e., bread machine, cake baked in an air fryer, baked item made in microwave, etc.) Entry must be at least 3/4 baked product, or four muffins or cookies on a paper plate or in a disposable pan. <u>In addition to the recipe, entry must include supporting information that discusses alternative preparation method and how it compares with the traditional method.</u>							

#### Department E – Division 411 – Cooking 301

Any bread item prepared or baked using a bread machine should be entered under the Cooking 201, Non-Traditional Baked Product. All exhibits made in the Cooking 301 or Cooking 401 projects must have been prepared without the assistance of a bread machine for mixing, raising, or baking of the food item.

Dept.	Division	Class No.	Class Description	Division 411	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	411	001	<b>White Bread</b> (SF138) - any yeast recipe, at least 3/4 of a standard loaf displayed on a paper plate.							
E	411	002	<b>Whole Wheat or Mixed Grain Bread</b> (SF138) - any yeast recipe, at least 3/4 of a standard loaf displayed on a paper plate.							
E	411	003	<b>Specialty Rolls</b> (SF138) - any yeast recipe, four rolls on a paper plate. May be sweet rolls, English muffins, kolaches, bagels, or any other similar recipe that makes individual portions.							
E	411	004	<b>Dinner Rolls</b> (SF138) - any yeast recipe, four rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks, or any other type of dinner roll.							
E	411	005	<b>Specialty Bread</b> (SF141) - any yeast recipe, includes tea rings, braids, or any other full-sized specialty bread products. Must exhibit at least 3/4 of a full-sized baked product.							
E	411	006	<b>Shortened Cake</b> (SF137) - Must exhibit at least 3/4 of the cake (recipe must not be from a cake mix). Shortened cakes use fat for flavor and texture and recipes usually begin by beating fat with sugar by creaming and include leavening agents in the recipe. Cake may be frosted with a non-perishable frosting (no cream cheese oregg white based frostings allowed).							

### Department E – Division 412 – Cooking 401

Any bread item prepared or baked using a bread machine should be entered under Cooking 201. All exhibits made in the Cooking 301 or Cooking 401 projects must have been prepared without the assistance of a bread machine for mixing, raising, or baking of the food item.

Dept.	Division	Class No.	Class Description	Division 412	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	412	001	<b>Double Crust Fruit Pie</b> (SF144) - made with homemade fruit filling. No egg pastries or cream fillings. No canned fillings or premade pie crusts. May be a double crust, crumb, cut-out or lattice topping. Using an 8 inch or 9-inch disposable pie pan is recommended.							
E	412	002	<b>Family Food Traditions</b> (SF145) - any recipe, at least 3/4 of baked product or four 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. (Sourdough is acceptable in this class.)							
E	412	003	<b>Ethnic Food Exhibit</b> (SF146) - any recipe, at least 3/4 of baked product or four muffins or cookies on a paper plate or 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 background information about the country or culture the food item is representing. (Sourdough is acceptable in this class.)							
E	412	004	<b>Candy</b> (SF147) - any recipe, four pieces of candy on a paper plate or 1/2 cup. No items containing cream cheese will be accepted (Example: cream cheese mints). Candy may be cooked or no cook; dipped, molded, made in the microwave or other methods of candy preparation. Recipe must be included.							
E	412	005	<b>Foam Cake</b> (SF138) - original recipe (no mixes) of at least 3/4 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. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed).							
E	412	006	<b>Specialty Pastry</b> (SF143) - any recipe, at least 3/4 of baked product or four muffins or cookies on a paper plate or in a disposable pan. Baked items such as pie tarts, puff pastry, phyllo doughs, 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.							

### Department E – Division 406 – Food Preservation - Freezing

Dept.	Division	Class No.	Class Description	Division 406	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	406	001	<b>Baked Item made with Frozen Produce</b> (SF155) -any recipe, at least 3/4 of baked product or four muffins or cookies on a paper plate or in a disposable pan. Recipe MUST include a food item preserved by the freezing method done by the 4-H'er. Ex. Peach pie, blueberry muffins, zucchini bread, etc. Supporting information must include both the recipe for the produce that was frozen as part of this project AND the baked food item.							

### Department E – Division 407 – Food Preservation - Drying

Dept.	Division	Class No.	Class Description	Division 407	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	407	001	<b>Dried Fruits</b> (SF154) - exhibit three different examples of three different dried fruits. Place each dried fruit food (6-10 pieces of fruit, minimum 1/4 cup) in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.							
E	407	002	<b>Fruit Leather</b> (SF154) - exhibit three different examples of three different fruit leathers. Place a three- four inch sample of each fruit together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.							
E	407	003	<b>Vegetable Leather</b> (SF154) - exhibit three different examples of three different vegetable or vegetable/fruit leather combo. Place a three - four inch sample of each leather together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.							
E	407	004	<b>Dried Vegetables</b> (SF149) - exhibit 3 different samples of three different dried vegetables. Place each food (1/4 cup of each vegetable) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.							
E	407	005	<b>Dried Herbs</b> (SF149) - exhibit three different samples of three different dried herbs. Place each food (1/4 cup of each herb) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.							
E	407	006	<b>Baked Item made with Dried Produce/Herbs</b> (SF156) - any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe MUST include a dried produce/herb item made by the 4-H'er. Ex. Granola bar made with dried fruits, dried cranberry							

cookies, Italian herb bread, lemon thyme cookies. Supporting information must include both the recipe for the dried produce/herb AND the baked food item.

#### Department E – Division 408 – Food Preservation - Boiling Water Canning

1. 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. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed containers disqualifies entry.
2. Jars and Lids: Do not need to be 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. Two-piece lids consisting of a flat metal disk and a ring should be used. No zinc lids or one-piece lids.
3. Current Project: Exhibits must have been preserved since the member's previous year's county fair, and not been exhibited at the previous State Fair.
4. Criteria for Judging: Exhibits will be judged according to score sheets available at your local Extension office or the State Fairbook at <https://4hfairbook.unl.edu/fairbookview.php/rules>. 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 or this site <https://food.unl.edu/elevation-and-food-preservation/> for your county's altitude and how that affects food processing times and pounds of pressure.
5. Labeling: Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar, print labels from <https://go.unl.edu/canninglabel>. Exhibits containing multiple jars such as a "3 jar exhibit" should be placed in a container to keep jars together. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H'er, county and drying date. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.
6. Recipe/Supporting Information: Recipe must be included, and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are not allowed. Current USDA guidelines for food preservation methods MUST be followed. Suggested sources of recipes include:
  - a. 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning)
  - b. USDA Guide to Home Canning <https://nchfp.uga.edu/>
  - c. Nebraska Extension's Food Website <https://food.unl.edu/food-preservation> or Extension publications from other states
  - d. Ball Blue Book (published after 2009)
7. All exhibits must include the 4-H Food Preservation Card attached to the project as the required supporting information <https://go.unl.edu/fillablepreservationcard> or include following information with exhibit:
  - a. Name of product
  - b. Date preserved
  - c. Method of preservation (pressure canner, water bath canner or dried)
  - e. Type of pack (raw pack or hot pack)
  - f. Altitude (and altitude adjustment, if needed)
  - g. Processing time
  - h. Number of pounds of pressure (if pressure canner used)
  - i. Drying method and drying time (for dried food exhibits)
  - j. Recipe and source of recipe (if a publication, include name and date)

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				408	All Classes	1	\$6	\$4	\$2	\$1
E	408	001	<b>1 Jar Fruit Exhibit</b> (SF150) - exhibit one jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations.							
E	408	002	<b>3 Jar Fruit Exhibit</b> (SF150) - exhibit three jars of different canned fruits. May be three different techniques for same type of product, ex. Applesauce, canned apples, apple pie filling, etc. Entry must be processed in a boiling water bath according to current USDA recommendations.							
E	408	003	<b>1 Jar Tomato Exhibit</b> (SF150) - exhibit one jar of a canned tomato product. Entry must be processed in a boiling water bath according to current USDA recommendations.							
E	408	004	<b>3 Jar Tomato Exhibit</b> (SF150) - exhibit three jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a boiling water bath according to current USDA recommendations.							
E	408	005	<b>1 Jar Pickled Exhibit</b> (SF150) - one jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations.							
E	408	006	<b>3 Jar Pickled Exhibit</b> (SF150) - exhibit three jars of different kinds of canned pickled and/or fermented products. Entry must be processed in a boiling water bath according to current USDA recommendations.							

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|---|-----|-----|--|
| E | 408 | 007 | <b>1 Jar Jelled Exhibit</b> (SF153) - exhibit one jar of a jam, jelly, fruit butter or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations.   |
| E | 408 | 008 | <b>3 Jar Jelled Exhibit</b> (SF153) - exhibit three different kinds of jelled products. Entry may be made up of either pints or half pints. Entry must be processed in a boiling water bath according to current USDA recommendations. |

**Department E – Division 414 – Food Preservation - Pressure Canning**

1. 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. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed containers disqualifies entry.
2. Jars and Lids: Do not need to be 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. Two-piece lids consisting of a flat metal disk and a ring should be used. No zinc lids or one-piece lids.
3. Current Project: Exhibits must have been preserved since the member's previous year's county fair, and not been exhibited at the previous State Fair.
4. Criteria for Judging: Exhibits will be judged according to score sheets available at your local Extension office or the State Fairbook at <https://4hfairbook.unl.edu/fairbookview.php/rules>. 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 or this site <https://food.unl.edu/elevation-and-food-preservation/> for your county's altitude and how that affects food processing times and pounds of pressure.
5. Labeling: Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar, print labels from <https://go.unl.edu/canninglabel> Exhibits containing multiple jars such as a "3 jar exhibit" should be placed in a container to keep jars together. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H'er, county and drying date. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.
6. Recipe/Supporting Information: Recipe must be included, and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are not allowed. Current USDA guidelines for food preservation methods MUST be followed. Suggested sources of recipes include:
  - a. 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning)
  - b. USDA Guide to Home Canning <https://nchfp.uga.edu/>
  - c. Nebraska Extension's Food Website <https://food.unl.edu/food-preservation> or Extension publications from other states
  - d. Ball Blue Book (published after 2009)
7. All exhibits must include the 4-H Food Preservation Card attached to the project as the required supporting information <https://go.unl.edu/fillablepreservationcard> or include following information with exhibit:
  - a. Name of product
  - b. Date preserved
  - c. Method of preservation (pressure canner, water bath canner or
  - d. dried)
  - e. Type of pack (raw pack or hot pack)
  - f. Altitude (and altitude adjustment, if needed)
  - g. Processing time
  - h. Number of pounds of pressure (if pressure canner used)
  - i. Drying method and drying time (for dried food exhibits)
 Recipe and source of recipe (if a publication, include name and date)

Dept.	Division	Class No.	Class Description	Division 414	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	414	001	<b>1 Jar Vegetable or Meat Exhibit</b> (SF150) - exhibit one jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA recommendations.							
E	414	002	<b>3 Jar Vegetable Exhibit</b> (SF150) - exhibit three jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.							
E	414	003	<b>3 Jar Meat Exhibit</b> (SF150) - exhibit three jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.							
E	414	004	<b>Quick Dinner</b> (SF151) - exhibit a minimum of three jars to a maximum of five jars plus menu. Meal should include three canned foods that can be prepared within an hour. List complete menu on a three inch x five inch file card and attach to one of the jars. Entry must be processed according to current USDA recommendations.							

E	414	005	<b>1 Jar Tomato Exhibit</b> (SF150) - exhibit one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations.
E	414	006	<b>3 Jar Tomato Exhibit</b> (SF150) - exhibit three jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a pressure canner according to current USDA recommendations.

**Department E – Division 350 – General Foods & Nutrition**

Dept.	Division	Class No.	Class Description	Division 350	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	350	001	<b>Food Science Exploration</b> (SF152) - Show the connection between food and science as it relates to food preparation, food safety, food preservation, or food production. Exhibit may be a poster or foam core board (not to exceed 22 inches x 30 inches), computer-based presentation printed off with notes pages, if needed, and displayed in a binder, an exhibit display, a written report in a portfolio or notebook. Consider neatness and creativity. (Sourdough is an acceptable exploration in this class.)							
E	350	002	<b>Foods and Nutrition Poster, Scrapbook, or Photo Display</b> (SF122) - The project should involve a nutrition or food preparation technique or explore a career related to the food industry (caterer, restaurant owner, food scientist, registered dietitian, etc.). This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or a foam core board (not to exceed 22 inches x 30 inches), a computer-based presentation printed off with notes pages (if needed) and displayed in a binder, an exhibit display, or a written report in a portfolio or notebook. Consider neatness and creativity.							
E	350	003	<b>Physical Activity and Health Poster, Scrapbook, or Photo Display</b> (SF122) - The project should involve a physical activity or explore a career-related to physical activity or health (personal trainer, sports coach, physical therapist, etc.). This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or a foam core board (not to exceed 22 inches x 30 inches), a computer-based presentation printed off with notes pages, if needed, and displayed in a binder no larger than 8.5 inches x 11 inches, an exhibit display, or a written report in a portfolio. Consider neatness and creativity.							
E	350	004	<b>Cooking Basics Recipe File</b> (SF251) - A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H member is in the project, with year clearly marked on recipes. Display in a recipe file or binder no larger than 8.5 inches x 11 inches. Be sure to include the number of servings or yield of each recipe. Exhibits that include recipes with alcohol (wine, beer, rum, etc.) will be disqualified.							

**Department E – Division 414 – Cake, Cookies and Cupcake Decorating**

1. Limit 3 entries per exhibitor
2. Cake WILL NOT be tasted by the judge
3. Youth may decorate a Styrofoam cake for classes 900-903

Dept.	Division	Class No.	Class Description	Division 414	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	414	900	<b>Unit 1</b> – Bake and frost a 8-inch or 9-inch round or square or 9-inch x 13-inch oblong cake. Decorate with edible items such as candies, pretzels, coconut, etc. Non-edible items (plastic, paper, toothpicks) may not be used on the cake. Do not use decorating tubes.							
E	414	901	<b>Unit 2</b> – Bake and decorate a character cake. Use decorating tubes appropriate for the design selected. Non-edible items (plastic, paper, toothpicks) may not be used on the cake.							
E	414	902	<b>Unit 3</b> – Bake and decorate a two-layer cake. Use three to five different types of tubes in decorating. You must use writing, star, and leaf tubes. Two other tubes of your choice may be used if they enhance your design. Do not use flowers on a flower nail or materials other than icing. Only icing should be used in decorating the cake.							
E	414	903	<b>Unit 4</b> – Bake and decorate a cut-up cake. The design must be applied using at least three decorator tubes; however, parts of the design may be created with edible materials (coconut candies etc.) Only edible items may be used on the cake.							
E	414	904	<b>Unit 5</b> – Bake and decorate one two-layer 8”, 9” or 10” cake using a minimum of: one flat surface flower, one flower made on a flat flower nail, one border and one side trim learned in the unit. The design should be suitable for the size and shape of the cake. Use only edible materials except stamens for the flowers. Stamen may be purchased, or handmade.							
E	414	905	<b>Unit 6</b> – Bake and decorate one two-layer 8”, 9” or 10” cake using figure piping, string work, flower made on a lily nail and techniques learned in previous units. The design should be suitable for the size and shape of the cake. Artificial stamens for flowers, leaves, wire stems and floral tape may be used. All other cake decorations must be edible. Other decorations which may be used on the cake include flowers and leaves hooked to a wire stem.							

E	414	906	<b>Unit 7</b> – Bake and decorate a cake using two tiers of graduated sizes. Each tier should be a two-layer cake. Supports, separator plates, and pillars may be used. Techniques learned in previous units must be used to decorate the cake. The decorated cake must be for a wedding, anniversary, formal party, or other equally elegant occasion. The design should be suitable for the size and shape of the cake. Artificial stamens for flowers, leaves, wire stems, floral tape, special occasion ornaments, tulle and filler flowers may be used. All other cake decorations must be made edible.
E	414	907	<b>Unit 8</b> – Bake and decorate one two-layer 8”, 9” or 10” cake. Decorate with molded items. Molded items may include pastillage, molded butter cream, gun paste, marzipan, molded chocolate, sugar molds, etc. The design should be suitable for the size and shape of the cake. All molds and/or shapes must be made of edible materials.
E	414	908	<b>Unit 9</b> – Plan, develop and evaluate your own cake decorating project. Write a brief description of your project, including your goals, plans, accomplishments, and devaluation of results. You may use pictures or any records you have kept providing evidence of your accomplishments. Exhibit may be a poster (not to exceed 22” x 28”), a notebook or a small educational display
E	414	909	<b>Decorated Cookie</b> – plate of 4. Open to any 4-Hers enrolled in a Foods project. Cookies may be home baked or purchased. Each will be decorated by the 4-H member
E	414	910	<b>Decorated Cupcakes</b> – plate of 4. Open to any 4-Her enrolled in a Foods project. Cupcakes may be home baked or purchased. Each will be decorated by the 4-H member.

## Physical Fitness

Items in this category not eligible for the State Fair

### Department E – Division 300 – Youth in Motion

Dept.	Division	Class No.	Class Description	Division 300	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
E	300	900	<b>Youth in Motion Poster, Scrapbook, or Photo Display</b> – about the 4-H’ers family or self, involved in physical activity or concept/lesson involving this project. This might contain pictures, captions, and/or reports about the physical activity the individual or family did as a result of taking this project.							
E	300	901	<b>Activity Bag</b> – A duffle bag or backpack that the 4-H’er packs so that they are always prepared to be active and make healthy food choices. May include proper workout attire, a healthy beverage or snack, a notebook or goal sheet, etc. Make sure all items are clean, clearly labeled, and have an explanation of why it is included in the activity bag. Do NOT put valuable							
E	300	902	<b>Youth in Motion Healthy Snack Recipe File</b> – Collection of 10 recipes from any source. Each recipe must accompany a complete snack menu in which the recipe is used, following the idea that a healthy snack includes foods from at least two different food groups. An additional 10 recipes may be added each year 4-H’er is in the project, with the year clearly marked on recipes. Consider creativity and neatness. Display in recipe file or box, or in a binder.							
E	300	903	<b>Healthy Lifestyle Interview</b> - Interview someone in your life that you admire that is physically active or has a healthy lifestyle. Why do they enjoy their exercise program or lifestyle choices? What are their goals? Why do you admire them? Maximum of two pages, one-sided and neat. Mount on colored paper or poster board or display in a binder. Include a picture of the person interviewed. (May be laminated to preserve exhibit.) The overall size of the mounted exhibit should be no larger than 9 x 12 inches.							
E	300	904	<b>Healthy Snacks</b> – see ideas for non-perishable snacks on page 36. Four cookies, bars, muffins, etc., on a paper plate, or at least 1 cup of mix. (Examples might include granola bars, homemade crackers, or chips.) Supporting information to include recipe and snack menu, and why this snack menu might be considered a healthy snack.							
E	300	905-907	<b>Other Item Made in this Project</b>							

## Safety

In this category 4-H members have the opportunity to create exhibits about all-terrain vehicles, fire, and tractor safety. In addition, participants can also create informational exhibits about basic safety strategies. Through involvement in this category, 4-H members will be better educated about personal safety and have the knowledge base to educate others about safety. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Area Rules – Safety

Follow general rules for this area.

### Department E – Division 450 – Fire Safety

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				450	All Classes	1	\$6	\$4	\$2	\$1
E	450	001	<b>Fire Safety Poster</b> (SF269) - 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 poster board at least 11 inches x 14 inches but not larger than 22 inches x 28 inches.							
E	450	002	<b>Fire Safety Scrapbook</b> (SF270) - 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 8.5 inches x 11 inches size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.							
E	450	003	<b>Fire Prevention Poster</b> (SF268) - 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 inches x 14 inches but not larger than 22 inches x 28 inches.							

#### Department E – Division 440 – Safety

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				440	All Classes	1	\$6	\$4	\$2	\$1
E	440	001	<b>General Purpose First Aid Kit</b> (SF110) - A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for use in a home. A description of where the kit will be stored and examples of specific emergencies the kit is designed for should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Consider items needed to cover the following areas of first aid: 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 for guidance. No first aid kits that are purchased are allowed.							
			Kits containing any of the following will be automatically disqualified:							
			<ol style="list-style-type: none"> <li>1. 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.)</li> <li>2. Materials with expiration dates on or before the judging date. (This includes sterile items, non-prescription medications, ointments, salves, etc. Articles dated month and year only are considered expired on the last day of that month.)</li> <li>3. Any controlled substance.</li> </ol>							
E	440	002	<b>Specific Purpose First Aid Kit</b> (SFXXX) - A first aid kit is a good way to organize supplies in an emergency in a variety situations and locations. The kit should be assembled in a container appropriate for the kit's intended purpose. Examples could include a kit for a vehicle, recreational vehicle, boat, livestock building, camping etc. A description of where the kit will be stored and examples of specific emergencies expected for that location should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items included should be relevant to the kit's intended purpose. Consider items needed to cover the following areas of first aid: airway and breathing, bleeding control, burn treatment, infectious disease protection.							
E	440	003	<b>Disaster Kit (Emergency Preparedness)</b> (SF111) - Disaster kits must contain the materials to prepare a person or family for emergency conditions caused by a 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 contents is required. 4-H members are encouraged to test their kit by challenging their family to try to survive using only the materials included 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.							
E	440	004	<b>Safety Scrapbook</b> (SF292) - 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 8.5 inches X 11 inches size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.							

E	440	005	<b>Safety Experiences</b> (SF 190) - 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. The exhibit should include a detailed description of the experience, the 4-H member's role, some evidence of the member'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 lasting up to five minutes.
E	440	006	<b>Careers in Safety</b> (SF191) - 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 4-H member's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, military assignments, law enforcement officers, emergency room medical personnel, fire investigators and more. It is recommended 4-H members 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 lasting up to five minutes.

## Leadership, Citizenship & Personal Development

### Citizenship

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

#### Area Rules – Citizenship

1. Exhibits are entered at 4-H members own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.
2. Displays should not be larger than 22 inches x 28 inches wide. If the size needs to be a different size because the item is larger than 22 inches x 28 inches please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22 inches x 28 inches.
3. Supporting Material: All entries must include the following:
  - a. What did you learn about citizenship while creating this exhibit? References -All 4-H members should reference material sources or supporting information if outside sources were used to create exhibits (i.e., if questions from a game were taken from an outside source, they must be referenced).
  - b. Identification - All entries should be labeled with the members' name, club, and county.

#### Scoresheets, Forms, and Contest Study Materials

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.

Scoresheets, forms, contest study materials and additional resources can be found at <https://go.unl.edu/ne4hccitizenship>.

An explanation of projects and curriculum resources can be found at <https://4h.unl.edu/resources/projects/>.



Dept.	Division	Class No.	Class Description	Division 120	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
A	120	001	<b>Care Package Display</b> (SF182) - 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 describe the Process of developing and giving a care package to a service organization. PowerPoint should be saved to a USB/thumb drive. Include answers to 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 include: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc.							
A	120	002	<b>Citizenship Game</b> (SF182) - which could include but is not limited to symbol flash cards, question and answer board or simulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.							
A	120	003	<b>Patriotic or Cultural Fine Arts</b> (SF182) - can be made of any art media but should tie in the relevance of the artwork to citizenship.							
A	120	004	<b>Public Adventure Scrapbook</b> (SF182) - should describe a 4-H member's Public Adventure or Service-Learning Activity. Scrapbooks must measure no more than 16 inches x 16 inches							
A	120	005	<b>Public Adventure Poster</b> (SF182) - should describe a 4-H member's 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 24inches x 28 inches.							
A	120	006	<b>Written or Recorded Stakeholder Interview</b> (SF182) - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted.							
A	120	007	<b>Written Citizenship Essay</b> (SF182) - is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words.							
A	120	008	<b>For 9th-12th Graders Only: Oral Citizenship Essay</b> (SF182) - addressing the theme "Freedom's Obligations" should be three- five minutes. No background music, singing or other enhancement allowed. All essays should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached.							
A	120	009	<b>Service Items</b> (SF182) - can include but aren't limited to lap quilt, Quilt of Valor and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.							
A	120	010	<b>4-H Club Exhibit</b> (SF182) - should depict what a 4-H club has done in community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item or care package, Quilt of Valor.							
A	120	900-902	<b>Other Item Made in this Project</b>							

#### Department A – Division 130 – Seeing I2I

Dept.	Division	Class No.	Class Description	Division 130	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
A	130	001	<b>Cultural Fine Arts</b> (SF183) - can be made of any art media but should symbolize what makes them unique.							
A	130	002	<b>How Are We Different? Interview</b> (SF183) - should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.							
A	130	003	<b>Name Art</b> (SF183) - should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.							
A	130	004	<b>Family History</b> (SF183) - depicting a 4-H member's family cultural history of the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.)							
A	130	005	<b>Exhibit depicting a Cultural Food</b> (SF183) - that is special to a 4-Hmember's family. Can be a story or essay.							
A	130	006	<b>"This is Who I Am" Poem</b> (SF183) - written by the 4-H member that reflects who they are.							
A	130	007	<b>Poster</b> (SF183) - that depicts what the 4-H member has learned through the i2i Project.							
A	130	008	<b>Biography</b> (SF183) - about an historical figure who has made a positive impact on our society or who has made a difference in the lives of others.							
A	130	009	<b>Play Script</b> (SF183) - written about a different culture.							
A	130	900-902	<b>Other Item Made in this Project</b>							

## Entrepreneurship

Entrepreneurship exhibits help participants develop an entrepreneurial mindset. An entrepreneurial mindset is needed to tackle social issues as well as explore new business opportunities.

### Area Rules – Entrepreneurship

- Exhibit Guidelines:** The 4-H member's name, age, town and county must be listed on the back of the exhibit. If the exhibit is a poster, it must be 14 inches x 22 inches and may be arranged either horizontally or vertically. Poster may not use copyrighted materials, such as cartoon characters or commercial product names. **Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing.** Posters may include photographs, charts, or examples as well as a written explanation.

### Department F – Division 531 – Entrepreneurship Investigation

Dept.	Division	Class No.	Class Description	Division 531	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
F	531	001	<b>Interview an Entrepreneur</b> (SF181) - Share what you learned from the person about having an entrepreneurial mindset. How have they applied that mindset? Have they started a business? Are they tackling a social issue? How do they deliver excellent customer service? How will what you have learned through this interview change your future or ways of thinking about entrepreneurship? The summary of the interview should be typed and with a maximum length of two pages (12 pt. font). Enter the exhibit in a folder with fasteners (no slide bars).							
F	531	002	<b>Social Entrepreneurship Presentation</b> (SF181) - Prepare a five-slide power point presentation about a social entrepreneurship venture to benefit a group or individual in your community. Social entrepreneurs are in business to help others. Submit a printout of the note pages which show each slide and include an explanation of each slide. Enter the exhibit in a folder with fasteners (no slide bars).							
F	531	003	<b>Marketing Package</b> (SF182) - (mounted on a 14 inches x 22 inches poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.							
F	531	004	<b>Sample of an Original Product</b> (SF181) - with an information sheet (8 ½ inches x 11 inches) answering the following questions: <ul style="list-style-type: none"> <li>• What did you enjoy the most about making the product?</li> <li>• What challenges did you have when making the product?</li> <li>• Would you do anything different next time? If so, what?</li> <li>• What is the suggested retail price of the product? How did you decide on the price?</li> <li>• Market analysis of the community – data gathered through a survey of potential customers. <ul style="list-style-type: none"> <li>◦ Survey at least 10 people in your community about your product.</li> </ul> </li> <li>• How much would you earn per hour? Show how you determined this figure.</li> <li>• What is unique about this product?</li> </ul>							
F	531	005	<b>Photos of an Original Product</b> (SF181) - (mounted on 14 inches by 22 inches poster) must include three photos of developed product and a mounted information sheet answering the following questions. If exhibiting in both Class F531004 and Class F531005, products must be entirely different products. <u>Information Sheet:</u> <ul style="list-style-type: none"> <li>• What did you enjoy the most about making the product?</li> <li>• What challenges did you have when making the product?</li> <li>• Would you do anything different the next time? If so, what?</li> <li>• What is the suggested retail price of the product?</li> <li>• How did you decide on the price?</li> <li>• Market analysis of the community – data gathered through a survey of potential customers.</li> <li>• Survey at least 10 people in your community about your product.</li> <li>• How much would you earn per hour? Show how you determined this figure.</li> <li>• What is unique about this product?</li> </ul>							
F	531	006	<b>Entrepreneurship Challenge</b> (SF181) - Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 4-H members enrolled in any of the three units of ESI. Complete five (5) or more of the challenges from the following list. The exhibit will include highlights from these five (5) challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video (or other digital presentation), report, or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned. <u>Select five (5) challenges from the list below:</u> <ul style="list-style-type: none"> <li>• Sell something.</li> </ul>							

- Talk to local leaders about entrepreneurial thinking and how it is being applied or could be applied to a current community issue.
- Introduce yourself to a local entrepreneur and take a selfie with them.
- Be a detective! Look for Nebraska-made products and find out more about the business.
- Tour 2-3 entrepreneurial businesses and create a photo story.
- Investigate what it takes to be an entrepreneur and complete a skills assessment.
- Make a prototype (sample/model) of a new product idea. Include the prototype or a photo of the prototype.
- Work with a friend to develop a new business idea!
- Contact your local Extension office to learn about entrepreneurship opportunities.
- Create an activity to teach others about entrepreneurship (color page, puzzle, game, etc.).

F 531 900-902 **Other Item Made in this Project**

## Leadership

Items in this category not eligible for the State Fair

Area Rules – Leadership

Follow general rules for this area.

### Department F – Division 501 – Personal Development & Leadership

Dept.	Division	Class No.	Class Description	Division 501	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
F	501	900	<b>Treasurer</b> – Treasurer’s Club Report for the current year will be judged on neatness, accuracy, and completeness.							
F	501	901	<b>Secretary</b> – Secretary’s Club Book for the current year will be judged on neatness and completeness							
F	501	902	<b>News Reporter</b> – News Reporter display will consist of three or more clippings from newspaper, mounted on a single sheet article will be judged on newsworthiness and style. Quality of the news story, not how stories are mounted will be the judging criteria, however, the mounting presentation should appear neatly done.							
F	501	903	<b>Historian</b> – Club Historian’s scrapbook of club activities for the current year. If previous years are also included, insert a note showing where the current year’s activities begin. The scrapbook will be judged on neatness, completeness, and creativity. (Club Historian may enter scrapbook under Explore Your Heritage )							
F	501	904	<b>Photographer</b> – Club Photographer may enter a scrapbook or poster displaying photographs taken for the Club during the current year. Include at least 6 pictures with captions explaining the picture. Exhibits will judge on the clearness and sharpness of photograph and how well the picture and caption go together to tell a story. Creativity will also be considered.							
F	501	905	<b>Serving as a Junior Leader</b> – A written report, multimedia presentation, or photo album which demonstrates junior leader activities on a club level.							
F	501	906	<b>Serving as a Community Leader</b> – A written report, multimedia presentation, or photo album which demonstrates junior leader activities conducted on a county, state, or national level.							
F	501	907	<b>Resume or Portfolio</b> – Could be used for acquiring a job, a scholarship or selection for an honor. Use the format of your choice.							

## Plant Science

### Agronomy

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.

Area Rules – Agronomy

Follow general rules for this area.

### Department G – Division 750 – Field Crops

#### 1. Grain or Plant Exhibits - Classes 1-5:

- A completed Crop Production Worksheet (available at <https://go.unl.edu/cropworksheet> ) must accompany grain and plant exhibits or it will automatically be lowered one ribbon placing. The worksheet

must include the 4-H member's 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 worksheet 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. The worksheet counts as 50% of the total when judged.
- Worksheet must be the original work of the individual 4-H member, or it will be lowered one ribbon placing.
- Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, 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 SF264. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from the previous year's project and brought in an appropriately sized box/container for display. **NEW:** Place it in a clear container so it can be viewed and displayed.
- Plant exhibits, except for 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 roots or 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 inches 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.

## 2. Displays - Classes 6-10:

- 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 inches wide by 28 inches tall on plywood or poster board.
- The display should be neatly titled. Make sure to label display with 4-H member's name, address and county on back side. Explain pictures and graphs clearly and concisely.
- Consider creativity and neatness. Refer to Scoresheet SF259. Each display must have a one-page essay (minimum) explaining why the 4-H member 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 4-H member's name outside. If a display does not have an essay, it will automatically lower one ribbon placing.

## 3. Special Agronomy Project – 4-H Member experience a crop that is grown, was grown or has the potential to be grown in Nebraska by growing it, researching traits of that crop and determine viability of that crop in the part of the state they live.

Each year seeds will be mailed to extension offices or ag ed classrooms across the state, as ordered by that location. Offices will distribute to 4-H members on a first-come, first-serve basis. A different seed will be selected every year. 4-H members will grow seeds in their garden or pots. Written resources materials will be available for youth, in addition to virtual, live or recorded videos/field trips. 4-H members will be eligible to enter an exhibit at both the county and/or state fair in the agronomy project area.

Dept.	Division	Class No.	Class Description	Division 750	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
G	750	001	<b>Corn</b> (SF264) - (includes yellow, white, pop, waxy or any other type).							
G	750	002	<b>Soybeans</b> (SF264)							
G	750	003	<b>Oats</b> (SF264)							
G	750	004	<b>Wheat</b> (SF264)							
G	750	005	<b>Any other crop</b> (SF264) - (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)							
G	750	006	<b>Crop Production Display</b> (SF259) - 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, pest management, etc.							

- |   |     |     |  |
|---|-----|-----|--|
| G | 750 | 007 | <b>Crop Technology Display</b> (SF259) - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.  |
| G | 750 | 008 | <b>Crop End Use Display</b> (SF259) - Display information about the final product or end uses for a crop, such as food, feed, fuel, or other products (i.e. corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into biodiesel, pet bedding, crayons, oil, etc.) This should not be about the process of crop production but focus on an end product(s). |
| G | 750 | 009 | <b>Water or Soil Display</b> (SF259) - 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.   |
| G | 750 | 010 | <b>Career Interview Display</b> (SF259) - The purpose of this class is to allow 4-H members to investigate a career in agronomy. 4-H member should interview one 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.                   |

#### **SPECIAL AGRONOMY PROJECT**

- |   |     |     |  |
|---|-----|-----|--|
| G | 750 | 011 | <b>Special Agronomy Project - Educational Exhibit</b> (SF259) - Educational exhibit based on what was learned from the project. Present information on no larger than 28 inches wide by 28 inches tall on plywood or poster board.. The 4-H member's name, age, and county must be on the back of the poster or report cover. Refer to Scoresheet SF259. Each display must have a 1/2-page essay(minimum) explaining why the 4-H member exhibitor chose the area of display and what they learned from their project. Include references used.   |
| G | 750 | 012 | <b>Special Agronomy Project - Video Presentation</b> - 4-H members design a multimedia presentation related to the crop. This could include narration of the growing process, presenting facts about the crop or any other innovative multimedia practices. 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. Any of the following file formats will be accepted: mp4, .mov, .ppt, or .avi.   |
| G | 750 | 013 | <p><b>Special Agronomy Project (Freshly Harvested Crop)</b> - Plant exhibits must be the result of the current year's project. Depending on the type of crop selected for the current year:</p> <ul style="list-style-type: none"> <li>• Corn - 10 ears or 3 stalks (cut at ground level with no roots or soil and bound together)</li> <li>• Grain Sorghum - 4 stalks (cut at ground level and bound together)</li> <li>• Soybeans - 6 stalks (cut at ground level and bound together)</li> <li>• Small grains (oats, barley, wheat, triticale) - sheaf of heads 2 inches in diameter at top tie with stems about 24 inches long.</li> <li>• Other crops (alfalfa, sunflowers, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level.</li> </ul> |

Supporting documentation (½ to 1-page in length) should include the following:

Economic Analysis and/or research that supports feasibility of this crop in Nebraska or how the crop has evolved over time.

- Other topics to discuss are past/current commercial production of this crop. This includes: the selection of variety or hybrids, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season about this crop and what you learned from your crops project. This ½ to 1-page summary counts as 50% of the total when judged.
- In addition to the summary, 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.

The crop of the year for 2025 is Sunflowers.

#### **Department G – Division 751 – Weed Science**

1. At least 15 of the specimens must represent this year's work (after the previous county fair to the present day). For assistance identifying plants, participants can use the Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains Book.
2. Books - Classes 1-2: Plants must be mounted on sheets that are no larger than 14 inches wide by 14 inches 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 clover. 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: -Scientific name (in italic or underlined), with authority, -Common name, - County of collection, - Collection date, -Collector's name, - Personal collection number, indicating the order that plants were collected in your personal collection, -Other information depending on class selected, i.e., noxious, lifeform. This information should be typed or printed neatly.
3. Displays - Class 3: 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 inches by 28 inches on plywood or poster board. The display should be neatly titled. Make sure to label display with 4-H member's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Refer to Scoresheet SF259. Each display must have a one-page essay explaining why the 4-H member chose the area of display and what they learned from

their project. Include references used. The essay should be in a clear plastic cover with the 4-H member's name outside.

Dept.	Division	Class No.	Class Description	Division 751	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
G	751	001	<b>Weed Identification Book</b> - (SF261) - 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, saltcedar, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites) and at least three weeds that are a problem primarily in lawns.							
G	751	002	<b>Life Span Book</b> - (SF261) - A collection of 7 perennials, 1 biennial, and 7 annual weeds.							
G	751	003	<b>Weed Display</b> - (SF259) - 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 or use for weeds.							

## Range

The purpose of this category is to help 4-H'ers identify and collect range plants. In addition, participants will learn the basics of range management, and Nebraska's range. Through the creation of range boards 4-H'ers will become more proficient in knowledge of Nebraska's range. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Area Rules – Range

- 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.
- Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC150, Revised July 2024), Common Grasses of Nebraska (EC170), and Common Forbs and Shrubs of Nebraska (EC118).
- 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.

### Department D – Division 330 – Range

- Books (Classes 1-6): For books, plants must be mounted on sheets that are no larger than 14 inches wide by 14 inches 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. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: Scientific name (in italic or underlined), with authority - Common name. - County of collection. - Collection date. - Collector's name. - Personal collection number, indicating order that plants were collected in your personal collection, - 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.
- Displays (Class 7): 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 inches by 28 inches on plywood or poster board. The display should be neatly titled. Make sure to label the display with the exhibitor's name, address, and county on back side.
- Boards (Classes 8-9): Boards should be no larger than 30 inches wide by 36 inches tall. Boards should be adequately labeled.

Dept.	Division	Class No.	Class Description	Division 330	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	330	001	<b>Value and Importance for Livestock Forage and Wildlife Habitat and Food Book</b> (SF260) - A collection of 12 different plant mounts, with four classified as high value, four as medium value, and four 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, Appendix Table 1 (EC150, Revised July 2024) starting on page 42. Plants can consist of any combination of grass, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mounts with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.							
D	330	002	<b>Life Span Book</b> (SF260) - A collection of six perennial plant mounts and six annual plant mounts selected from grass or forbs.							
D	330	003	<b>Growth Season Book</b> (SF260) - A collection of 6 cool-season grass mounts and six warm-season grass mounts.							

D	330	004	<b>Origin Book</b> (SF260) - A collection of plant mounts of six native range grasses and six introduced grasses. Introduced grasses are not from North America and often used to seed pastures.
D	330	005	<b>Major Types of Range Plants Book</b> (SF260) - A collection of plant mounts of three grasses, three forbs, three grass-like, and three shrubs.
D	330	006	<b>Range Plant Collection Book</b> (SF260) - 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 at the front of the book which describes what the plants have in common and why you have chosen to collect them.
D	330	007	<b>Parts of a Range Plant Poster</b> (SF259) - Mount a range plant on a poster board. Label the key plant parts useful for ID & correct for that plant species such as root, branch, cotyledon, petiole, midrib, stem, node, leaf, leaflet, spikelet, collar, ligule, sheath, internode, culm, crown, flower, etc. Include the plant label in the lower right corner, including the scientific and common name of the plant. 4-H member name and 4-H county should be back of the poster
D	330	008	<b>Special Study Board</b> (SF260) - A display of the results of a clipping study, a degree of use study, range site study, etc. A short essay must accompany the display to explain the reason for the study, what was learned, and study results. This should be placed on a sheet cover attached to the board.
D	330	009	<b>Junior Rancher Board</b> (SF260) - This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc.
D	330	900	<b>Range Plant Board</b> – Will include 25 range forage species important to a particular county and should include the following: <ol style="list-style-type: none"> <li>1. Scientific name (in italic or underlined), with authority</li> <li>2. Common name</li> <li>3. Conty of collection</li> <li>4. Collection date</li> <li>5. Collectors name</li> <li>6. Personal collection number, indicating order that plants were collected in your personal collection</li> <li>7. Other information as needed</li> </ol>

## Horticulture

The purpose of Horticulture is to encourage participants to start and maintain vegetable and herb gardens. In addition, 4-H members can participate in planting, growing, and caring for flowers and houseplants. There is also a special gardening project in this category that 4-H members can participate in. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Area Rules – Horticulture

Follow general rules for this area.

#### Department G – Division 770 – Floriculture

##### FLORICULTURE (CLASSES 1-46)

1. Classes 1-23: Cut Flower Annuals and Biennials – Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.
2. Classes 30-46: Cut Flower Perennials - Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.
3. The cultivar or variety name must be included on all entry cards. If a potted container with several cultivar or varieties identifies each individually within the pot. 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 staff or office personnel.
4. For Floriculture, punch hole in the top center of entry tag, use a rubber band to securely attach entry tag to containers.
5. Exhibits entered under an incorrect class number or containing an incorrect number of stems will be dropped one ribbon placing. In classes 23, 45 & 46, do not duplicate entries from the already listed classes or entry will be dropped one ribbon placing. For example, 4-H members with two cultivars or varieties of marigolds can only enter the marigold class and cannot enter the other cultivar or variety in any other class. 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 the exhibit is judged.
6. All three or five stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. Containers will not be judged; however, they should be CLEAR GLASS CONTAINERS that won't tip over (No plastic containers at State Fair) and of adequate size to display blooms. Any exhibit not in a clear glass container will be dropped one ribbon placing. NO SCREW ON LIDS OR SCREW ON RINGS AND FLATS MAY BE USED. To hold flowers in place it is suggested to use tin foil or a type of plastic wrap with holes poked into it or frog lids. Containers may not be returned from the State Fair.

## EDUCATIONAL EXHIBITS (CLASSES 50-53)

### HOUSEPLANTS (CLASSES 60-66)

1. Container Grown Houseplants: 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. Identify each plant individually if more than one cultivar or variety. Houseplants should be grown in the display container for a minimum of six weeks. Plants grown as houseplants must be used. NebGuide G2205 "Guide to Growing Houseplants" and NebGuide G837 "Guide to Selecting Houseplants" includes a listing of common houseplants. Containers of annual flowers or annual plants (i.e. petunias, geraniums, impatiens) will be disqualified and will not be judged.
2. Entries in Classes 60-66 must have been designed and planted by the 4-H members.
3. Any container plant, (flowering or foliage potted houseplants, dish gardens, fairy or miniature gardens, desert gardens, or terrariums) shall be in containers no larger than 12 inches (use inside opening measurement) in any dimension of length or width. No combination of pots may be used. All potted plants are to be in one pot container. Any container grown plant in Classes 60-66 that does not follow these guidelines will be dropped one ribbon placing.
4. Classes 60-65 exhibitors must have and provide a saucer to catch drainage water. The 4-H members name, age, county, and years in the project(s) must be on the bottom or back of the container and saucer.

				Division	Class	Pay	Purple	Blue	Red	White
				770	All Classes	1	\$6	\$4	\$2	\$1
Cut Flower Annuals and Biennials - Five stems of a single variety (cultivar) unless otherwise noted in parenthesis. Classes 1-23 (SF106)										
Dept.	Division	Class No.	Class Description	Dept.	Division	Class No.	Class Description			
G	770	001	Aster	G	770	012	Gomphrena			
G	770	002	Bachelor Buttons	G	770	013	Hollyhock (three stems)			
G	770	003	Bells of Ireland	G	770	014	Marigold			
G	770	004	Browallia	G	770	015	Pansy			
G	770	005	Calendula	G	770	016	Petunia			
G	770	006	Celosia (crested or plume) (three stems)	G	770	017	Salvia			
G	770	007	Cosmos	G	770	018	Snapdragon			
G	770	008	Dahlia	G	770	019	Statice			
G	770	009	Dianthus	G	770	020	Sunflower	(under three-inch diameter - five stems) (three inches or more in diameter - three stems)		
G	770	010	Foxglove	G	770	021	Vinca			
G	770	011	Gladiolus (three stems)	G	770	022	Zinnia			
G	770	023	Any other annual or biennial (under three-inch diameter - five stems, three inches or more in diameter - three stems) (do not duplicate entries in classes 1-22)							
Cut Flower Perennials - five stems of a single variety (cultivar) unless otherwise noted in parenthesis. Classes 30-46 (SF106)										
G	770	030	Achillea/Yarrow	G	770	038	Liatris (three stems)			
G	770	031	Chrysanthemum	G	770	039	Lilies (three stems) (Not Daylilies)			
G	770	032	Coneflower	G	770	040	Platycodon			
G	770	033	Coreopsis	G	770	041	Rose (three stems)			
G	770	034	Daisy	G	770	042	Rudbeckia/Black-eyed Susan			
G	770	035	Gaillardia	G	770	043	Sedum			
G	770	036	Helianthus	G	770	044	Statice			
G	770	037	Hydrangea (three stems)							
G	770	045	Any other perennial (under three-inch diameter - five stems, three inches or more in diameter - three stems) (do not duplicate entries in classes 30-44)							
G	770	046	4-H Flower Garden Collection of 5 different cut flowers. Flowers are to be cut not potted. Each flower in the collection should be exhibited with the number specified for classes 1-45. Display in a box or other holder not more than 18 inches in any dimension. Boxes may not be returned from the State Fair. Do not duplicate entries in classes 1-45 with any in the group collection.							
EDUCATIONAL EXHIBITS										
G	770	050	Flower Notebook (SF100) - 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. 4-H members may show more than one cultivar of the same species, but they will only count as one species. The notebook must be the result of the current year's work. 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 or summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, county, and years in the project(s) must be on the back of the notebook.							
G	770	051	Flower Garden Promotion Poster (SF103) - Individual poster promoting flower gardening, size 14 inches x 22 inches either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayon, etc. if 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, county, and years in the project(s) must be on the back of the poster.							



G	770	052	<b>Educational Flower Garden Poster</b> (SF104)- Prepare a poster 14 inches x 22 inches x 2 inches (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flower or houseplant project. 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 to the upper right-hand corner. The 4-H member's name, age, county, and years in the project(s) must be on the back of the poster.
G	770	053	<b>Flower Gardening History Interview</b> (SF105)- Neatly handwritten or typed account of a gardening history interview whose flower garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (including 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, county, and years in the project(s) must be on the back of the report cover.
<b>House Plants</b>			
G	770	060	<b>Flowering Potted Houseplant(s)</b> (SF107) - that are blooming for exhibition. Containers may have one or more houseplants in the container. Label with name for each plant. Non-blooming plants will be disqualified.
G	770	061	<b>Foliage Potted Houseplant</b> (SF107) - one variety of tropical or cacti or succulent plant. Label with name of plant.
G	770	062	<b>Hanging Basket</b> (SF107) - of flowering and/or foliage houseplants. Containers may have one or more houseplants in the container. Label with name for each plant.
G	770	063	<b>Dish Garden</b> (SF 107) - an open/shallow container featuring a variety of houseplants excluding cacti and succulents. Label with name for each plant.
G	770	064	<b>Fairy or Miniature Garden</b> (SF107) - 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 bathtub, etc. Label with name for each plant.
G	770	065	<b>Desert Garden</b> (SF107) - an open/shallow container featuring a variety of cacti and/or succulents grown as houseplants. Label with name for each plant.
G	770	066	<b>Terrarium</b> (SF107) - a transparent container, partially or completely enclosed; sealed or unsealed. Label with name for each plant.
G	770	900	<b>Beautiful Buckets</b> - They are to be exhibited on the fairgrounds for the view of the public. Be sure to tell Extension Staff where they are located. Place the buckets where you want them to be displayed when you bring them to the fairgrounds
G	770	901	<b>Original Arrangement</b> – An original arrangement made with flowers from your gardening project. No flower purchased will be accepted. No larger than 12" x 12"
G	770	902	<b>Original Arrangement</b> – An original arrangement made with a combination of native grasses, flowers, vines, or other nature materials. No larger than 18" x 18".
G	770	903	<b>Original Arrangement</b> – An original arrangement made with a combination of materials such as vegetables, flowers from your gardening project or native materials, etc. No larger than 18" x 18".

#### Department – G – Division 775 – Special Garden Project

The Special Garden Project changes annually.

Dept.	Division	Class No.	Class Description	Division 775	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
D	775	001	<b>Special Garden Project Exhibit</b> (SF109) - Educational exhibit based on what was learned from the project. Present information on a poster 14 inches X 22 inches either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, and county must be on the back of the poster or report cover.							
D	775	002	<b>Special Garden Project Fresh Cut Flowers, Herbs or Harvested Vegetables</b> (SF109) - The current year's Special Garden Project fresh cut flowers, herbs or harvested vegetables should be entered in this class. Refer to classes 1-45 for quantity to exhibit if Special Garden Project is a fresh cut flower (SF106). Refer to classes 201-252 for quantity to exhibit if Special Garden Project is a vegetable (SF108). Flowers and herbs must be cut, not potted.							

#### Department G – Division 773 – Vegetables, Herbs, Fruits & Educational Exhibits

1. The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will lower the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension staff or office personnel. Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be lowered one ribbon placing. In classes 252, 255, 268, 269, 285, and 286 do not duplicate entries from any of the other classes or entry will be lowered one ribbon placing. For example: 4-H members 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. Score Sheet SF108.
2. Vegetables (Classes 1-56) Class, Vegetable, Number's to Exhibit
3. Herbs (Classes 60-69) 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 CLEAR GLASS CONTAINER of water (no plastic containers at State Fair). Any exhibit not in a clear glass container will be dropped one ribbon placing. NO SCREW ON LIDS OR SCREW ON RINGS AND FLATS MAY BE

USED. To hold herb leaves in place it is suggested to use tin foil or a type of plastic wrap with holes poked into it or frog lids. Containers may not be returned from State Fair. Potted herb plants will be disqualified and will not be judged. Score Sheet SF108.

4. Fruits (Classes 80-86) 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. Score Sheet SF108.

				Division 773	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
Vegetable, Number's to Exhibit – Classes 1-56 (SF108)										
Dept.	Division	Class No.	Class Description	Dept.	Division	Class No.	Class Description			
G	773	001	Lima Beans, 12	G	773	027	Russet Potatoes, 5			
G	773	002	Snap Beans, 12	G	773	028	Other Potatoes, 5			
G	773	003	Wax Beans, 12	G	773	029	Pumpkin, 2			
G	773	004	Beets, 5	G	773	030	Miniature Pumpkins (Jack Be Little type), 5			
G	773	005	Broccoli, 2	G	773	031	Radish, 5			
G	773	006	Brussels Sprouts, 12	G	773	032	Rhubarb, 5			
G	773	007	Green Cabbage, 2	G	773	033	Rutabaga, 2			
G	773	008	Red Cabbage, 2	G	773	034	Green Summer Squash, 2			
G	773	009	Carrots, 5	G	773	035	Yellow Summer Squash, 2			
G	773	010	Cauliflower, 2	G	773	036	White Summer Squash, 2			
G	773	011	Slicing Cucumbers, 2	G	773	037	Acorn Squash, 2			
G	773	012	Pickling Cucumbers, 5	G	773	038	Butternut Squash, 2			
G	773	013	Eggplant, 2	G	773	039	Buttercup Squash, 2			
G	773	014	Kohlrabi, 5	G	773	040	Other Winter Squash, 2			
G	773	015	Muskmelon/Cantaloupe, 2	G	773	041	Sweet Corn (in husks), 5			
G	773	016	Okra, 5	G	773	042	Swiss Chard, 5			
G	773	017	Yellow Onions, 5	G	773	043	Red Tomatoes (2 inches or more in diameter), 5			
G	773	018	Red Onions, 5	G	773	044	Roma or Sauce-type Tomatoes, 5			
G	773	019	White Onions, 5	G	773	045	Salad Tomatoes (under 2-inch diameter), 12			
G	773	020	Parsnips, 5	G	773	046	Yellow Tomatoes (2 inches or more in diameter), 5			
G	773	021	Bell Peppers, 5	G	773	047	Turnips, 5			
G	773	022	Sweet (Non-Bell) Peppers, 5	G	773	048	Watermelon, 2			
G	773	023	Jalapeño Peppers, 5	G	773	049	Dry Edible Beans, 1 pint			
G	773	024	Hot (Non-Jalapeño) Peppers, 5	G	773	050	Gourds, mixed types, 5			
G	773	025	White Potatoes, 5	G	773	051	Gourds, single variety, 5			
G	773	026	Red Potatoes, 5							
G	773	052	Any other vegetable, 2, 5 or 12 (do not duplicate entries in classes 201-251) that doesn't fit in any other class							
G	773	055	4-H Vegetable Garden Collection of five kinds of vegetables. Display Garden Collection in a box not more than 24 inches in any dimension. Boxes may not be returned from State Fair. 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.							
G	773	056	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 or squash or onions or tomatoes, etc. Display in a box not more than 24 inches in any dimension. Boxes may not be returned from State Fair. 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).							
HERBS Classes 60-69 (SF108)										
G	773	060	Basil, 5	G	773	064	Oregano, 5			
G	773	061	Dill (dry), 5	G	773	065	Parsley, 5			
G	773	062	Garlic (bulbs), 5	G	773	066	Sage, 5			
G	773	063	Mint, 5	G	773	067	Thyme, 5			
G	773	068	Any Other Herb, 5 (do not duplicate entries in classes 260-267)							
G	773	069	4-H Herb Garden Display of 5 different cut herbs. Herbs are to be cut not potted. Displayed in a box or other holder not more than 18 inches in any dimension. Boxes may not be returned from the State Fair. 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 group collection.							
FRUITS Classes 80-86 (SF108)										
G	773	280	Strawberries (everbearers), 1 pint	G	773	283	Pears, 5			
G	773	281	Grapes, 2 bunches	G	773	284	Wild Plums, 1 pint			
G	773	282	Apples, 5							
G	773	285	Other small fruit or berries, 1 pint (do not duplicate entries in classes 280-284)							
		286	Other fruits OR nuts, 5 (do not duplicate entries in classes 280-284)							

G	773	290	<b>Garden Promotion Poster</b> (SF103) - Individual poster promoting vegetable or herb gardening, size 14 inches x 22 inches 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. The entry card must be attached to the upper right-hand corner. The 4-H member's name, age, county, and years in the project(s) must be on the back of the poster.
G	773	291	<b>Educational Vegetable or Herb Garden Poster</b> (SF104) - Prepare a poster 14 inches x 22 inches x 2 inches (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. The entry card must be attached to the upper right-hand corner. The 4-H member's name, age, county, and years in the project(s) must be on the back of the poster.
G	773	292	<b>Vegetable and/or Herb Gardening History Interview</b> (SF105) - 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 (including 1 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, county, and years in the project(s) must be on the back of the report cover.
G	773	293	<b>Vegetable Seed Display</b> (SF101) - 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 seeds or otherwise fasten clear containers of seeds to a board or poster mat board no larger than 22 inches x 24 inches. 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 cite references on where the scientific name information was found. The 4-H member's name, age, county, and years in the project(s) must be on the back of the display. Information on vegetable family members can be obtained from your Extension office.
G	773	294	<b>World of Vegetables Notebook</b> (SF102) - Choose a favorite foreign cuisine and learn what vegetables and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.). Include a report talking 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 seeds or plants. Favorite recipes using some or all the vegetables described may be included. Give proper credit by listing the source of pictures and information used. Protect in a clear report cover or 3-ring notebook. The 4-H member's name, age, county, and years in the project(s) must be on the back of the report cover or notebook.

## Science, Technology, Engineering & Mathematics (STEM)

### STEM

This department gives 4-H members an opportunity to display their knowledge and skills gained relating to computers, drones, electricity, energy, geospatial, robots, rockets, drones, welding and woodworking. Through participation in this department, 4-H members will present their knowledge in these areas as they relate to STEM.

For help getting started with this project contact your county Extension office.

#### Area Rules – STEM.

1. The name and county of each 4-H should appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. Demonstration boards should include an overall title for the display, plus other necessary labeling.
3. Reports should be written using the scientific method whenever possible: 1. Hypothesis 2. Research 3. Experiment 4. Measure 5. Report or Redefine Hypothesis. All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display.
4. Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
5. Please refer to the General Rules for the policy regarding use of copywritten images.
6. Premier 4-H Science Award is available in this area.
7. **Team Entries:** To qualify for entry at the Nebraska State Fair for any team exhibit, the exhibit and all supporting information must clearly be the work of a team instead of an individual, and must have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H members on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing.

8. State Fair qualified videos, presentations and other electronic exhibits should be submitted to <https://go.unl.edu/2025nesfstem> by August 15th, 2025. Videos can be uploaded to a video streaming application and exhibitors MUST provide a hard copy QR code for viewing. 4-H members are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing
9. Posters in this department can be any size up to 28 inches by 22 inches when ready for display. Example: trifold poster boards are not 28 inches by 22 inches when fully open for display.
10. Several classes require a display board which should be a height of 24 inches and not to exceed 1/4-inch thickness. A height of 24 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 foot by 8-foot sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board.  
(Example: Woodworking & Electricity.)
  - a. Fabricated boards such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
  - b. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
  - c. Demonstration boards should include an overall title for the display, plus other necessary labeling.
  - d. Reports should be written using the scientific method whenever possible (1. Hypothesis 2. Research 3. Experiment 4. Measure 5. Report or Redefine Hypothesis). All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display.
11. If the project (i.e. picnic tables, wishing wells, swings, chairs, bridges, doghouses, etc.) is designed to be used outside, it will be displayed outside.
12. All outside projects MUST have entry tag and supporting information placed in a protective bag to prevent damage from weather events such as rain and be ATTACHED to projects with string, zip ties, etc.

#### Department H – Division 865 – STEM Model Building

1. Items in this category are not eligible for the State Fair.
2. Entries must have a completed model information sheet.
3. All models must be mounted on a firm board of wood, heavy cardboard, or in an acrylic case.

Dept.	Division	Class No.	Class Description	Division 865	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
H	865	900	<b>Level 1 Model</b> – Build a simple model that is a snap together type or model which requires limited glue or paint. Use only parts furnished in the kit.							
H	865	901	<b>Level 2 Model</b> – Build a model that requires glued assembly and exterior painting. Use only parts furnished with the kit.							
H	865	902	<b>Level 3 Model</b> – Build a model that requires glued construction and painted on all surfaces other than chrome, glass, and tires. Must have at least one complex element such as moving parts (i.e. doors, hood, sail rigging, etc.) or detailed painting (i.e. camouflage on airplanes, etc.). Additional parts not furnished with the model may be added.							
H	865	903	<b>Level 4 Model</b> – Build a self-designed model or diorama. Models should have design plans included. Dioramas will be judged on accuracy of theme, appearance, construction, and audience appeal.							

#### Department H – Division 860 – STEM Computers

Level 1				Division 860	Class 900-903 & 001-002	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
Dept.	Division	Class No.	Class Description	860	003-008	2	\$7	\$5	\$3	\$1
H	860	900	<b>Computer Art Poster</b> – Exhibit should be created on 8/12" x 11" paper using commercially available graphics software package & color or black & white paper. 4-H theme of your choice suggested.							
H	860	901	<b>Greeting Card</b> – Develop a series of 4 to 6 greeting cards, each for a different occasion. Exhibit should be created on 8 1/2" x 11" paper using commercially available graphics programs & a color or black & white paper. The cards should vary in fold & design. Tell me what software package was used on the back. Prefabricated cards from commercially available card programs will NOT be accepted. Put cards in a protective plastic cover or notebook.							
H	860	902	<b>Booting Up Poster</b> – Create a poster on a lesson learned in Booting Up, Unit 1. Examples might include hardware, software programs, how to take care of a computer & operating systems.							
Computer Mysteries: Level 2										
H	860	001	<b>Computer Application Notebook</b> (SF277) – 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 (5 different cards such as a birthday, wedding, anniversary, sympathy get well or other); a business card (3 cards for 3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and							

pricing); book layout (l-book); promotional flyer (3 flyers promoting 3 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 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. You will also need a print out of your project. Project may be in color or black and white.

H 860 002

**Produce a Computer Slideshow Presentation (SF276)** – Using presentation software a 4-H Exhibitor designs a multimedia computer presentation on one topic related to youth. A notebook with a printout of all the slides should be submitted. The slideshow should include a minimum of 10 slides and not more than 25. Incorporate appropriate slide layouts, graphics, animations, and audio (music or voice and transition sounds do not count). Each slide should include notes for a presentation. All slideshows must be uploaded. State fair qualified entries should be submitted to <https://go.unl.edu/2024nesfset> by August 10th, 2024. Or entries can be uploaded to a cloud sharing service and exhibitors MUST provide a hard copy of QR code for viewing. Exhibitors should test their codes or links on several devices to check for appropriate permissions for public viewing.

**Computer Mysteries: Level 3**

H 860 003

**Produce an Audio/Video Computer Presentation (SF276)** – Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth, including audio and/or video elements. A notebook with a printout of all the slides should be submitted. 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. State Fair qualified entries should be submitted to <https://go.unl.edu/2024nesfset> by August 10th, 2024. Or entries can be uploaded to a cloud streaming service and exhibitors MUST provide a hard copy or QR code for viewing. Exhibitors should test their codes or links on several devices to check for appropriate permissions for public viewing.

H 860 004

**How to STEM (Science, Technology, Engineering and Math) Presentation (SF276)** – 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 personal interests or hobbies. State Fair eligible entries should be submitted to <https://go.unl.edu/2024nesfset> by August 10th, 2024. Or videos can be uploaded to a video streaming application and exhibitors MUST provide a hard copy QR code for viewing. Exhibitors should test their codes or links on several devices to check for appropriate permissions for public viewing.

H 860 005

**Virtual Platform Presentation (SF276)** – Youth design a fully automated educational presentation using any multimedia platform such as Tik Tok, YouTube, Canva, Canvas, etc. Submissions may include a notebook, poster, etc., explaining the process, experience, and/or presentation. All submissions must include a link to the virtual presentation. State Fair qualified entries should be submitted to <https://go.unl.edu/2024nesfset> by August 10th. Entries can also be uploaded to a cloud sharing service. Exhibitors MUST provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing.

H 860 006

**Create a Website/Blog or App (SF275)** – Design a simple website, blog, or app for providing information about a topic related to youth. Include an explanation of why the entry was created. Any current website, blog, or app development platform is accepted such as Google Sites, iBuildApp, Wix, etc. If the website, blog, or app isn't live, include all files on a flash drive in a plastic case. State Fair qualified entries should be submitted to <https://go.unl.edu/2024nesfset> by August 10th. Entries can be uploaded to a cloud sharing service. Exhibitors MUST provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing.

H 860 007

**3D Printing (SF1050)** – 3D printing uses plastic or other materials to build a three-dimensional (3D) object from a digital design (including 3D Pen Creation). Youth may use original designs or someone else's they have redesigned in a unique way. Exhibits will be judged based on motivation and/or problem identified. For example, 3D objects printed as part of the design process for robots or other engineering projects. Must include design notebook that addresses the following questions:

- What was the motivation for your design or the problem you were solving with your design? i.e.. Is your item a functional or decorative piece?
- Please include a picture of original design, citation of designer/website OR if design is completely original (you created it using CAD software), then state that it's original. If the item was not completely original, indicate what you did to the original design to modify it to better meet the design problem stated in #1 above. Its design was modified multiple times, please indicate what change was made with each modification, and what prompted the need for the change. I.e. I printed it and the design was too fragile, so I resliced the print to make thicker external walls, or to have a denser infill.
- Define your process for designing/printing. What software and/or hardware was used (indicate type of 3D printer or if item was created with 3D pen)?
- What materials were selected for your project?
- If your final design has any moving parts, define how you determined appropriate allowance in your design.
- Identify any changes that you will make to improve your design.

H 860 008

**Maker Space/Digital Fabrication (SF1051)** – This project is a computer generated projected created using a laser cutter, vinyl cutter, heat press or CNC router. Vector or 3D based software such as Corel Draw or Fusion 360 would be an example of appropriate software used to create your finished project. Project should include a notebook with the following:

- What motivated you to create this project
- Software and equipment used
- Directions on how to create the project
- Prototype of plans
- Cost of creating this project
- Iterations or modifications made to original plans
- Changes you would make if you remade the project

**Department H – Division 870 – STEM Electricity**

Division	Class	Pay	Purple	Blue	Red	White
860	900-906 & 001-004	1	\$6	\$4	\$2	\$1

**Magic of Electricity – Level 1**

860 005-008 2 \$7 \$5 \$3 \$1

Dept.	Division	Class No.	Class Description
H	860	900	<b>Bright Lights</b> – Create your own flashlight using items found around your house. Flashlights should be made of items that could be recycled or reused. No kits allowed.
H	860	901	<b>Control the Flow</b> – Make a switch by creating a circuit that you can open & close.
H	860	902	<b>Conducting Things</b> – Make a circuit with a switch & 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 & five items that are insulators. Create a table that illustrates your results.
H	860	903	<b>Is There a Fork in the Road</b> – Using the following items to construct one parallel & one series circuit.
<b>Investigating Electricity – Level 2</b>			
H	860	904	<b>Case of the Switching Circuit</b> – Build a three-way switch. Write a short essay or create a poster that illustrates how three-way switches function. (Investigating Electricity, p. 28)
H	860	905	<b>Stop the Crime</b> – Build an alarm & create a poster using photographs to show the step-by-step process you used to build your alarm. (Investigating Electricity, p. 32)
H	860	906	<b>Electrical Poster</b> – Poster should exemplify one of the lessons learned in the Investigating Electricity Project.
<b>Electricity - Wired for Power: Unit 3</b>			
H	860	001	<b>Electrical Tool/Supply Kit</b> (SF224) – 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. Containers should be appropriate to hold items.
H	860	002	<b>Lighting Comparison</b> (SF225) – Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display, or an actual item.
H	860	003	<b>Electrical Display/Item</b> (SF226) – 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
H	860	004	<b>Poster</b> (SF227) – Poster should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28 inches by 22 inches.
<b>Electronics: Unit 4</b>			
H	860	005	<b>Electrical/Electronic Part Identification</b> (SF228) – 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.
H	860	006	<b>Electronic Display</b> (SF229) – Show an application of one of the concepts learned in the Entering Electronics project. Examples include components of an electronic device (refer to p. 35 of the Entering Electronics manual).
H	860	007	<b>Electronic Project</b> (SF230) – Exhibit an electronic item designed by the 4-H'er or from a manufactured kit that shows the electronic expertise of the 4-H'er. Examples include: a radio, a computer, or a voltmeter.
H	860	008	<b>Poster</b> (SF231) – Poster should exemplify one of the lessons learned in the Entering Electronics Project. Posters can be any size up to 28 inches by 22 inches.

**Department H – Division 900 – STEM Energy**

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				900	All Classes	1	\$6	\$4	\$2	\$1
H	900	001	<b>Create and Compare Energy Resources Poster</b> (SF307) – Poster should explore 2 alternative/renewable energy resources. Compare and contrast the 2 resources including two of the following information: amount of energy created, costs of production, usability of the energy, pros/cons of environmental impacts, etc. Posters can be any size up to 28 inches by 22 inches.							
H	900	002	<b>Experiment Notebook</b> (SF305) – Notebook will explore the scientific method involving alternative/renewable energy sources. Information required. 1.) Hypothesis 2.) Research 3.) Experiment 4.) Measure 5.) Report or Redefine Hypothesis.							
H	900	003	<b>Solar as Energy Display/Poster</b> (SF308) – Item should be the original design of the 4-H'er. Include the item, or a picture if item is more than 6 feet tall or 2 feet X 2 feet. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar ovens, solar panels, etc.							
H	900	004	<b>Water as Energy Display/Poster</b> (SF308) – Item should be the original design of the 4-H'er. Include the item, or a picture if item is more than 6 feet tall or 2 feet X 2 feet. Include a notebook of why the item was designed and how it harnesses the power of water.							
H	900	005	<b>Wind as Energy Display/Poster</b> (SF308) – Item should be the original design of the 4-H'er. Include the item, or a picture if item is more than 6 feet tall or 2 feet X 2 feet. Include a notebook of why the item was designed and how it harnesses the power of wind.							
H	900	006	<b>Other Nebraska Alternative Energy</b> (SF306) – Notebook should explore Nebraskan alternative energy source besides wind, water, and solar power. Include information on the chosen type of power, infrastructure for distribution, what resources are needed to create this alternative resource, cost of production, and potential uses of bio-products. Examples include geothermal, biomass, ethanol, biodiesel, methane reactors, etc.							
H	900	900-902	<b>Other Item Made in this Project</b>							

**Department H – Division 880 – STEM Geospatial**

Dept.	Division	Class No.	Class Description	Division	Class	Pay	Purple	Blue	Red	White
				880	All Classes	1	\$6	\$4	\$2	\$1
H	880	001	<b>Poster</b> (SF299) – Create a poster (not to exceed 14 inches x 22 inches) 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.							

H	880	002	<b>4-H Favorite Places or Historical Site</b> Poster (SF299) – The 4-H exhibitor identifies a favorite place or historical site (including grave sites) in Nebraska. Exhibits should include latitude and longitude, digital pictures, and local area maps. Poster size should not exceed 14 inches X 22 inches.
H	880	003	<b>GPS Notebook</b> (SF300) – Keep a log of at least 5 places visited using a GPS enabled 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.
H	880	004	<b>Geocache</b> (SF301) – Assemble a themed geocache (physical geocache is <b>REQUIRED</b> with exhibit). Each geocache should be a water-tight container. It should include a logbook and pencil for finders to log their visits and may include small trinkets, geo-coins, 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.
H	880	005	<b>Agriculture Precision Mapping</b> (SF302) – 4-Hers will assemble a notebook that will include a minimum of 2 digital copies of various data layers that can be used in precision agriculture to identify spatial patterns and/or correlations (printed copies of websites were applications can be purchased is acceptable) A report of how the analysis of the various data will be used to make a management decision.
H	880	006	<b>4-H History Map/Preserve 4-H History</b> (SF303) – Nominate a Point of Interest for the 4-H History MapProject. Include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map please go to <a href="http://arcg.is/1bvGogV">http://arcg.is/1bvGogV</a> . For more information about 4-H history go to: <a href="http://www.4-hhistorypreservation.com/History_Map">http://www.4-hhistorypreservation.com/History_Map</a> . For a step-by-step video on nominating a point, please go to this link: <a href="http://tinyurl.com/nominate4h">http://tinyurl.com/nominate4h</a> . Write a brief description of the historical significance of 4-H place or person. (a minimum of one paragraph)
H	880	007	<b>GIS Thematic Map</b> (SF302) – Using any GIS software, create a thematic map. Thematic maps can utilize any subject of interest to the 4-H'er. Example maps would be Amelia Earhart's or Sir Francis Drake's voyage, population density maps, water usage maps or 4-H project in Nebraska. Create GIS Map using data from books and/or internet. Use reliable data, (U.S. Center or U.S. Census Bureau etc.) Map any size from 8.5 inches x 11 inches up to 36 inches x 24 inches, which should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of the map.
H	880	008	<b>Virtual Geocache</b> (SF300) – Keep a log of at least 5 places visited using a virtual geocache platform. 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 highly encouraged.
H	880	900-902	<b>Other Item Made in this Project</b>

#### Department H – Division 861 – STEM Robotics

Dept.	Division	Class No.	Class Description	Division 861	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
H	861	001	<b>Robotics Poster</b> (SF236) – Create a poster (28 inches X 22 inches) communicating a robotics theme such as “Robot or Not”, “Pseudocode”, “Real World Robots”, “Careers in Robots”, “Autonomous Robotics”, “Precision Agriculture” or a robotic topic of interest to the 4-H'er.							
H	861	002	<b>Robotics Notebook</b> (SF237) – 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, programming skills, calibration, sensor exploration, or any of the topics suggested in Class 1.							
H	861	004	<b>Robotics/Careers Interview</b> (SF239) – 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 such as a short video uploaded to a cloud sharing service. Include a QR code with your project to allow judging access. State Fair qualified videos should be submitted to <a href="https://go.unl.edu/2024nesfset">https://go.unl.edu/2024nesfset</a> by August 10th. Or videos can be uploaded to a video streaming application and exhibitors MUST provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing. Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12-point font, and 1-inch margins. Multimedia reports should be between 3 to 5 minutes in length.							
H	861	005	<b>Robotics Sensor Notebook</b> (SF241) – Write pseudo code which includes at least three sensor activity. Include the code written and explain the code function. Codes can be submitted as a multimedia format uploaded to a cloud sharing service. Include a QR code with your project to allow judging access. Multimedia presentations should be 3 to 5 minutes in length. State Fair qualified videos should be submitted to <a href="https://go.unl.edu/2024nesfset">https://go.unl.edu/2024nesfset</a> by August 10th. Videos can also be uploaded to a video streaming application and exhibitors MUST provide a hard copy of QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing.							
H	861	007	<b>Kit Labeled Robot (cannot be free programmed) and Notebook</b> (SF243) – 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.” The exhibit should include a notebook with the robot the youth has constructed. Included in the notebook there should be (1) a description of what the robot does, (2) pictures of programs the robot can perform, (3) why they chose to build this form, and (4) how they problem solved any issues they might have had during building and programming. A picture story of assembly is recommended. If robots are more than 15 inches wide and 20 inches tall, they may not be displayed in locked cases.							



- H 861 008 **3D Printed Robotics Parts** (SF244) – This class is intended for youth to create parts through 3D printing, that help create their robot or aid the robot in completing a coded function. Project should include notebook describing the process used to create the project, describe the success of your designed piece (did it work), intended use of the product and the modifications made to the item.
- H 861 900-902 **Other Item Made in this Project**

#### Department H – Division 850 – STEM Rockets & Drones

				<u>Division</u> 861	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
<b>Aerospace</b>										
Dept.	Division	Class No.	Class Description							
H	850	001	<b>Rocket</b> (SF92) – Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or air brush.							
H	850	002	<b>Aerospace Display</b> (SF93) - Poster or display board that displays or exemplifies one of the principles learned in the Lift Off project. Examples include display of rocket parts and purpose, explaining the parts of a NASA rocket or shuttle, interview of someone in the aerospace field, or kite terminology. Include notebook containing terminology (definition), and what was learned. Display can be any size up to 28 inches by 22 inches.							
H	850	003	<b>Rocket</b> (SF92) - Any Skill Level Rocket with wooden fins and cardboard body tubes painted using commercial application, for example: commercial spray paint.							
<b>Self-Designed Rocket</b>										
H	850	004	<b>Rocket</b> (SF92) – Any self-designed rocket with wooden fins and cardboard body tubes.							
<b>Drones</b>										
H	850	005	<b>Drone Poster</b> (SF93) – Exhibit must be designed to educate yourself and others on one or more of the following topics: drone technologies, uses of drones, the different types of drones, types of training needed to operate drones, and the laws and regulations users must follow. Posters can be any size up to 28 inches by 22 inches.							
H	850	006	<b>Drone Video</b> (SF93) – Exhibit must demonstrate how the drone interacts with the outside world. Examples include field scouting, surveying damage from natural disasters, drones used in commercial applications and settings, drones used for structural engineering. The video should not exceed 5 minutes.							

#### Department H – Division 920 – STEM Welding

##### Class 1: 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 a 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 of the same size and thickness as 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 a new cold rolled strap iron and cut it 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 start of the bead, 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.
5. Stick welding: Suggested coupon thickness - 1/4 inch if using 1/8-inch rod. Suggested rod-AC and DC straight or reverse polarity- first E-7014, second E-6013
6. MIG welding: Suggested coupon thickness - 1/4 inch if using .035 wire and 1/8 inch if using .023 wire
7. Oxy-Acetylene: Suggested coupon thickness - 1/8 inch. Suggested rod- 1/8-inch mild steel rod 4-H

##### Class 2 Welding Project Tips and Suggestions

1. It is suggested that all welds be of the same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4 inches x 4 inches or on individual coupons that are about 2 inches x 4 inches inch and ¼ inch 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.
3. 4-H Welding Project Tips and Suggestions: Class 3 & 4 1. All welds should be cleaned and protected from rust with paint or light oil. Plans are to be complete enough 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.

				<u>Division</u> 920	<u>Class</u> All Classes	<u>Pay</u> 1	<u>Purple</u> \$6	<u>Blue</u> \$4	<u>Red</u> \$2	<u>White</u> \$1
Dept.	Division	Class No.	Class Description							
H	920	001	<b>Welding Joints</b> – (SF281) – a display of one butt, one lap and one fillet weld.							
H	920	002	<b>Position Welds</b> – (SF281) – a display showing three beads welded in the vertical down, horizontal and overhead positions.							
H	920	003	<b>Welding Art</b> (SF283) – any art created using tack welds to hold the metal pieces together (examples include horseshoe projects). Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.							



H	920	004	<b>Welding Article</b> – (SF281) – any shop article where welding is used construction. 60% of the item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside.
H	920	005	<b>Welding Furniture</b> – (SF282) – any furniture with 75% welding is used in the construction. 60% of the item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside.
H	920	006	<b>Plasma Cutter/Welder Design</b> (SF279) – Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4-H members will create a notebook describing the design process to create the "artwork" to butt cut into metal. In the notebook include: <ul style="list-style-type: none"> <li>• A photo (front and back) of the finished project.</li> <li>• Instructions on how the design was created (including software used), this allows for replication of the project.</li> <li>• Lessons learned or improvements to the project.</li> <li>• Steps to finish the project.</li> </ul>
H	920	007	<b>Composite Weld Project</b> (SF280) – 60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have an appropriate outdoor finish because project may be displayed outside.
H	920	900-902	<b>Other Item Made in this Project</b>

## Department H – Division 911 – STEM Woodworking

			Division	Class	Pay	Purple	Blue	Red	White
			911	All Classes	1	\$6	\$4	\$2	\$1
<b>"Measuring Up" Unit 1</b>									
Dept.	Division	Class No.	Class Description						
H	911	900	<b>Woodworking Article</b> – Item made using skills learned in the Measuring Up manual. Examples include recipe holder, stilts, or other skill level appropriate item. Items should be entered with construction plans.						
H	911	901	<b>Woodworking Display</b> – Display exemplifying one of the principles learned in the Measuring Up project						
H	911	902	<b>Other Item Made in "Measuring Up" Unit 1</b>						
<b>"Making the Cut" Unit 2</b>									
H	911	903	<b>Woodworking Article</b> – Item made using skills learned in the Making the Cut Manual. Examples Include: birdhouse, foot stool, & napkin or letter holder. Items should be entered with construction plans.						
H	911	904	<b>Woodworking Display</b> – Display exemplifying one of the principles learned in the Making the Cut project.						
H	911	905	<b>Other Item Made in "Making the Cut" Unit 2</b>						
<b>"Nailing it Together" Unit 3</b>									
H	911	001	<b>Woodworking Article</b> (SF91) – Item should be made using either joints, hinges, dowels, or a dado joining made using skills learned in the Nailing It Together manual. Item is required to be appropriately finished. Examples include bookcase, coffee table or end table.						
H	911	003	<b>Recycled Woodworking Display</b> (SF95) – Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or 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 based on cost, availability, and functionality?) 4. Build the item (What was your woodworking plan, and what processes did you use to build your item?) 5. Reason for article finish (What type of finish, how did you finish or why you choose this finish?) 6. Evaluate (How does your item solve the original need?) 7. Present results (How would you do this better next time?)						
H	911	004	<b>Composite Wood Project</b> (SF284) - 60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alterations must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside.						
H	911	005	<b>Outdoor Wood Project made with Treated Wood</b> (SF97) - Treated wood projects DO NOT have to have a finished coating. All plans and plan alterations must be attached to the article. Protect plans with a cover. If project is designed to be outside. Examples include picnic tables, planters, outdoor furniture, etc.						
H	911	006	<b>Wood Projects created on a Turning Lathe</b> (SF ) – Article is the object created from spinning wood on a turning lathe. Article must be appropriately finished and/or sealed. The exhibit must include plans detailing design and the process of completion, any changes made to the design, details of finishing techniques, and other relevant information about the article. Must include a description of tools used.						
H	911	906	<b>Other Item Made in "Nailing it Together" Unit 3</b>						
<b>"Finishing Up" Unit 4</b>									
H	911	007	<b>Woodworking Article</b> (SF91) – Item made using skills learned in the Finishing It Up Project. Examples include dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.						
H	911	008	<b>Recycled Woodworking Display</b> (SF91) – Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed and utilize one or more woodworking techniques from page 2 of the Unit 4 manual. The 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 based on cost, availability, and functionality?) 4. Reason for article finish (What type of finish, how did you finish or why you choose this finish?) 5. Build the item (What was your woodworking plan, and what processes did you use to build your item?) 6. Evaluate (How does your item solve the original need?) 7. Present results (How would you do this better next time?)

H 911 907 **Other Item Made in "Finishing Up" Unit 4**

**Department H – Division 889 – STEM SMALL ENGINE & VEHICLE RESTORATION**

Dept.	Division	Class No.	Class Description	Division 889	Class All Classes	Pay 1	Purple \$6	Blue \$4	Red \$2	White \$1
H	889	901	<b>Small Engine Project</b> – Reconditioned, repaired or overhauled small engine. Include a notebook with a source of original engine, use of engine, repair parts list and cost. Gas tanks must be empty.							
H	889	902	<b>Small Engine Display or Poster</b> – Show parts or system of a small engine, cut-away engine, worn or broken parts, or step-by-step procedure of how to perform repairs or maintenance. The exhibit should have labels, short written descriptions, drawings, etc.							
H	889	903	<b>Restored/Overhauled Vehicle</b> – Automobiles, motorcycles, tractors, or multi-cylinder engines that have been restored/overhauled to original specifications. Include a notebook with source, use and repair list, what works was done and before/after photos.							
H	889	904	<b>Customized Vehicle</b> – Automobiles, motorcycles, tractors or multi-cylinder engines that have been customized from the original specifications. Include a notebook with sources, use, repair list, cost, what work was done and before/after photos.							
H	889	905	<b>Non-Motorized Items</b> – Trailers, farm implementations, wagons, etc. that have been restored, customized or overhauled. Include a notebook with source, use, repair list, cost, what work was done, and before/after photos.							

**Pawnee County Fair  
Animal Dismissal Form**

All horses, sheep, goat, swine, beef, rabbit, or poultry leaving the fairgrounds prior to checkout must complete this form. Failure to complete this form will result in the forfeiting of all premium monies (including premium sale monies) and ribbons/plaques/trophies. This form does not have to be filled out for animals exclusively shown by a Clover Kid.

Each animal requires a form prior to their removal.

4-H Member's Name: \_\_\_\_\_

Animal ID: \_\_\_\_\_ Date: \_\_\_\_\_ Time: \_\_\_\_\_

Reason for Dismissal:

\_\_\_\_\_ Animal Illness (list below)    \_\_\_\_\_ Emergency (explain below)

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Two Supervisory signatures are required prior to removal of the stalled animal.

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Species Superintendent or Over All Fair Superintendent

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Extension Educator or Licensed Veterinarian



**AMERICAN INCOME LIFE**  
insurance company

**SPECIAL RISK**  
DIVISION

## Claim Report Form

**\*\*Must be completed by the Camp Director, a Chaperone, or a Group Leader of the Event UNRELATED to the patient.\*\***

**P  
A  
R  
T  
1**

**Policy #** \_\_\_\_\_ **Serial #** \_\_\_\_\_ **Dates Person Was Insured** \_\_\_\_\_  
**Name of Policy Holder/Group** \_\_\_\_\_

**P  
A  
R  
T  
2**

**Name of Patient** \_\_\_\_\_  
**Patient Date of Birth** \_\_\_\_\_ **Age** \_\_\_\_\_ **Sex** M F  
**Patient Home Address** \_\_\_\_\_  
**City** \_\_\_\_\_ **State** \_\_\_\_\_ **Zip** \_\_\_\_\_

**Patient is:**

- ☐ Camper/Member  
☐ Counselor/Instruct.  
☐ Salaried Staff  
Eligible Worker Comp.  
☐ Summer Staff  
☐ Volunteer Leader

### Injury – Illness Report

**P  
A  
R  
T  
3**

**Date of Injury/Illness:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Group Activity:** \_\_\_\_\_

**Nature of Injury or Illness:** \_\_\_\_\_ **Was this condition already present before this person became insured?** ☐ Yes ☐ No

**Describe How and Where Injury Occurred (explain fully):** \_\_\_\_\_ *If yes, please explain*

**If there was no medical treatment during insured period, was injury or illness reported to staff member?** ☐ Yes ☐ No

*Office Use:* \_\_\_\_\_

### Verification Signature

This form is to be completed by the Camp Director, Chaperone, or Group Leader of the Event UNRELATED to the patient.

**I hereby certify that this was a supervised group activity sponsored by the organization covered under this policy.**

**P  
A  
R  
T  
4**

**I was the:** ☐ Camp Director ☐ Chaperone ☐ Group Leader ☐ Other (define) \_\_\_\_\_ *(cannot be related to patient)*

**Name of Camp/Club** \_\_\_\_\_

**Contact (Print Name)** \_\_\_\_\_ **Title** \_\_\_\_\_

**Signed** \_\_\_\_\_

**Day Time Phone** \_\_\_\_\_ **Email** \_\_\_\_\_

Any person who knowingly and with intent to defraud any insurance company or other person files an application for insurance or statement of claim containing any materially false information or conceals for the purpose of misleading information concerning any fact material thereto commits a fraudulent insurance act, which is a crime and subjects such person to criminal and civil penalties.

Contact the claims department with questions.  
Phone: (800) 849-4820 Email: [claimsSRD@aillife.com](mailto:claimsSRD@aillife.com)

Send completed claim form to:  
Mail: AIL-SRD, PO Box 50158, Indianapolis, IN 46250  
Email: [claimsSRD@aillife.com](mailto:claimsSRD@aillife.com)  
Fax: 317-849-2793



**AMERICAN INCOME LIFE**  
insurance company

**SPECIAL RISK**  
DIVISION

## Claim Report Form

Name of Patient \_\_\_\_\_ Patient Date of Birth \_\_\_\_\_  
Patient Home Address \_\_\_\_\_  
City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

### **ASSIGNMENT FORM – Receipts must be enclosed**

*ONLY COMPLETE IF MEDICAL BILLS HAVE BEEN PAID BY PATIENT/GUARDIAN*

**I hereby authorize the American Income Life Insurance Company to pay benefits on the above claim to:**

(Payee Name) \_\_\_\_\_ is to be reimbursed.

Address \_\_\_\_\_ City \_\_\_\_\_ State \_\_\_\_\_ Zip \_\_\_\_\_

Date \_\_\_\_\_ Signed \_\_\_\_\_

### **Release of Medical Information Authorization**

I hereby authorize any licensed physician, medical practitioner, hospital, clinic or other medical or medically-related facility, insurance company, the Medical Information Bureau or other organization, that has any records of me or my health, to give to the American Income Life Insurance Company or its reinsurers any such information with respect to illness, injury, medical history, consultation, or treatments which include alcohol, drug or chemical dependency treatment. Information received is for the purpose of evaluating this claim and determining our liability under your existing coverage with American Income Life Insurance Company. This authorization shall remain valid for one year. You have the right to receive a copy of this authorization upon request. A photographic copy of this authorization shall be as valid as the original.

Signature of Patient/Guardian/ or Personal Representative

Date

Contact the claims department with questions.  
Phone: (800) 849-4820 Email: [claimsSRD@aillife.com](mailto:claimsSRD@aillife.com)

Send completed claim form to:  
Mail: AIL-SRD, PO Box 50158, Indianapolis, IN 46250  
Email: [claimsSRD@aillife.com](mailto:claimsSRD@aillife.com)  
Fax: 317-849-2793



AMERICAN INCOME LIFE  
insurance company

SPECIAL  RISK  
DIVISION

## Claim Report Form

### How to File a Claim

The claim report **MUST** be signed by a camp director, chaperone, or group leader of the policy holder who is **UNRELATED TO THE PATIENT**. Complete the entire claim report (Parts 1-6). Valid claim reports must contain the following information:

- Policy number and serial number
- Full legal name of the injured/ill person ("patient")
- Patient's date of birth & age
- Current mailing address
- Date of the incident (injury or illness)
- How injury was sustained OR nature of the illness
- Verification signature by camp director, extension personnel, group leader, or chaperone
- Signature for Release of Medical Information Authorization

Written notice of claim, or Claim Report Form, must be provided to the company within twenty days from the date of the activity covered by this policy, but no later than ninety days from the date of incident.

Eligible medical statements must be provided within one year from the date of treatment. For claim review, provide the following:

- Itemized statements, including diagnosis and procedure codes, for services rendered by physician or hospital
- Prescription receipts complete with patient's name, Rx number, name of prescription, and price
- If payment has been made, proof of payment along with an itemized bill (Proof of payment would be a paid receipt from provider, credit card receipt, or cancelled check)
- Explanation of Benefits for claims paid by personal insurance.

#### **NOTE:**

**Payment is made directly to the medical provider unless otherwise indicated on Part 5 of the Claim Report Form.**

Mail, Fax, or Email the completed Claim Report Form **directly to the company**. *DO NOT rely on medical providers to forward information.*

American Income Life Insurance Company  
Special Risk Division  
P.O. Box 50158  
Indianapolis, IN 46250  
Phone: 800-849-4820  
Fax: 317-849-2793  
Claims Department Email: [claimsSRD@aillife.com](mailto:claimsSRD@aillife.com)  
Website: [www.aillspecialrisk.com](http://www.aillspecialrisk.com)

**Pawnee County Fair  
Protest and Appeals Committee Form**

Persons Involved:

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Concerns:

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Situation:

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Recommendations for Correction:

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(add additional pages as needed)

All protests or appeals must be submitted in writing and signed. Written protests or appeals must be submitted to the County Extension Staff.

Signature

Date

Animal Identification Guidelines 2025

		Nomination/Identification Requirements		Nomination/Identification Deadline		Entry Deadline	
		County	State	County	State	County	State
Beef	Market	EID Tag or 4-H Tag, and Online Nomination	EID Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
	Registered Breeding	Tattoo or 4-H Tag and Online Nomination	Tattoo or identification type that is accepted by the breed association***, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
	Commercial Breeding	Tattoo or EID tag or 4-H Tag and Online Nomination	Tattoo or EID tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
	Feeder Calves	EID Tag or 4-H Tag and Online Nomination	EID Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
	Bucket Calves	4-H Tag and Online Nomination	NO CLASS	June-25	June-25	June-25	August 10 @ 8 PM CST
Dairy	Cattle	4-H Tag and Online Nomination	No nomination required. Refer to the Nebraska State Fair Open Class Entry Book for ID requirements.	June-25	N/A	June-25	Refer to the Nebraska State Fair website.
	Goat	Scrapie Tag and Online Nomination	NO CLASS	June-25	June-25	June-25	August 10 @ 8 PM CST
Meat Goat	Breeding	Scrapie Tag and Online Nomination	Scrapie Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
	Market	Scrapie Tag and Online Nomination	Scrapie Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
Horse	All			June-25	June-25	June-25	August 10 @ 8 PM CST
Poultry	All	None	None	June-25	N/A	June-25	August 10 @ 8 PM CST
Rabbit	Market	Tattoo and Online Nomination	No nomination required. Rabbits will be required to have an ear tattoo by the show entry deadline.	June-25	N/A	June-25	August 10 @ 8 PM CST
	Breeding	Tattoo and Online Nomination	will be required to have an ear tattoo by the show entry deadline.	June-25	N/A	June-25	August 10 @ 8 PM CST
Swine	Market	EID Tag or 4-H Tag and Online Nomination	EID Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
	Breeding	EID Tag or 4-H Tag and Online Nomination	EID Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
Sheep	Market	Scrapie Tag and Online Nomination	Scrapie Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST
	Breeding	Scrapie Tag and Online Nomination	Scrapie Tag, DNA Envelope, and Online Nomination	June-25	June-25	June-25	August 10 @ 8 PM CST



## Animal Lease Agreement Form

The 4-H Lessee Agrees to:

✓ Assume agreed upon care (Housing of Animal; Time Spent with Animal; Breeding; etc.)

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✓ Assume agreed upon finances (Feed; Veterinary Care/Cost; Transportation of Animal, etc.)

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\_\_\_\_\_  
Owner's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Member's Signature

\_\_\_\_\_  
Date

**Static Project Write Up**

Name: \_\_\_\_\_ County: \_\_\_\_\_

Department: \_\_\_\_\_

Division: \_\_\_\_\_

Class: \_\_\_\_\_

Description of your item, why you chose it, what you learned, and what you would change if you made it again. Pictures and financial data are encouraged.

### Photography Personal Data Tag

#### Personal Data Tag: Part A

<p>Tell Us about you:</p> <p>Name: _____</p> <p>4-H Age: _____</p> <p>County: _____</p> <p>Years in the Photography Project: _____</p> <p>Years in the Current Unit: _____</p> <p>Unit: _____</p> <p>Class: _____</p>	<p>Tell us about your camera and your settings:</p> <p>Camera Description: _____ (make and model)/(digital/film, fixed/auto/SLR)</p> <p>Film Speed/ISO Setting: _____ (this is a number)</p> <p>Camera Setting: _____ (i.e. landscape, sport, etc.)</p> <p>Flash: _____ (flash, natural or artificial light used)</p> <p>Filter used (if any): _____ (i.e. color, screen, etc.)</p> <p>Special Lens Used (if any): _____ (wide-angle, telephoto, micro)</p> <p>Focus Type: _____ (Automatic, Manual, Fixed)</p> <p>Aperture Type/F Stop Setting: _____ (this is a number)</p> <p>Shutter Speed Setting: _____ (this is a number)</p> <p>Did you adjust manually? _____ (yes or no)</p>
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#### Personal Data Tag: Part B

##### LEVEL 2 and LEVEL 3:

1. How was the photo 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?

##### LEVEL 3:

4. Describe the science of taking photos.

## Home Environment Supporting Information Definitions

**Elements of Design:** A design is a visual plan you can use to create your 4-H project.

- ✓ **Color** - Color is described with the words hue, value, and intensity. Hue refers to the name of the color—red or blue, for example. Value tells the lightness or darkness of a hue. Intensity refers to the brightness or dullness of a hue.
- ✓ **Line** - Lines can be horizontal, vertical, dotted, zig-zag, curved, straight, diagonal, bold, or fine. Lines can show direction, lead the eye, outline an object, divide a space, and communicate a feeling or emotion.
- ✓ **Shape/Form** - Line creates two dimensional or flat shapes. When shapes are three dimensional, we call them forms. A circle is a shape; a ball is a form. A square is a shape; a cube is a form. A drawing is a flat shape; a sculpture is a three-dimensional form.
- ✓ **Space** - Space refers to the area that a shape or form occupies. It also refers to the background against which we see the shape or form. Space can be defined as positive and negative. The positive space of a design is the filled space in the design—often it is the shapes that make up the design. Negative space is the background. The negative space in design is as important as the positive area.
- ✓ **Texture** - Texture is the surface quality of an item. It's how something feels when touched, or looks like it would feel if touched. Sandpaper is rough. Velvet is smooth. Texture adds variety and interest.

**Principles of Design:** Some combinations of design elements (line, shape, color, texture, and space) work better than others.

- ✓ **Balance** - Balance gives a feeling of stability. An item that is symmetrically balanced is the same on both sides. Asymmetrical balance creates a feeling of equal weight on both sides, even though the sides do not look the same.
- ✓ **Emphasis** - Emphasis is the quality that draws your attention to a certain part of a design first.  
There are several ways to create emphasis:
  - Use a contrasting color.
  - Use a different or unusual line.
  - Make a shape very large or very small.
  - Use a different shape.
  - Use plain background space.
- ✓ **Proportion** - Proportion refers to the relationship between one part of a design and another part or to the whole design. It is a comparison of sizes, shapes, and quantities.
- ✓ **Rhythm/Repetition** - Allows the eye to move from one part of a design to another part.  
Rhythm can be created by:
  - Repeating a color, shape, texture, line, or space when designing.
  - Varying the size of objects, shapes, or lines in sequence (small to large).
  - Using a progression of colors from tints to shades (light blue to dark blue).
  - Shifting from one hue to a neighboring hue (yellow to yellow-orange to orange to red-orange to red).
- ✓ **Unity** - When things look right together, you have created unity or harmony. Lines and shapes that repeat each other show unity (curved lines with curved shapes). Colors that have a common hue are harmonious. Textures that have a similar feel add to unity.

Design: Exploring Elements & Principles. Iowa State University Extension.4-H 634. March 2000.

<https://www.extension.iastate.edu/4hfiles/StateFair/EEHandbook/EEHJPDesign4H634.pdf>

## Appendix I

### Home Environment Supporting Information

Name: \_\_\_\_\_ County: \_\_\_\_\_

1. Place an "X" next to the **ELEMENTS & PRINCIPALS** of design that apply to your exhibit and fill in the information needed.

\_\_\_\_\_ **COLOR**

☐ Primary Hues (red, blue, yellow)

☐ Secondary Hues (green, violet, orange)

☐ Tertiary Hues (blue-green, yellow-orange, etc.)

☐ Warm Colors or ☐ Cool Colors

\_\_\_\_\_ **TEXTURE**

The texture of the exhibit is: \_\_\_\_\_ (smooth, rough, prickly, fuzzy, etc.)

\_\_\_\_\_ **SHAPE/FORM**

☐ Two dimensional/flat (height, width, not thickness) ☐ Three dimensional (height, width, & depth)

\_\_\_\_\_ **LINES** have length and direction. Lines can be thick, thin, wavy, curly, jagged, or straight.

The exhibit shows lines by: \_\_\_\_\_

\_\_\_\_\_ **SPACE**

☐ Allowing open area between and around objects

☐ Creating an appearance of depth or distance (objects look near or far)

\_\_\_\_\_ **RHYTHM/REPETITION**

The exhibit shows rhythm/repetition by: \_\_\_\_\_

\_\_\_\_\_ **BALANCE**

☐ Symmetrical (mirror images)

☐ Asymmetrical (one side is different)

☐ Radial Symmetry (design radiates out from the center)

\_\_\_\_\_ **EMPHASIS**

The emphasis of exhibit is: \_\_\_\_\_

\_\_\_\_\_ **UNITY**

The unity in the exhibit: \_\_\_\_\_

\_\_\_\_\_ **PROPORTION**

Give an example of proportion in the exhibit: \_\_\_\_\_

2. On the back of this paper, or on the static project write up sheet, write the steps taken to complete the exhibit.

**Alternative Check-In Form**  
**Due to the extension Office by June 15th**

4-H Youth's Name: \_\_\_\_\_ 4-H Age: \_\_\_\_\_

Reason for Alternative Check-In Time: \_\_\_\_\_

Parent/Guardian's Name: \_\_\_\_\_

Parent/Guardian's Phone Number: \_\_\_\_\_

Check-In Date & Time: \_\_\_\_\_

I, \_\_\_\_\_ am checking in the following animals,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

on July \_\_\_\_\_, 20\_\_\_\_ at \_\_\_\_\_ AM/PM (circle one)

This has been approved by Extension Staff, the Species Superintendent, and/or the Overall Fair Superintendent.

(Two Supervisory signatures are required)

4-H Youth's Signature or Parent/Guardian Signature	Date
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Extension Staff Signature	Date
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Species Superintendent Signature	Date
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Overall Fair Superintendent Signature	Date
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