

# STATIC EXHIBITS

## PRE-ENTRY REQUIREMENTS

Static Online Pre-Entries due by

PRE-ENTRY DEADLINE by 5:00pm

## ENTRY/CHECK IN:

Thursday of Fair from 4:00-7:00pm & Friday of Fair from 8:00-9:30am

No exhibits will be accepted after Friday of Fair at 9:30 a.m.

## JUDGING TIME:

Friday of Fair beginning at 10:00 a.m. (closed to public)

## RELEASE

Wednesday of Fair at 7:00 a.m.

## ENTRY LIMIT:

ONE entry/exhibit per class

## PREMIUMS:

Purple \$2.50; Blue \$2.00; Red \$1.50; White \$1.00

## FOR ADDITIONAL INFORMATION:

Refer to the GENERAL RULES AND REGULATIONS at the front of the 4-H section.

## INTERVIEW JUDGING OPPORTUNITY

Friday of Fair by Appointment

(10:00 a.m.-2:00 p.m.)

Signup available at time of entry/check-in

## INTERVIEW JUDGING OPPORTUNITY:

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

## REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified during exhibit entry of a 4-H member intending to Interview Judge.
- Sign-up sheets will be available at entry/check-in.
- Entry cards of 4-H exhibits must designate Interview Judging Request (i.e. check box, sticker, etc).
- Exhibitors are limited to TWO interview entries per department.

## INTERVIEW JUDGING TIME:

- Friday of Fair by appointment / Rybin Building
- Exhibitors will make appointments (10:00 a.m.-2:00 pm) with superintendent at time of check in.
- Considering the many events being held on judging day, efforts will be made to best accommodate the schedule of the 4-H exhibitor.

## INTERVIEW JUDGING IS OPTIONAL:

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

## NOT ELIGIBLE FOR INTERVIEW JUDGING:

- All departments/project areas are eligible for Interview Judging **except Home Design & Restoration**. Please use the Supporting Information Tag to explain the project to the judge.

## SPECIAL AWARDS

**Premier 4-H Science Award: Available in all Departments/Divisions.**

- Exhibitors may select ONE exhibit from any department which was selected for state fair to complete the application for the Premier 4-H Science Award. Application, rules and information can be found at: <https://4h.unl.edu/4-h-fairbook-nebraska-state-fair/contests/premier-science-award/>

**Washington County Recycling Award: Available in all Departments/Divisions.**

- Any static exhibit containing recycled material in any department is eligible for this award. Exhibitors are responsible for identifying Recycled Projects at time of Entry.

# ANIMAL SCIENCE

## VETERINARY SCIENCE

### VETERINARY SCIENCE GUIDELINES

- The purpose of the Veterinary Science display is to inform the public about a common health problem of animals, a veterinary principle or public health/zoonotic diseases.
- A Veterinary Science exhibit may consist of a poster, notebook or a display. The exhibit may represent material from exhibitors enrolled in Veterinary Science projects including entry level exhibits from Unit I.
- If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate.

- For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown; for example, use of drapes, use of sterile procedures, wearing of gloves and other appropriate veterinary medical practices.
- **First-Aid Kits:** Because of public safety concerns and risk of theft of first-aid 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 print-outs or empty packaging of pharmaceuticals.**
- **Veterinary Science Posters:** This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal.
- **Veterinary Science Displays:** A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product

(for example: skeleton; teeth; samples of leather, fur, or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22" x 28" or on 1/4" plywood or equivalent that does not exceed 24" high or 32" wide or in a three-ring binder or another bound notebook format.

- Appropriate Veterinary Science Topics:
  - ✓ Maintaining health
  - ✓ Specific disease information
  - ✓ Photographic display of normal and abnormal characteristics of animals
  - ✓ Animal health or safety
  - ✓ Public health or safety
  - ✓ Proper animal management to ensure food safety & quality
  - ✓ Efficient and safe livestock working facilities
  - ✓ Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science.
- Remember, since these are science displays, all references and information needs to be properly cited. 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 a disqualification. Please study your topic and present the information to your audience in your own words.*

## DEPT. H / DIV. 840

### VETERINARY SCIENCE

#### GENERAL INFORMATION [Scoresheet SF119]:

Understand animals' basic needs; Keep health records; Learn about future veterinary technology; Recognize healthy skin and membranes; Learn basic disease prevention techniques; Learn about maintaining animal health; Explore veterinary medicine as a career.

Class 1 4-H Vet. Science Large Animal Poster, Notebook or Display

Class 2 4-H Vet. Science Small Animal/Pet Poster, Notebook or Display

# COMMUNICATIONS & EXPRESSIVE ARTS

## COMMUNICATIONS

### COMMUNICATIONS GUIDELINES

- The communication category provides 4-H participants an opportunity to improve their presentation and public speaking skills. 4-H members will get to demonstrate their knowledge of varying degrees of communication. Competitors have the option of creating a poster, essay, or digital media in the different divisions. For more resources and materials in this category refer to the resource section at the bottom of the page.
- Static exhibits in this division will be evaluated on clarity of purpose/message in relation to communication, accuracy of information, originality, creativity, evidence of exhibitor's learning in this area, and educational value of exhibit to viewers.
- Educational resources for youth taking the Communications project can be found at <https://4h.unl.edu/resources/projects/>

**(NOT Eligible for State Fair)**

## DEPT. B / DIV. 154

[Scoresheet SF94]

### COMMUNICATIONS - MODULE 1

#### GENERAL INFORMATION:

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

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

Class 901 POSTER: Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area. [Scoresheet SF94]

Class 902 ESSAY: Write an essay (3-5 pages) that showcases what was learned in this project area. [Scoresheet SF94]

Class 903 DIGITAL MEDIA: Use digital media to showcase what was learned in this project area.

### PHOTOGRAPHY GUIDELINES

- The purpose of this project area is to establish basic to advance knowledge of and abilities in using photographic equipment, lighting, and composition to capture images, expressing feelings, and communicating ideas. Participants can work through the three project levels, progressing from basic to advanced photography skills and techniques.
- 4-H members are allowed to exhibit in only one photography level. 4-H members may enter up to three exhibits but no more than one exhibit per class (see general rules).
- An image may only be used on one exhibit with the exception of the Portfolios, which may include images entered in other classes.
- **Cameras** – Photos may be taken with any type of film or digital camera, including phones, tablets, and drones.
- Photos must be shot by the 4-H member during the current project year with the exception of Portfolios which may include images captured and/or exhibited in previous years.
- 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.
- **Portfolios** – All portfolios must include the following information: 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 photo. When writing reflections, youth 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:
  - Printed portfolios should be presented in a 8.5"x11" three-ring binder or similar book format. Recommended photo size is 8"x10". Matting is not necessary.
  - Digital portfolios may be presented online and must be exhibited along with a single 8.5x11 flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
- **Display Exhibits** – Display exhibits are only accepted in Level II. Displays consist of three 4x6 photos mounted on a single horizontal 11x14 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 (see rule regarding Data Tags).
- **Print Exhibits** – Print exhibits must be 8x10 prints mounted in 11x14 (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 unit data tags are required (see rule regarding Data Tags).

## PHOTOGRAPHY

- **Entry Tags** – Entry tags should be securely attached to the **upper right-hand corner of the exhibit**.
- **Data Tags** – **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 outlined below. Data tags should be securely attached to the back of the exhibit.
  - Prints must have a data tag that is associated with that Level (i.e. Level 1 print with Level 1 tag).
- Data tags, Scoresheets, forms, contest study materials and additional resources can be found at: <https://go.unl.edu/ne4h-photography>
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/28](https://4hcurriculum.unl.edu/index.php/main/program_project/28)

## **SPECIAL AWARDS**

- **On-Campus Exhibition Selection:** 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 State Fair and will be returned to the county Extension office after the completion of their on-campus exhibition.

## **DEPT. B / DIV. 180**

### **LEVEL 1 – PHOTOGRAPHY BASICS**

#### **GENERAL INFORMATION [Scoresheet SF87]:**

- Get to know your camera; Practice keeping camera steady and level; Practice taking photos, noticing natural light; Notice shadows and their potential in photography; Practice using natural light from several different directions; Practice using flash for fill, solving red-eye problems; Evaluate background, middle-ground, and foreground when taking photos; Practice filling the frame with the subject; Practice eliminating background clutter in photos; Practice using different viewpoints and perspectives in photos; Compose creative, unusual photos; Compose variety of selfies; Take photos of people, places, and things; Sequence photos to tell a story; Create black and white photos; Evaluate photos using critical thinking.

#### **(NOT Eligible for State Fair)**

- Class 901 **Fun with Shadows Display or Print:** Photos should capture interesting or creative use of shadows (Activity 4).
- Class 902 **Get in Close Display or Print:** Photo should capture a close-up view of the subject or object (Activity 8).
- Class 903 **Bird's or Bug's Eye View Display or Print:** Photo should capture an interesting viewpoint of a subject, either from above (bird's eye view) or below (bug's eye view) (Activity 10).
- Class 904 **Tricks and Magic Display or Print:** Photo should capture visual trickery or magic. Trick photography requires creative compositions of objects in space and are intended the person viewing the photo. For example, if someone is standing in front of a flowerpot, the pot might not be visible in the image, making it look as if the flowers are growing out of the person's head (Activity 11).
- Class 905 **People, Places, or Pets with Personality Display or Print:** Photos should have a strong focal point, which could be people, places, or pets. Photos should capture the subject's personality or character. Photos may be posed or un-posed (Activity 13).
- Class 906 **Black and White Display or Print:** Photos should create interest without the use of color. Photos should show strong contrast and/or textures. Photos may be captured in black and white or captured in color and edited to black and white (Activity 15).

## **DEPT. B / DIV. 181**

### **LEVEL 2: NEXT LEVEL PHOTOGRAPHY**

#### **GENERAL INFO [Scoresheet SF87(display/print) & SF88(Portfolio)]:**

- 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
- Get to know your camera's capabilities using zoom; Practice using different lens filters; Practice using light to portray a specific mood; Practice taking photos of reflections; Practice taking photos without the flash feature on your camera; Practice using the Rule of Thirds and the Rules of the Golden Triangle

and the Golden Rectangle; Practice taking photos from different points of view/perspectives; Practice creating photos with interesting negative spaces; Practice capturing unposed, candid shots of a subject or event; Practice taking photos of "bits and pieces" of ordinary objects to create a work of art; Practice using a camera to create a panorama; Use color to create photos that are cool warm, monochromatic, contrasting, and/or complementary; Practice taking photos with a specific purpose in mind to teach, instruct, or sell a product or service; Evaluate photos that represent body of work.

- Class 10 **Level 2 Portfolio:** Level 2 portfolios should represent the photographer's best work and must include 5-7 different images from the 4-H member's photography career. At least 2 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.
- Class 20 **Creative Techniques & Lighting Display or Print:** 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 3-5)
- Class 30 **Creative Composition Display or Print:** 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).
- Class 40 **Abstract Photography Display or Print:** Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer's attention. (Activity 11)
- Class 50 **Candid Photography Display or Print:** Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed (Activity 10).
- Class 60 **Expression Through Color Display or Print:** 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).

## **DEPT. B / DIV. 182**

### **LEVEL 3: MASTERING PHOTOGRAPHY**

#### **LEVEL 3 - RULES:**

#### **GENERAL INFORMATION [Scoresheet SF87(print) & SF88(Portfolio)]:**

- Get to know your camera's capabilities using the mode dial; Practice capturing a focal point understanding how camera equipment and depth of field effects the photo; Practice taking photos in low-light situations; Practice taking photos that help you get the correct exposure; Practice taking silhouettes; Practice composing photos that include geometric shapes and interesting framing; Practice composing photos that break photography "rules"; Practice taking still-life photos; practice capturing portraits showing a person's character and personality; Practice taking photos of interesting shapes, patterns, and textures; Practice capturing photos where the subject is in motion; Practice taking photos that are outside the normal limits: astrophotography, underwater, infrared; Practice creating creative joiners; Evaluate photos that represent body of work.
  - 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.
- Class 10 **Level 3 Portfolio:** Level 3 portfolios must include 9-11 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, youth 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.

**Class 20 Advanced Techniques & Lighting Print:**

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

**Class 30 Advanced Composition Print:**

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)

**Class 40 Portrait Print:**

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).

**Class 50 Still Life Print:**

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).

**Class 60 Freeze/Blur the Moment Print:**

Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement (Activity 11).

# POSTERS

## ***(NOT Eligible for State Fair)***

### **POSTERS GUIDELINES**

Posters will be judged on the following criteria

- IDEA: simple, clear message, appropriate for a poster.
- LETTERING: readable from a distance, appropriate size in proportion to art.
- ART: one dominant, eye-catching element: art relates to written message.
- ARRANGEMENT: makes good use of entire poster space without being too crowded: art and lettering are balanced.
- COLOR: use of bold colors that harmonize, colors used are legible.
- QUALITY OF CONSTRUCTION: neatness; appropriateness of materials used.
- EFFECTIVENESS: works well as a poster.
- Posters should be no larger than 14" x 22".
- They may be arranged either horizontally or vertically.
- Posters may be in any medium: watercolor, ink, crayon, markers or computer graphics.
- Posters may not use copyrighted materials, such as cartoon characters or commercial product names, logos or slogans.
- When using the official 4-H Emblem (Clover with the H's on each leaf), it must follow approved guidelines: <https://www.nifa.usda.gov/sites/default/files/resource/fy-2019-4-h-name-emblem-use-guide-20191108.pdf>
- Entries which do not conform to size, content or material guidelines will be lowered one ribbon placing.
- Posters may be laminated to protect them.

## **DEPT. B / DIV. 152**

### **POSTERS**

[Scoresheet CF83]

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

Class 902 4-H Promotion – The poster should promote the 4-H program.

Class 903 4-H Topic – The poster should highlight some aspect of 4-H, other than promotion.

# CONSUMER & FAMILY SCIENCES

## CLOTHING

### **CLOTHING GUIDELINES**

- 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.
- **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.
- **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.

- **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.
- **Design Data Card:** A Design Data Card must be included with all Beyond the Needle Division 221, Classes 3-8; STEAM 2 Division 222, Classes 3 & 4; and STEAM 3 Division 223, Classes 1 & 2. 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.
- **General:** Garments as listed may be made for self (4-H member) or another person. 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. i.e. Once you exhibit in STEAM Clothing 3, you are not eligible to exhibit in STEAM Clothing 2.
- **Data card, scoresheets, forms, contest study materials**



and additional resources can be found at:

<https://go.unl.edu/ne4hclothing>  
<https://go.unl.edu/ne4hcityzenship>

- Educational resources can be found at:  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/37](https://4hcurriculum.unl.edu/index.php/main/program_project/37)

## **SPECIAL AWARDS**

- 4-H Design Gallery:** All garments and accessories will be considered for the juried "4-H Design Gallery" to be displayed at the Nebraska State Fair only.
- Make It With Wool Award:** All garments with at least 60% wool content are eligible for this award.

## **DEPT. C / DIV. 220**

### **GENERAL CLOTHING**

**GENERAL INFORMATION [Scoresheet SF20]:**

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

- Class 1 Clothing Portfolio: Complete at least four different samples/activities from Chapters 2, 3 OR 4 of the project manual. The Portfolio should be placed in an 8 1/2 x 11, 3 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.
- Class 2 Textile Science Scrapbook: 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 1/2 x 11, 3 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 project manual for fabric suggestions.
- Class 3 Sewing For Profit: 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" x 30".

## **DEPT. C / DIV. 221**

### **CLOTHING - BEYOND THE NEEDLE**

**GENERAL INFORMATION [Scoresheet SF20]**

4-H members must show their own original creativity.

#### **(NOT Eligible for State Fair)**

- Class 901 Beginning Embellished Garment: Create a garment using beginning techniques as defined in the project manual. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement.
- Class 902 Beginning Textile Clothing Accessory: Accessory is constructed and/or decorated using techniques as defined in the project manual. Entry examples include: hats, bags, scarves, gloves, aprons, etc.

#### **(Eligible for State Fair)**

- Class 1 Design Portfolio: A portfolio consisting of at least three design samples or activities. Refer to the project manual for activity ideas. The Portfolio should be placed in an 8 1/2 x 11, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 for portfolio formatting.
- Class 2 Color Wheel: Create your own color wheel, complimentary color bar or color scheme using pages f-39 in the project manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".
- Class 3 Embellished Garment with Original Design: Create a garment using 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.** If the card is not included, exhibit will be lowered one ribbon placing.

- Class 4 Original Designed Fabric Yardage: Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of at least one yard of finished fabric. **A Design Data Card must be included with this project.** If the card is not included, exhibit will be lowered one ribbon placing.
- Class 5 Item (garment or non-clothing item) Constructed From Original Designed Fabric: (Only garments are eligible for State Fair Fashion Show) – 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.** If the card is not included, exhibit will be lowered one ribbon placing.
- Class 6 Textile Arts Garment or Accessory: (Garment eligible for State Fair Fashion Show) – 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.** If the card is not included, exhibit will be lowered one ribbon placing.
- Class 7 Fashion Accessory: (Not eligible for State Fair Fashion Show) – An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Examples: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, etc. A description of the design process must accompany the entry. **A Design Data Card must be included with this project.** If the card is not included, exhibit will be lowered one ribbon placing.
- Class 8 Wearable Technology Garment or Accessory – (Garment is eligible for State Fair Fashion Show) – 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.** If the card is not included, exhibit will be lowered one ribbon placing.

## **DEPT. C / DIV 211**

### **CLOTHING 1 – FUNDAMENTALS**

**GENERAL INFO [Scoresheets SF20-22, SF28, SF182, CF50-53]**

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

#### **(NOT Eligible for State Fair)**

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

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

- Class 906 Pincushion

- Class 907 Pillowcase  
 Class 908 Simple Pillow – No larger than 18"x18"  
 Class 909 Bag/Purse – No Zippers or button holes.  
 Class 910 Simple Top  
 Class 911 Simple Bottom – pants, shorts, or skirt  
 Class 912 Simple Dress  
 Class 913 Other-Using skills learned in project manual. (apron, vest, etc.)  
 Class 914 Upcycled Simple Garment: The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. A "before" picture and a description of the redesign process must accompany the entry or it will be disqualified.  
 Class 915 Upcycled Accessory: A wearable accessory made from a used item. The item used must be changed in some way in the "redesign" process. A "before" picture and a description of the redesign process must accompany the entry or it will be disqualified.

## DEPT. C / DIV. 222

### CLOTHING 2 – SIMPLY SEWING

#### GENERAL INFORMATION /Scoresheets SF20 & SF28/:

- Exhibits entered in this project must reflect at least one new skill learned from this manual (see project manual skill-level list).  
 Garments as listed below may be made from any woven or knit fabric appropriate to the garment's design and should demonstrate sewing skills beyond STEAM Clothing 1.
- Class 1 Design Basics, Understanding Design Principles: 4-H members enrolled in STEAM Clothing 2 may enter an exhibit sharing a learning experience from pages 17-20 in the project manual. Include answers to questions found on page 20 of the manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22"x30".
- Class 2 Pressing Matters: 4-H members enrolled in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25, "A Pressing Matter" in the project manual. Exhibit should include answers to lesson questions that are most appropriate to include.
- Class 3 Upcycled Garment: (Eligible for State Fair Fashion Show) – 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 list of skills and a Design Data Card must be included with this project including a "before" picture no larger than 4.25"x5.5"**. If the Data Card is not included, exhibit will be lowered one ribbon placing.
- Class 4 Upcycled Clothing Accessory: (Not eligible for State Fair Fashion Show.) A wearable accessory made from 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 list of skills and a Design Data Card must be included with this project including a "before" picture no larger than 4.25"x5.5"**. If the Data Card is not included, exhibit will be lowered one ribbon placing.
- Class 5 Textile Clothing Accessory: (Not eligible for State Fair Fashion Show.) Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. Entry examples include: hats, bags, scarves, gloves. No metal plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
- Class 6 Top (vest acceptable) (Not eligible for State Fair Fashion Show)
- Class 7 Bottom (pants or shorts) (Not eligible for State Fair Fashion Show)
- Class 8 Skirt (Not eligible for State Fair Fashion Show)
- Class 9 Lined or Unlined Jacket (Not eligible for State Fair Fashion Show)
- Class 10 Dress (not formal wear) (Not eligible for State Fair Fashion Show)
- Class 11 Romper or Jumpsuit (Eligible for State Fair Fashion Show)
- Class 12 Two-Piece Outfit (Eligible for State Fair Fashion Show)
- Class 13 Alter Your Pattern: (Eligible for State Fair Fashion Show)  
 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 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining).

- Class 14 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) – Fabric/Fibers used in this garment have to 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.

## DEPT. C / DIV. 223

### CLOTHING 3 - A STITCH FURTHER

#### GENERAL INFORMATION:

- Exhibits entered in this project must reflect at least one new skill learned from this manual (see project manual skill-level list).  
 Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of complete constructed garments only. Wool entries must have the fiber content listed on the identification label.
- Class 1 Upcycled Garment: (Eligible for State Fair Fashion Show) – 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 and a Design Data Card must be included with this project including a "before" picture no larger than 4.25"x5.5"**. If the Data Card is not included, exhibit will be lowered one ribbon placing.
- Class 2 Upcycled Clothing Accessory: (Eligible for State Fair Fashion Show) – 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 and a Design Data Card must be included with this project including a "before" picture no larger than 4.25"x5.5"**. If the Data Card is not included, exhibit will be lowered one ribbon placing.
- Class 3 Textile Clothing Accessory: (Not eligible for State Fair Fashion Show) – Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
- Class 4 Dress or Formal (Eligible for State Fair Fashion Show)
- Class 5 Skirted Combination (Eligible for State Fair Fashion Show) (skirt with shirt, vest or jacket OR jumper and shirt)
- Class 6 Pants or Shorts Combination (Eligible for State Fair Fashion Show) (pants or shorts with shirt, vest or jacket)
- Class 7 Romper or Jumpsuit (Eligible for State Fair Fashion Show)
- Class 8 Specialty Wear (Eligible for State Fair Fashion Show) (includes: swim wear, costumes, hunting gear, or chaps)
- Class 9 Lined or Unlined Jacket. (Eligible for State Fair Fashion Show) (non-tailored)
- Class 10 Coat, Blazer, Suit Jacket or Outerwear – (Eligible for State Fair Fashion Show) – 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 (State Fair).
- Class 11 Alter/Design Your Pattern – (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. 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).
- Class 12 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) – Fabric/Fibers used in this garment have to 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.

# CONSUMER MANAGEMENT

## CONSUMER MANAGEMENT GUIDELINES:

- Consumer management helps participants 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'ers. Participants in this category will emphasize setting smart goals and keeping a spending plan.
- Scoresheets, forms, contest study materials and additional resources can be found at: <https://go.unl.edu/ne4hconsumermanagement>
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/41](https://4hcurriculum.unl.edu/index.php/main/program_project/41)

## DEPT. C / DIV. 240

### SHOPPING IN STYLE

#### GENERAL INFO [Scoresheets SF84, SF88, SF89, SF64, SF90]:

- If exhibit is a poster, it should be 14" x 22" poster board. If a 3-ring binder is used it should be 8 1/2"x11"x1". Video exhibits should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or Quick Time Player.
  - Identify your body shape and select clothing to enhance it; Learn how clothing prices are determined and how to comparison shop; Analyze advertising; Experiment with removing stains.
- Class 1 Best Buy for Your Buck [SF84] (Ages 8-13 before January 1 of the current year): Provide details of the best buy for your buck you made 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 3-ring binder or video, no posters please (see general information above). **DO NOT** include the Shopping In Style Fashion Show Information Sheet in your entry for this class. Although both entries do share some information, there are differences in content and format for this class.
- Provide details about wardrobe inventory which indicates the following:
- Why you selected the garment you did
  - Clothing budget
  - Cost of garment
  - Conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck"
  - Provide 3 color photos of you wearing the garment (front view, side view, back view)
- Class 2 Best Buy for Your Buck [SF84] (Ages 14-18 before January 1 of the current year): Provide details of the best buy for your buck you made 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. Provide details listed for Class 1 PLUS include the following additions:
- Body shape discussion
  - Construction quality details
  - Design features that affected your selection
  - Cost per wearing

- Care of garment
- Conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck"
- Provide 3 color photos of you wearing the garment (front view, side view, back view)

- Class 3 Revive Your Wardrobe [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 include before and after photos and a description of what was done. Put in a 3-ring binder, poster or video (see general information).
- Class 4 Show Me Your Colors [SF89]: Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the Shopping in Style project manual page 23 for more information. Entry should be a poster (see general information).
- Class 5 Clothing First Aid Kit [SF64]: Refer to page 73 of the Shopping in Style manual and complete a clothing first aid kit. Include a list of items in the kit and a brief discussion of why each was included. Put in an appropriately sized box or tote with a lid. No larger than a shoe box.
- Class 6 Mix, Match, & Multiply [SF90]: Using this concept from page 32 of the manual take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a 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 3-ring binder, poster, or video (see general information).

#### GENERAL INFORMATION:

- Entries should be typed and then attached to a piece of colored card stock or colored poster board (limit the size of the poster board or card stock to 14" x 22" or smaller). You may use the front and back of the poster board.
- If exhibit is a poster it should be 14" x 22" poster board. If a three-ring binder is used should be 8 1/2"x11"x1". Video exhibits should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or Quick Time Player.
- Identify your body shape and select clothing to enhance it; Learn how clothing prices are determined and how to comparisons shop; Analyze advertising; Experiment with removing stains.
- [https://4hcurriculum.unl.edu/index.php/main/program\\_project/41](https://4hcurriculum.unl.edu/index.php/main/program_project/41).

## DEPT. C / DIV. 247

### MY FINANCIAL FUTURE

#### GENERAL INFORMATION [Scoresheet SF247]:

- Entries should be typed and then attached to a piece of colored card stock or colored poster board (limit the size of the poster board or card stock to 14" x 22" or smaller). You may use the front and back of the poster board.
  - [https://4hcurriculum.unl.edu/index.php/main/program\\_project/42](https://4hcurriculum.unl.edu/index.php/main/program_project/42).
- Class 1 Write 3 SMART financial goals for yourself (one should be short term, one intermediate, and one long term): Explain how you intend to reach each goal you set.
- Class 2 Income Inventory: Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.
- Class 3 Tracking Expenses: Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.
- Class 4 Money Personality Profile: Complete the money personality

profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs.

Class 5 Complete Activity 8: "What Does It Really Cost?" on pages 39-40.

Class 6 My Work; My Future: Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?

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

Class 8 The Cost of Not Banking---Type your answers to the questions about Elliot on page 50.

Class 9 Evaluating Investment Alternatives – Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

Class 10 Understanding Credit Scores – Watch the video and read the resource listed on page 71. Answer the following questions. \*Name 3 prudent actions that can reduce a credit card balance. \*What are the main factors that drive the cost of credit? \*List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.

Class 11 You Be the Teacher – Create an activity, story board, game or display that would teach another youth about "Key Terms" listed on page 62. Activity/display must include at least five (5) of the terms.

## HERITAGE

### HERITAGE GUIDELINES

- 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.
- Exhibits entered at own risk.** Staff and volunteers are not responsible for lost or damage to family heirloom items or any items in this division.
- Displays should not be larger than 22" x 28" wide AND display collections securely in an attractive container no larger than 22" x 28". For any exhibit, if size needs to be different size because of the historical item is larger than 22" x 28" please contact the Extension office (County staff will check with state fair superintendents) for approval.
- Exhibits must include NAME, COUNTY, AGE & PAST EXPERIENCE (years in Explore Your Heritage, projects) on back of exhibit.**
- Scoresheets, forms, contest study materials and additional resources can be found at: <https://go.unl.edu/ne4hheritage>
- Educational resources found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/47](https://4hcurriculum.unl.edu/index.php/main/program_project/47)

### DEPT. A / DIV. 101

### HERITAGE - Level 1: Beginning

#### GENERAL INFO /Scoresheet SF71/

- For beginning exhibitors: i.e. 1-4 years of the project area.
- Learn about the origins of your family or traditions; find the stories in family photographs; identify family keepsakes.

Class 1 Heritage poster or flat exhibit. – Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.

Class 2 Family Genealogy/History Notebook – Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books are included in the exhibit, only bring book with most current year's work.

Class 3 Local History Scrapbook/Notebook – Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.

Class 4 Framed family groupings - (or individuals) of pictures showing family history – Pictures must be supported by a written explanation.

Class 5 Other exhibits depicting the heritage of the member's family or community. Exhibit should be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.

Class 6 4-H History Scrapbook – A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er, no club projects. If multiple books are included in the exhibit, only bring book with most current year's work.

Class 7 4-H History Poster – Poster relating 4-H history of local club or county or individual.

Class 8 Story or illustration about a historical event

Class 9 Book review about local, Nebraska or regional history.

Class 10 Other historical exhibits attach an explanation of historical importance.

Class 11 Family Traditions Book - Exhibitor scrapbook depicting family traditions of the past.

Class 12 Family Traditions Exhibit – Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.

Class 13 4-H Club/County Scrapbook – Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books are included in the exhibit, only bring book with most current year's work.

Class 14 4-H Member Scrapbook – Scrapbook relating to individual 4-H members' 4-H history. If multiple books are included in the exhibit, only bring book with most current year's work.

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

### DEPT. A / DIV. 102

### HERITAGE - Level 2: Advanced

#### GENERAL INFO /Scoresheet SF71/

- For beginning exhibitors: i.e. 1-4 years of the project area.
- Learn about the origins of your family or traditions; find the stories in family photographs; identify family keepsakes

Class 1 Heritage poster or flat exhibit – Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.

Class 2 Family Genealogy/History Notebook – Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books are included in the exhibit, only bring book with most current year's work.

Class 3 Local History Scrapbook or Notebook – Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.

Class 4 Framed family groupings (or individuals) of pictures showing family history – Pictures must be supported by a written explanation.

Class 5 Other exhibits depicting the heritage of the member's family or community – Exhibit should be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.

Class 6 4-H History Scrapbook – A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er no club project. If multiple books are included in the exhibit,



- Class 7 only bring book with most current year's work.  
4-H History Poster – Poster relating 4-H history of local club or county or individual.
- Class 8 Story or illustration about a historical event.
- Class 9 Book review about local, Nebraska or regional history.
- Class 10 Other historical exhibits – Attach an explanation of historical importance.
- Class 11 Exhibit depicting the importance of a community or Nebraska historic landmark.
- Class 12 Community Report – Documenting something of historical significance from past to present.
- Class 13 Historic Collection – Displayed securely and attractively in a container no larger than 22" x 28".
- Class 14 Video documentary of a family or a community event. Must be produced and edited by 4-H member. (Must be entered as a DVD or USB)
- Class 15 4-H Club/County Scrapbook – Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 16 4-H Member Scrapbook – Scrapbook relating to individual 4-H members' 4-H history. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 17 Special Events Scrapbook – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

# HOME DESIGN & RESTORATION

## HOME ENVIRONMENT GUIDELINES

- 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.
- HOME DESIGN & RESTORATION EXHIBITS are evaluated by these criteria:
  - Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.).
  - 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.
  - Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used, along with simple 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.
  - Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
  - 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.**
- SIZE OF EXHIBIT: Exhibits may be no taller than 7 feet and no wider than 6 feet. **ALL EXHIBITS MUST BE ABLE TO BE EASILY LIFTED BY TWO 4-H STAFF.**
- NUMBER OF ENTRIES PER INDIVIDUAL: One entry per exhibitor per class. (State Fair does have a limit of two entries in ALL home design & restoration projects per exhibitor. This limit does not apply to county fair exhibits.)
- 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.
- 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.

- **SUPPORTING INFORMATION TAG:** Supporting information is required for all Home Design & Restoration exhibits. Information must include the elements or principles of design used and steps taken to complete project.
- Exhibits without supporting information will be lowered a ribbon placing.
- Home Design & Restoration exhibits are not eligible for Interview Judging.
- Tag templates, scoresheets, forms, contest study materials and additional resources can be found at:  
<https://go.unl.edu/ne4hhomeenvironment>
- Educational resources can be found at:  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/48](https://4hcurriculum.unl.edu/index.php/main/program_project/48)

## SPECIAL AWARDS

- **4-H Design Gallery:** All garments and accessories will be considered for selection for the 4-H Design Gallery at the Nebraska State Fair.

## DEPT. C / DIV. 255 DESIGN MY PLACE

### GENERAL INFORMATION [Scoresheet SF201]:

- All entries must include information tag.
- Apply color and design principles using different materials to make and display objects for your home; Develop original designs; Plan a comfortable, clean, attractive home; Make connections between visual arts and other disciplines.

### (NOT Eligible for State Fair)

#### LEVEL 1

- Class 901 Tie and Dye Item. All items must be for the home. NO CLOTHING.
- Class 902 Needlework Item - Swedish weaving, needle point, embroidery, etc.
- Class 903 Simple Home Accessory.

#### LEVEL 2

- Class 904 Swedish Weaving - (Can use counted cross stitch fabric or huck toweling.)
- Class 905 Nine-patch Design of Wood, Fabric or Paper - Item for room or home.
- Class 906 Storage Box or Rack - Made by 4-Her.
- Class 907 Wire Sculpture - Sculpture should be mounted or otherwise prepared for display.

#### LEVEL 3

- Class 908 Scale Drawing of Wall Arrangement: Poster (approximately 28" x 22") showing scale drawing of a wall elevation with a plan for a wall arrangement. Indicate scale. Label furniture and other room features. Through the use of dotted lines and captions, show how the guides to wall arrangements were used. Poster will be judged for both content and visual presentation.
- Class 909 Batik - Item for room or home. Batik may be a 1 color batik; multi-color; quilted batik; combination of tie and dye and batik; or nine-patch design and batik.
- Class 910 Wood Storage Box - For use in any area of home. Items might also be made to store items for reuse or recycling.
- Class 911 Wind Chime
- Class 912 Metal Tooling or Metal Punch - Item for room or home.
- Class 913 Wall Hanging - Using skills learned in Design My Place.
- Class 914 Accessory for Room - Using skills learned in Design My Place.

## DEPT. C / DIV. 257 DESIGN DECISIONS

### GENERAL INFORMATION [Scoresheets SF200-201, SF203, SF207]:

- Attach information to explain steps taken. Information must also include element or principle of design used.
  - Explore ways to make your house more agreeable; Learn new painting techniques; Design or select furniture, fabric, and storage items for your room; Accessorize a room-design or select unique items such as wall art, wall arrangements, or lamps.
- Class 1 Design board for a room – Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room – Posters, 22"x28" or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story cost comparison, optional arrangements, etc.
  - Class 2 Problem Solved Energy savers or Career Exploration – identify a problem (as problem window, storage needs, inconvenient room

- arrangement, cost comparison energy conservation, waste management, etc.) OR explore a career related to home environment. (What would it be, what education is needed, what would you do, etc.) Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration. (p. 74-93)
- Class 3 Solar, wind, or other energy alternatives for the home – Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (p.74-93)
- Class 4 Technology in Design – Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.
- Class 6 Window Covering – May include curtains, draperies, shades, shutters, etc.
- Class 7 Floor covering – May be woven, braided, painted floor cloth, etc.
- Class 8 Bedcover – May include quilt, comforter, bedspread, dust ruffle, pillow sham, canopy, etc. For quilts, state who did the quilting. (NO fleece tied exhibits) (p.50-53)
- Class 9 Accessory – Original Needlework/Stitchery.
- Class 10 Accessory – Textile – 2D (table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning/10 minute table runners.)
- Class 11 Accessory – Textile -3D (pillows, pillow shams, fabric bowls, etc – NO fleece tied exhibits)
- Class 12 Accessory – 2D
- Class 13 Accessory – 3D (string art, wreaths, etc.)
- Class 14 Accessory – Original Floral Design

**For classes 15-18, determine entry by what medium was manipulated.**

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

## DEPT C / DIV. 256

### HEIRLOOM TREASURES & FAMILY

#### KEEPSAKES

**GENERAL INFORMATION [Scoresheets SF205-206]:**

- 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.**
- Recognize factors that make antiques valuable; Refurbish and restore heirloom or heritage furnishings and accessories; Preserve family heirlooms.
- Attach information including:
  - List of steps taken to complete your project. Before and after pictures are encouraged.

- 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.

- Class 1 Trunks: including doll-sized trunks or wardrobes. [Scoresheet]
- Class 2 An Article either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection.
- Class 3 Furniture: either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
- Class 4 Cleaned and Restored Heirloom Accessory or Furniture: A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item 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: <https://go.unl.edu/qcnh> (Refinished items go in classes 2 – 3.) This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.

## DEPT. C / DIV. 254

### FINE ARTS

**GENERAL INFORMATION [Scoresheet SF200]:**

Fine Arts will be judged on the following standards: (1) Workmanship, (2) Originality, and (3) Design Elements and Principles

**(NOT Eligible for State Fair)**

- Class 901 Original Sketch
- Class 902 Watercolor
- Class 903 Oil Painting
- Class 904 Sculpture
- Class 905 Stained or Leaded Glass
- Class 906 China Painting
- Class 907 Mixed Media
- Class 908 Acrylic

## DEPT. C / DIV. 265

### DO IT YOURSELF (DIY) CRAFTS

**GENERAL INFORMATION [Scoresheet WC HE]:**

- Entry limit is ONE per class and THREE total exhibits.
- Exhibits in this division are considered 3 dimensional. Consider the FINE ARTS division if the exhibit is considered 2 dimensional.
- Exhibit needs to be ready to display.
- Written documentation of the design process and any unique items used in the exhibit is highly recommended.
- Size limit: One person needs to be able to move the exhibit.

**(NOT Eligible for State Fair)**

- Class 901 Exhibit made with Ceramic/Tile
- Class 902 Exhibit made with Clay
- Class 903 Exhibit made with Fabric
- Class 904 Exhibit made with Glass
- Class 905 Exhibit made with Metal
- Class 906 Exhibit made with Paint
- Class 907 Exhibit made with Plastic
- Class 908 Exhibit made with Wood
- Class 909 Furniture Project
- Class 910 Recycled/Remade Exhibit
- Class 911 Recycled/Upcycled Exhibit
- Class 912 Miscellaneous: Exhibit that does not fit above.
- Class 913 Miscellaneous: Exhibit that does not fit above.
- Class 914 Miscellaneous: Exhibit that does not fit above.

# VISUAL ARTS

## VISUAL ARTS GUIDELINES

- 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.
- Practice drawing, fiber arts, and sculpting; Develop artistic talents and skills; Understand the visual arts in relation to history and culture; Learn painting, printing, and graphic design techniques; Make connections between visual arts and other disciplines; Create original artwork; Practice using design elements and principles; Explore and experiment with various mediums and techniques; Practice self-expression; Learn to communicate a personal voice through artwork.
- 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.
- Ready for Professional Display: All exhibits must be presented appropriately for the medium(s) used and ready to be professionally displayed. 2-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 as long as staples are not visible on the edges. All 2-dimensional pieces should be ready to hang using a sawtooth or wire hanger.
- Entries per Exhibitor: 4-H members may enter one exhibit per class.
- Entry Descriptions: Entry tags should include a visual description of the exhibit, including size, dominant color, and subject to aid in identification.
- 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. Exhibits with missing or incomplete supporting information will be lowered a ribbon placing.
- 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 incorrect classes may be lowered a ribbon placing. Supporting information may provide evidence or justification for the piece being entered in a specific class.
- Supporting Information tags, Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hvisualarts>
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/51](https://4hcurriculum.unl.edu/index.php/main/program_project/51)

## SPECIAL AWARDS

- **On-Campus Exhibition Selection:** State Fair visual arts exhibits may be selected for special on-campus exhibitions. Selected pieces will be collected at the end of State Fair and will be returned to county Extension offices following the on-campus exhibition. Youth whose exhibits are selected will be contacted directly with additional information including the exhibition and possible reception dates.

## DEPT. C / DIV. 260

### VISUAL ART MEDIUMS

#### GENERAL INFORMATION [Scoresheet SF200]:

- Class 1 Original Acrylic Painting
- Class 2 Original Oil Painting
- Class 3 Original Watercolor Painting
- Class 4 Original Pencil Drawing
- Class 5 Original Ink Drawing
- Class 7 Original Fiber Art: Could include weaved art, dyed fabric, felted wool, cotton linter, batik, etc.
- Class 8 Original Sculpture: Could include Styrofoam, wood, cardboard, paper, metal, wire, etc.
- Class 9 Original Ceramic Pottery: 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.

- Class 10 Original Painting on Purchased Ceramic Surface: No hand-built or wheel thrown pottery. May be functional or non-functional. Could include figurines, cups, bowls, etc.
- Class 11 Original Single Media Not Listed: Could include digital art, leathercrafting, printmaking, stained glass, pastels, scratchboard, sand painting, encaustic painting, chalk, etc.
- Class 12 Original Mixed Media: Could include any combination of two or more other mediums or materials.

## DEPT. C / DIV. 261

### VISUAL ART THEMES

#### GENERAL INFORMATION [Scoresheet SF200]:

Exhibitors 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.

- Class 1 Original Art Inspired by Plants or Animals: Could involve but is not limited to domestic animals, pets, agriculture, wild animals, wildlife conservation, house plants, fruit, vegetables, flowers, native plants, trees, etc.
- Class 2 Original Art Inspired by Landscapes: 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.
- Class 3 Original Art Inspired by People: Could involve but is not limited to cultural art, modern society, portraits, daily life, careers, families, emotions, etc.
- Class 4 Original Art Inspired by Artist's Choice: Could involve but is not limited to food, cars, fantasy worlds, imaginary characters, science-fiction, history, etc.

# HUMAN DEVELOPMENT

## HUMAN DEVELOPMENT GUIDELINES

- The term Human Development includes childcare, family life, personal development and character development.
- Exhibitors in the Human Development project area will be asked to focus on designing toys/games/activities that meet the different needs of children. 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 the Child Development project manual. <https://www.education.ne.gov/OEC/early-learning-guidelines/>
- Scoresheets, data tag, forms, contest study materials and additional resources can be found at: <https://go.unl.edu/ne4hhumandevelopment>

## DEPT. C / DIV. 200

### HUMAN DEVELOPMENT

#### GENERAL INFORMATION [Scoresheets SF30, SF85, SF115]:

- Learn skills and techniques of child care; Find out how to be a caring sitter; Learn to provide a safe environment for children; Explore how people grow and develop; Inspect toddler toys, minimize hazards; Learn about roles in life, handling emotions; Learn about self-care, rules, responsibility and safety; Introduction to babysitting; Gain awareness of common dangers in the world; Explore child development careers; Gain experience as a teacher or coach; Participate in a community service project



## TOY, GAME, OR ACTIVITY

- Class 1 Social Emotional Development [Scoresheet SF30]  
Class 2 Language and Literacy Development [Scoresheet SF30]  
Class 3 Science [Scoresheet SF30]  
Class 4 Health and Physical Development [Scoresheet SF30]  
Class 5 Math [Scoresheet SF30]  
Class 6 Creative Arts [Scoresheet SF30]  
Class 7 Activity With a Younger Child: Poster or Scrapbook showing 4-H'er working with a child age 0 to 8 years. May show a specific activity such as making something with the child or other child care and interactions as the 4-H'er chooses. May include photos, captions, story, or essay. Size of poster or scrapbook - large enough to tell the story. Other people may take photos so that 4-H'er can be in the photo. 4-H'er must make the poster or scrapbook. No information sheet needed for Class 7. [Scoresheet SF115]  
Class 8 Babysitting Kit: 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 should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not larger than 12"x15"x10". 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.  
**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 member.[Scoresheet SF85]

4-H'ers taking any of the projects in Department C-200 may enter:

## GROWING ALL TOGETHER

### **(NOT Eligible for State Fair)**

- Class 901 Growing on my Own: Scrapbook or poster. EXAMPLES: Home Hazard Hunt, Toy Inspector, How are we all different and the same, How do people express different emotion.

### **(Eligible for State Fair)**

- Class 9 Family Involvement Entry: Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include a list of family members and what each person did to participate in the event.  
Class 10 Growing with Others Scrapbook or Poster: EXAMPLES: How to decide if it's time you can be home alone, and related activities. How responsibilities and privileges are related. Friendships. Working with others. Understanding rules and boundaries. A family tree. A family rules chart. A family meal plan, with pictures of a special family meal. A home safety checklist. Being street smart (safety). A school scrapbook showing yourself and your school activities, memories, and special interests.  
Class 11 Growing in Communities: Portfolio, scrapbook, or poster. EXAMPLES: A career study, a photo story about your own growth and development, not only physically but emotionally, socially, spiritually, mentally. A television evaluation (see project manual). How you have overcome obstacles. Friendships. A community profile. A community service project. Working with parents. Teaching experiences. Understanding discipline. Playground safety check. [Scoresheet SF115]

# KNITTING & CROCHET

## GENERAL GUIDELINES [Scoresheet SF60]:

- 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.
- Knitting: Learn about types of yarn and yarn weights; Develop basic to advanced knitting skills; Combine knitting with garment making; Knit with double-pointed needles.
- Crochet: Learn basic to advanced crochet stitches; Select yarn/thread for crocheting; Learn about blocking and changing colors; Design a new stitch or pattern; Work with other media such as leather, wood and beads.
- All items will be displayed in the clothing area.
- Criteria for judging: Design and Color, Neatness, Mechanics, Trimmings, and Construction Finishes.
- **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).
- **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. 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.
- **Preparation of Exhibits:** Knitted and Crocheted exhibits should be entered in the most appropriate manner for the exhibit.
- **Removal of Entries:** Entries may not be removed for use in any other State Fair activity including State Fair Fashion Show.
- **General:** Garments as listed may be made for self (4-H member) or or another person. 4-H Members enrolled in knitted and crocheted projects should continue their skill development. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. i.e. Once you exhibit in Knitting Level 3, you are not eligible to exhibit in Knitting Level 2.
- **Each exhibit must include** the following information on the Fiber Arts Data Card with the entry tag or the exhibit will be lowered one ribbon placing.
  - 1) **Why did you choose to create this exhibit?**
  - 2) **What steps did you take as you created your exhibit?**
  - 3) **What were the most important things you learned?**
  - 4) **Crochet: Gauge and size of hook or type of crochet tool**  
**Knit: Number of rows per inch and number of stitches per inch.**
  - 5) **Crochet: Size of hook**  
**Knit: Size of needles; finger, arm, loom, or machine knitted.**
  - 6) **Kind of yarn: weight and fiber content or other material used.**
  - 7) **Names of stitches used.**
- **Data card, scoresheets, forms, contest study materials and additional resources can be found at:**  
<https://go.unl.edu/ne4hknitting-crocheting> and <https://go.unl.edu/ne4hclothing>
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/37](https://4hcurriculum.unl.edu/index.php/main/program_project/37)

## SPECIAL AWARDS

- 4-H Design Gallery: All garments and accessories will be juried to be selected for the 4-H Design Gallery at the Nebraska State Fair.
- Make It With Wool Award: All garments with at least 60% wool content are eligible for this award.

## DEPT. C / DIV. 225

## KNITTING

### LEVEL 1 **(NOT Eligible for State Fair)**

- Class 901 - Slippers  
Class 902 - Mittens



Class 903 - Hat or Head Cover  
Class 904 - Neck Scarf  
Class 905 - Other Item of wearing apparel  
Class 906 - Item other than human wearing apparel

## **LEVEL 2 (State Fair Eligible, Garment is State Fair Fashion Show Eligible)**

- Class 1 Level 2 Knitted Clothing - 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 patterns.
- Class 2 Level 2 Knitted Home Environment Item - 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.
- Class 3 Level 2 Arm or Finger Knitted Item (Clothing or Home Design Item)
- Class 4 Level 2 Loom Knitted Item (Clothing or Home Design Item)

## **LEVEL 3 (State Fair Eligible, Garment is State Fair Fashion Show Eligible)**

- Class 5 Level 3 Knitted Clothing - 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.
- Class 6 Level 3 Knitted Home Environment Item - 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.
- Class 7 Level 3 Machine Knitting

## **DEPT. C / DIV. 226**

### **CROCHET**

#### **LEVEL 1 (NOT Eligible for State Fair)**

- Class 901 - Slippers  
Class 902 - Mittens  
Class 903 - Hat or Head Cover  
Class 904 - Neck Scarf  
Class 905 - Other Item of wearing apparel  
Class 906 - Item other than human wearing apparel

## **LEVEL 2 (State Fair Eligible, Garment is State Fair Fashion Show Eligible)**

- Class 1 Level 2 Crocheted Clothing - Crochet garment using basic stitches [including: chain, single, double, half-double, treble] to form patterns
- Class 2 Level 2 Crocheted Home Environment Item - Crochet item using basic stitches [including: chain, single, double, half-double, treble] to form patterns

## **LEVEL 3 (State Fair Eligible, Garment is State Fair Fashion Show Eligible)**

- Class 3 Level 3 Crocheted Clothing - Crochet garment using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.
- Class 4 Level 3 Crocheted Home Environment Item - Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

# **QUILT QUEST**

## **QUILT QUEST GUIDELINES**

- Learn about design elements, design principles, and applications; Construct a quilt from start to finish; Explore quilt science applications in other media.
- In Quilt Quest, 4-H Members learn skills as they progress through the project. The beginner 4-H exhibitor will select fabric, cut, and sew together only squares or rectangles in making the quilt top. They may have additional guidance in piecing the quilt block and layering together the quilt top, inner batting and the quilt bottom. Another person can do the quilting for them.
- In the Premier class, the 4-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.
- **All entry cards and support information must be attached using a safety pin. No straight pins.**
- 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 collections include:
  - **Jelly Rolls** are made of up to 40 different strips of 2 1/2" 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, beginning 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.
  - **Honey Buns** are made like the Jelly Rolls with 1 1/2" strips of fabrics.
  - **Layer Cakes** are 10" squares of fabric from a manufactured designer or fabric line with different pieces of fabric "layered" on top of one another to look like a piece of cake.
  - **Charm Packs** are made of 5" squares of coordinating fabric and may be tied up with a string or scrap of fabric.
  - **Candies** are 2 1/2" squares of fabric from a manufactured designer or fabric line.
  - **Turnover** is a collection of coordinating fabrics that are cut into 6" triangles.
  - **Fat Quarters** are 1/2 yard cuts of fabric which are cut in half to make a rectangle that is approximately 18"x21". (One half yard of fabric yields 2 fat quarters). The "fat quarter" can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
  - **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-H Member must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.
- After fabric selection, 4-H members can use a variety of tools for cutting the fabric and completing the quilt. Cutting into pattern pieces may include hand roller die cutting machines that cut particular shapes which can be applied to fabric. This is allowed in the construction of the quilt.
  - A quilted exhibit is made up of at least 3 layers. Exhibits must be quilted or tied through all layers.
  - Fleece blankets are not eligible in this division.
  - Quilts must have a permanent label on the back in the bottom right corner with quilter's name and date of completion.
  - Scoresheets, forms, contest study materials, and additional resources can be found at:
- Quilt Quest: <https://go.unl.edu/ne4hquilting>
- Home Design & Restoration:

- <https://go.unl.edu/ne4hhomeenvironment>
- Educational Resources can be found at:
- Quilt Quest:  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/37](https://4hcurriculum.unl.edu/index.php/main/program_project/37)
- Home Design & Restoration:  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/48](https://4hcurriculum.unl.edu/index.php/main/program_project/48)

## DEPT. C / DIV. 229

### QUILT QUEST

#### EXPLORING QUILTS [Scoresheets SF208B & SF208C]:

- Class 10 Exploring Quilts. Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to, language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math-conversion of quilt patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt such as Baltimore album quilts, or Amish quilts. Exhibit may be a 14"x22" poster, notebook, CD, Powerpoint, Prezi, DVD, YouTube, or other technique. All items in an exhibit must be attached together and labeled. No quilted items should be entered in this class.
- Class 20 Quilt 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 project. Please note this is in the Home Environment Information Sheet. Exhibits without supporting information will be dropped a ribbon placing. (Information sheet & supporting information found at: <https://4hfairbook.unl.edu/fairbookview.php/rules>)
- Class 30 Computer Exploration: Poster or notebook with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information on type of program used, process used to generate designs, or how you used color to create different quilt designs. Size of poster or notebook to be suitable for the exhibit.

#### BARN QUILTS [Scoresheet SF208B]:

- A BARN QUILT is a large board that is painted to look like a quilt block. Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete the project. Tag templates can be found on the 4-H State Fair website, please note that this is in Home Environment information sheet: <https://4hfairbook.unl.edu/fairbookview.php/rules> Exhibits without supporting information will be dropped a ribbon placing.
- Class 21 Barn Quilt created that is less than 4'x4'
- Class 22 Barn Quilt created that is 4'x4' or larger

#### QUILTED EXHIBITS [Scoresheets SF208A, SF208D, SF208E]:

- 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 3 or more layers. All quilted exhibits must be quilted (machine or hand) or tied. All quilt piecing and finishing must be the sole work of the 4-H member. Quilting, whether machine or hand quilted, may be done by another individual, except for the Premier Quilt class. No pre-quilted fabric may be used. Wall quilts must have a hanging sleeve on the back of the quilt or some method for hanging. All quilted exhibits must be clean and finished for intended purpose.
  - **Include** on a half sheet of 8 ½" x 11" paper, an explanation answering the following questions: A) How did you select the design and fabrics? B) Did you use a kit, jelly roll, charm squares, etc.? C) Explain what you did and what was done by others? D) What did you learn that could be used on your next project? D) (for Class 42 only) Why was the quilt constructed and who will receive the donated quilt?
- Class 40 Wearable Art – Quilted clothing or clothing accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H member. On a half sheet of 8 ½ x 11 inch paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.
- Class 41 Inter-Generational Quilt – A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8 ½ x 11 inch paper, include an explanation answering the following questions: A) How was the quilt planned and who

did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you learn that you can use on your next project?

- Class 42 Service Project Quilt - A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 ½ x 11-inch paper, include an explanation answering the following questions: A) Why was the quilt constructed and who will receive the donated quilt? B) How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? D) What did you learn that you can use on your next project?

#### QUILTED EXHIBITS – PIECED QUILTS MADE UP OF SQUARES AND/OR RECTANGLES [Scoresheet SF208A]:

- Class 50 Small: Length + Width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
- Class 51 Medium: Length + Width = 61" to 120" Class 52 Large: Length + Width = over 120"

#### QUILTED EXHIBITS – ADDITIONAL METHODS [SF208A]:

- In addition to any of the methods in classes 50–52, quilts may have triangles, and/or may be embroidered.
- Class 60 Small - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
- Class 61 Medium - length + width = 61" to 120".
- Class 62 Large - length + width = over 120".
- 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 handling 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.
- Class 70 Small - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
- Class 71 Medium - length + width = 61" to 120"
- Class 72 Large - length + width = over 120"

#### PREMIER QUILT [Scoresheet SF208A]:

- Entire quilt is the **sole work** of the 4-H'er, 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.
- Class 80 Hand quilted
- Class 81 Sewing machine quilted
- Class 82 Long arm quilted – non computerized/hand guided.
- Class 83 Long arm quilted – computerized

# ENVIRONMENTAL EDUCATION & EARTH SCIENCE

## CONSERVATION, WILDLIFE & SHOOTING SPORTS

### CONSERVATION, WILDLIFE & SHOOTING SPORTS GUIDELINES

- Conservation, wildlife and shooting sports give 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 taking into account the different laws that surround those areas.
- **NO FIREARMS OR ITEMS WITH A BLADE** (broadheads, 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.
- **Show What You Did and Learned:** All 4-H members must show evidence of their personal field experiences, studies 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.
- **Proper Credit:** Show proper credit by listing the sources of plans or other supporting information used in exhibits.
- **Exhibitor Info:** The 4-H member's name, county, and age must be on the back or bottom of all displays.
- **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.
- **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)
- **Nebraska Extension Publications:** <https://extensionpubs.unl.edu/>
- **Exhibit Size Guidelines:**
  - **Board and Poster Exhibits:** Mount all board exhibits on 1/4" plywood, Masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22" by 28") but half size is recommended (22" by 14").
  - **All Other Exhibits:** Exhibits other than poster/display board should not exceed 48" x 48" 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, 4-H members have the option to create a poster or another suitable substitute for the exhibit, instead of exhibiting the project itself.
- Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hconservation-wildlife-shooting>
- Educational Resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/186](https://4hcurriculum.unl.edu/index.php/main/program_project/186)

### DEPT. D / DIV. 340

### WILDLIFE AND HOW THEY LIVE

#### GENERAL INFORMATION / Scoresheets SF154-163:

Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife habitat, or related conservation. No domestic livestock, pets, or insects allowed. Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.

Class 1 **Mammal Display:** Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.

Class 2 **Bird Display:** Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.

Class 3 **Fish Display:** Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.

Class 4 **Reptile or Amphibian:** Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.

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

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

Class 6 **Wildlife Tracks:** Board or diorama-type exhibit. Make a display of animal tracks using plaster-of-paris casts. 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, but not required.

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

Class 7 **Wildlife Knowledge Check:** Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife

related knowledge. Plan size and structure to facilitate transportation and display; maximum size 24 x 24 inches.

- Class 8 Wildlife Diorama: Exhibit must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. EXAMPLE: show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer. Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.
- Class 9 Wildlife Essay: Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about ethics, proper behavior in the outdoors, hunting, or fishing. The essay is between 100 and 1000 words long and typed, double spaced on 8 ½ x 11 paper. You might use books, magazines or personal interviews as resources, but you must give full credit to all sources by listing them.
- Class 10 Wildlife Values Scrapbook: Make a scrapbook about the various values of wildlife. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be the Wildlife Conservation project booklet (4-H 125).
- Class 11 Wildlife Arts: The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

## DEPT. D / DIV. 341

### OUTDOOR ADVENTURES

[Scoresheet SF281]

#### LEVEL 2

- Class 1 Poster: Create a poster display no larger than 22" X 28". 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.
- Class 2 Journal/Binder: 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" X 16".
- Class 3 Camping/Hiking Safety: 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. Exhibits measure no larger than 18" X 24".
- Class 4 Digital Media: 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.

- Class 5 Other Camping Items: 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. Exhibits measure no larger than 18" X 24".

#### LEVEL 3

- Class 6 Poster: Create a poster display, no larger than 22" X 28". Topics may include but not limited to one of the following; Topographic map, backpacking trip plan, camp layout, plan an expedition (can be dreamed or lived), collection of photos from your expedition, trails hiked, cost comparison of rental vs purchase or using GPS/compass.
- Class 7 Journal/Binder: Written report of actual, virtual or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.). Explain growth in project, challenges in leading a group, teaching others about wildlife and nature identification and "Leave No Trace." Exhibits measure no larger than 16" X 16".
- Class 8 Expedition Safety: Must include an explanation of use of items, why selected/purpose of item, how it meets hiking/camping/expedition needs. May include, but are not limited to; travel sized edible plants, creepy crawly guide, tent repair kit, travel first aid kit or weather/water safety. Exhibits measure no larger than 18" X 24".
- Class 9 Digital Media: Use digital media to show video/slideshow/presentation of one of the following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition 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.
- Class 10 Other Expedition Items: Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to; nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a re-sealable plastic bag with ingredients, instructions, and nutritional facts included). Exhibits measure no larger than 18" X 24".

## DEPT. D / DIV. 342

### WILDLIFE HABITAT

[Scoresheets SF165-167]

- Class 1 Houses: Make a house for wildlife. EXAMPLES: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house/no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information:
- 1) The kinds of animal(s) for which the house is intended,
  - 2) Where and how the house should be located for best use,
  - 3) Any seasonal maintenance needed, and
  - 4) Any evidence of your personal observations or experiences.
- \*Tip: Check NebGuide on bird houses and shelves.
- Class 2 Feeders/Waterers: Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders are acceptable. No insect feeders. Include the following information:
- 1) The kinds of animal(s) for which the water/feeder is intended,
  - 2) Where and 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.
- Class 3 Wildlife Habitat Design Board or Poster Exhibit: Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one.



## DEPT. D / DIV. 343 HARVESTING EQUIPMENT

[Scoresheets SF168-171]

- Class 1 Fish Harvesting Equipment: Board Exhibit: Display of equipment used in fish harvesting. EXAMPLES: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed. Include in your exhibit the following information:
- 1) The purpose of each item,
  - 2) When or where each item is used, and
  - 3) Any personal experiences you've had with the item(s).
- Class 2 Build a Fishing Rod: Rod building kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches length. Exhibit must be mounted on a board. Include with the exhibit:
- ✓ Explanation of cost of materials/components, where materials/components were purchased, how many number of 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 seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon or silk thread.
  - ✓ Exhibit will be judged on: workmanship, labeling of parts, information, and neatness.
- Class 3 Casting Target: Make a casting target for exhibit and use. Target must be under 48" x 48". The bullseyes must be 2 feet 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.
- Class 4 Wildlife Harvesting Equipment Board Exhibit: Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use 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).
- Class 5 Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory: Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could be wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Have your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype and any adjustment you made.

## DEPT. D / DIV. 346

### TAXIDERMY

[Scoresheet SF172]

- Class 1 Tanned Hides: Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information:
- 1) The animal's name
  - 2) Information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.
- Class 2 Taxidermy: Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information:
- 4) The animal's name
  - 5) Information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

## DEPT D / DIV. 361

### OTHER NATURAL RESOURCES

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

## DEPT. D / DIV. 347 SHOOTING SPORTS

### SHOOTING SPORTS GUIDELINES

GENERAL INFO [Scoresheets SF250-258]

- 4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, black powder/ muzzleloader, and /or hunting skills. **NO firearms nor live ammunition can be entered as an exhibit; however information can be shared through pictures.** Classes 4-9 can be entered by anyone in the conservation and wildlife area.
- Class 1 Shooting Aid or Accessory: Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, or plans you adapted, what the item is and used for.
- Class 2 Storage Case: 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.
- Class 3 Practice Game or Activity: Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials 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.
- Class 4 Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display: Choose a specific area of shooting sports and share how it has advanced, include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½ x 11 paper.
- Class 5 Healthy Lifestyles Plan: Include a shooter's (hiker's camper's, angler's) diet and exercise plan, and how the 4-H member will benefit or improve form following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.
- Class 6 Citizenship/Leadership Project: Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports, 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.
- Class 7 Career Development/College Essay, Interview or Display: Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1,000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.
- Class 8 Community Vitality Display: Explore the difference shooting sports and hunting make in keeping Nebraska vibrant especially in rural area. Present facts and research in an interesting way for the public to learn from.
- Class 9 Ag Literacy-Value Added Agriculture Interview or Research Project: Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc... Present finding in an interesting way for the public to learn from.

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# ENTOMOLOGY

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### ENTOMOLOGY GUIDELINES

- Entomology exhibits give 4-H'ers the opportunity to demonstrate their knowledge about insects and insect displays. This category has multiple projects that allows 4-H'ers to progress over numerous years. For help getting started with this project contact the Washington County Extension Office.
- 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" high X 18" wide, and landscape orientation.
- Purchase of commercially-made boxes is allowed.
- All specimens are to be pinned and labeled by the exhibitor. No purchased specimens allowed.
- No projects over 50 pounds allowed.
- Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hentomology>
- Educational materials found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/61](https://4hcurriculum.unl.edu/index.php/main/program_project/61)

## DEPT. H / DIV. 800

### ENTOMOLOGY

#### GENERAL INFORMATION [Scoresheets SF186-191]:

- Learn the difference between an insect and a bug; Identify insect parts and know why each is important; Find and examine bugs and insects in the field; Design your own or create a home for an insect; Make an insect collection; Learn how to identify and classify insects; Complete an insect collection table; Record insect observations.
- Class 1 Entomology Display/First Year Project: Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.
- Class 2 Entomology Display / Second Year Project: Collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit 2 boxes.
- Class 3 Entomology Display / Third or More Year Project: Collection to consist of minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of previous year. Limit 3 boxes.
- Class 4 Special Interest or Advanced Insect Display: 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 names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insets 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, insect galls, insect from goldenrod, insect pollinators. etc.).
- Class 5 Insect Habitats: 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:
- Nebraska Extension NebGuide: Creating a Solitary Bee Hotel
  - University of Minnesota: Wild Bees and Building Wild Bee Houses
  - National Wildlife Federation: How to Provide Water in Monarch Gardens
- Class 6 Macrophotography: Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they made. All exhibit prints should be either 8" x 10" or 8 1/2" x 11" and mounted on rigid, black 11"x14" poster or matt board. Either orientation is acceptable. No frames or mat board framing are 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.
- Class 7 Insect Poster/Display Exhibits: Exhibits can be posters or

three-dimensional displays, and artistic creativity is encouraged. Posters should be no larger than 22" x 28". 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" x 28" area.

- Class 8 Reports or Journals: 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 of time 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.

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## FORESTRY

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### FORESTRY GUIDELINES

- This category provides 4-H'ers 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'ers. In addition, participants 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)
- The official reference for all forestry projects is The Tree Identification Manual 4-H 332 which was recently revised and is available for purchase from UNL Marketplace: <https://marketplace.unl.edu/extension/4h332.html> Other helpful forestry references include The Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431), and Plant a Tree (EC 17-11-80).
- Board Displays must be made from wood or wood composite, e.g. plywood, fiberboard, or Masonite, 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
- Poster Displays must be made from a material, e.g. foam board or poster board that will stand upright without buckling, and be no larger than 24" x 24".
- Book Displays must measure no more than 16" x 16".
- At least 5 of the 10 samples in Class 2, 3, 4, and 6 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e., Acer platinoids. All samples must be from trees, NO shrubs. If more than 10 samples are included in the display, only the first 10 samples from the current year will be judged.
- Remember that other general labeling standards apply, for example, scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names, (e.g. Norway Maple) even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is Acer platinoids and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.

- How well the exhibitor follows written directions is an important factor in judging.
- Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hforestry>.
- Educational materials found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/65](https://4hcurriculum.unl.edu/index.php/main/program_project/65).

## DEPT. D / DIV. 320

### FORESTRY

[Scoresheets SF31-40]

Class 1 Design Your Own Exhibit – Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wildfire, forest products, forest wildlife, or forest pest. The only requirement is that the display must be no larger than 24 inches by 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used, but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.

Class 2 Leaf Display – The leaf display must include samples of “complete leaves” from at least 10 different tree species. The display must include at least two samples of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried and mounted.

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

Class 3 Twig Display - The twig display must include twig samples from at least 10 different tree species. The display must include at least two samples of opposite and alternate leaf arrangements from broadleaf trees.

- **Collection:** Twig samples should be collected during the dormant season. (November – April) when the buds are mature. Twig samples must be at least 6 inches long and exhibit buds. Leaves must be removed and side branches must be trimmed to less than 1 inch in length. All collection must be done by the exhibitor.
- **Mounting:** Twigs must be mounted on a display board. Any method (e.g. wire, glue, tape, staples, plastic bags, etc.) may be used to mount twigs, but be sure all their features can be clearly identified. The non-terminal ends must be cut at a slant so the pith can be seen.
- **Labeling:** The label for each sample must include:
  - 1) Common name
  - 2) Scientific name
  - 3) Leaf arrangement (for broadleaf trees)
  - 4) Collector's name

- 5) Collection date
- 6) Collection location (be specific, state and county at a minimum)

- **Supplemental information**, for example, general uses, tree characteristics, etc., may be included with the display to enhance its educational value.

Class 4 Seed Display – The seed display must include seed samples from at least 10 different tree species.

- **Collection:** Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while red oak acorns do not mature until September. Seed samples should be free of insect or disease symptoms. Remember to display the seeds not fruit. For example, the seed of honey locust 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 exhibitor.
- **Mounting:** Seeds may be displayed in a variety of ways. E.g. mounted on a display board, displayed in jars in a rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like.
- **Labeling:** The labels for each sample must include:
  - 1) Common name
  - 2) Scientific name
  - 3) Type of fruit, if known (e.g. -samara, pod, nut, legume, etc)
  - 4) Collector's name
  - 5) Collection date
  - 6) Collection location (be specific, state and county at a minimum)
- **Supplemental information**, for example, maturity date, average number of seed in the fruit, etc., may be included with the display to enhance educational value.

Class 5 Wood Display – The wood display must include wood samples from at least 10 different tree species.

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

Class 6 Cross-Section Display - Display a disc cut from a tree species listed in 4H 332. The sample must be collected by the exhibitor within one year of the judging day. The disc must measure 6 to 12 inches in diameter and 1 to 3 inches thick. The bark should be firmly attached, which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. The disc may be treated with a clear finish, but treat both sides to minimize warping. Some cracking or checking can be expected and is allowed.

- **Labeling:** The following parts must be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification.
  - 1) pith
  - 2) heartwood
  - 3) sapwood
  - 4) one growth ring (beginning and end)

- 5) cambium
  - 6) bark
  - A separate label attached to the back of the disc must include:
    - 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)
- Class 7 **Parts of a Tree** – This project is only for ages 8 – 11. Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree:
- 1. Trunk
  - 2. Crown
  - 3. Roots
  - 4. Leaves
  - 5. Flowers
  - 6. Fruit
  - 7. Buds
  - 8. Bark
  - Identifying other internal parts, for example xylem, phloem, cambium, annual rings, etc is optional.
  - Attach a separate label on the back of the poster that includes the exhibitor's name and age.
- Class 8 **Living Tree Display** - Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old (on State Fair judging day). The display container must contain at least 8 inches of soil (potting mix or suitable natural soil) have drainage holes and a drain pan to catch drainage water.
- **Labeling:** A waterproof label must be attached and include:
    - 1) Common name
    - 2) Scientific name
    - 3) Seed treatments (if any)
    - 4) Planting date
    - 5) Emergence date
    - 6) Exhibitor's name
  - **Supplemental information about the tree** (e.g. where the seed was collected, growth measurements, uses for that species, etc.) may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging.
- Class 9 **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 by 22 inches by 28 inches. Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 22" x 28" 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.
- Class 10 **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 by 24 inches by 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.
  - Attach a separate label on the back of the display that includes the exhibitor's name and age.
- Class 11 **Wildfire Prevention Poster:** 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 exhibitor's name and age.
- 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.
- Class 12 **Sustainable Landscape Diorama:** Box must be no larger than 24" x 24". 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.
- 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.
  - 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.
- Class 13 **Tree Planting Project Display:** 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 by 24 inches by 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.
- Labeling: the following information about the tree must be included in the display: 1. common name 2. scientific name 3. planting location 4. planting date 5. tree source 6. planter's name 7. proper tree planting steps 8. tree care (after planting)
  - Supplemental information about the tree: 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.



# HEALTHY LIFESTYLES

## FOOD & NUTRITION

### FOOD & NUTRITION GUIDELINES

All entries must include supporting information. Each recipe may be used in only ONE Division/Entry.

- A. 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'ers 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.
- B. Supporting Information: Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place food on the appropriate sized 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'ers name and county.
- C. Criteria for Judging: Exhibits will be judged according to score sheets available at <http://4h.unl.edu/fairbook>. Make 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.
- D. Projects: Exhibits should be entered using a disposable pan or plate and covered by a plastic self-sealing bag. The State Fair or County Fair staff are not responsible for non-disposable containers, lost bread boards, china, or glassware.
- E. Ingredients: Any ingredient that the 4-H'er 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.
- F. 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 cheese 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 toppings (cheese mixed into baked goods is considered safe and will be accepted)
  - Uncooked fruit toppings (i.e., fresh fruit tart).
- G. Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hfood-nutrition>

### DEPT. E / DIV. 350

### GENERAL FOODS & NUTRITION

[Scoresheets SF122, SF152, SF251]

- Class 1 Food Science Explorations: Open to any 4-H'er enrolled in a Foods and Nutrition project. Show the connection between food and science as it relates to food preparation, food safety, or food production. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer-based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit

display, a written report in portfolio or notebook. Consider neatness and creativity.

- Class 2 Foods and Nutrition Poster, Scrapbook or Photo Display: Open to any 4-H'er enrolled in a Foods and Nutrition project, involving a nutrition or food preparation 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 reports to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer-based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
- Class 3 Physical Activity and Health Poster, Scrapbook or Photo Display: Open to any 4-H'er enrolled in a Foods and Nutrition or Food Preservation project. 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 reports to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer-based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
- Class 4 Cooking Basics Recipe File 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'er is in the project, with year clearly marked on recipes. Display in a recipe file or binder. Be sure to include the number of servings or yield of each recipe. This may be a continued recipe file project from the previously used 4-H curriculum before 2018. Exhibits that include recipes with alcohol (wine, beer, rum, etc.) will be disqualified.

### DEPT. E / DIV. 401

### COOKING 101

GENERAL INFORMATION [Scoresheets SF16-121, SF124]:

- Learn how to use MyPlate; Learn how to avoid spreading germs while cooking; Learn how to measure and mix ingredients; Learn how to test baked goods for doneness; Learn how to brown meat; Learn how to set the table for a family meal.
- Educational resources found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/194](https://4hcurriculum.unl.edu/index.php/main/program_project/194)

### (NOT Eligible for State Fair)

- Class 901 Cookies (any recipe / 4 on a paper plate)  
Class 902 Muffins (any recipe / 4 on a paper plate)  
Class 903 No Bake Cookies (any recipe / 4 on a paper plate)  
Class 904 Cereal Bar Cookie (any cereal based recipe made in pan and cut into bars or squares for serving / 4 on a paper plate)  
Class 905 Granola Bars (any recipe / 4 on a paper plate)  
Class 906 Brownies (any recipe / 4 on a paper plate)  
Class 907 Snack Mix (any recipe / at least 1 cup in self-sealing plastic bag)

### DEPT. E / DIV. 410

### COOKING 201

GENERAL INFORMATION [Scoresheets SF123-124, SF129, SF133- 134, SF136, SF142]:

- Understand and prevent foodborne illnesses; Learn how to thaw foods; Learn proper knife techniques; Learn how to read Nutrition Fact labels; Learn how to make soups, rice, pasta, and other foods.
- Class 1 Loaf Quick Bread any recipe, at least ¾ of a standard loaf displayed on a paper plate. Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately 8 ½" x 4 ½"

or 9" x 5". If mini-loaf pans are used for exhibit, two loaves must be presented for judging.

- Class 2 Creative Mixes any recipe, at least 3/4 of baked product or 4 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, sweet rolls made from readymade bread dough, monkey breads from biscuit dough, streusel coffee cake from a cake mix, etc. Write what you learned about making this product using a mix instead of a homemade recipe or recipe "from scratch". Does it make it better or easier to use a convenience product or mix? Why or why not?
- Class 3 Biscuits Or Scones 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.
- Class 4 Healthy Baked Product 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.).
- Class 5 Coffee Cake any recipe or shape, non-yeast product - at least 3/4 of baked product. May be baked in a disposable pan.) Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201.
- Class 6 Baking With Whole Grains any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate. May be baked in a disposable pan. Recipe must contain whole grains as part of the ingredients. (Ex. whole wheat applesauce bread, peanut butter oatmeal cookies, etc.)
- Class 7 Non-Traditional Baked Product 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 ¾ baked product, or 4 muffins or cookies on a paper plate or in a disposable pan. Entry must include supporting information that discusses alternative preparation method and how it compares with traditional method.

## DEPT. E / DIV. 411

### COOKING 301

#### GENERAL INFORMATION / Scoresheets SF137-138 & SF141:

- Practice making bread, grilling meats, vegetables, and fruit; Learn how to and practice making butter; Learn about yeast, gluten, and different types of fats.
- Class 1 White Bread any yeast recipe, at least 3/4 of a standard loaf displayed on a paper plate. [Scoresheet SF138]
- Class 2 Whole Wheat Or Mixed Grain Bread any yeast recipe, at least 3/4 of a standard loaf displayed on a paper plate. [Scoresheet SF138]
- Class 3 Specialty Rolls any yeast recipe, 4 rolls on a paper plate. May be sweet rolls, English muffins, kolaches, bagels, or any other similar recipe that makes individual portions. [Scoresheet SF138]
- Class 4 Dinner Rolls any yeast recipe, 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks, or any other type of dinner roll. [Scoresheet SF138]
- Class 5 Specialty Bread any yeast recipe, includes tea rings, braids, or any other full-sized specialty bread products. Must exhibit at least ¾ of a full sized baked product. May be baked in a disposable pan. [Scoresheet SF141]
- Class 6 Shortened Cake Must exhibit at least ¾ 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 or egg white based frostings allowed).

## DEPT. E / DIV. 412

### COOKING 401

#### GENERAL INFORMATION / Scoresheets SF138 & SF143-147:

- Learn about herbs and spices; Learn how to make ethnic foods; Practice making cakes, candy, pastries, and pies.
- Class 1 Double Crust Fruit Pie – 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- or 9-inch disposable pie pan is recommended. [Scoresheet SF144]
- Class 2 Family Food Traditions – any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Any baked item associated with family tradition and heritage. Entry must include (A) recipe, (B) tradition or heritage associated with preparing, serving the food, (C) where or who the traditional recipe came from. [Scoresheet SF145]
- Class 3 Ethnic Food Exhibit – any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. The name of the country, culture or region should be included as part of the supporting information with the recipe, as well as background information about the country or culture the food item is representing. [Scoresheet SF146]
- Class 4 Candy – any recipe, 4 pieces of candy on a paper plate or ½ 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. [Scoresheet SF147]
- Class 5 Foam Cake – original recipe (no mixes) of at least ¾ of the cake. Foam cakes are cakes that have a high ratio of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed). [Scoresheet SF138]
- Class 6 Specialty Pastry – any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Baked items such as pie tarts, puff pastry, phyllo doughs, 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. [Scoresheet SF143]

## DEPT. E / DIV. 405

### THE CLASSICS

#### GENERAL INFORMATION / Scoresheets SF117, 118, 121, 123, 124, 129, 133, 137, 143, 148, WCF Decorated Cake:

- Entry limit is TWO TOTAL in the Classic Division / ONE entry per class limit.
- (NOT Eligible for State Fair)**
- Class 901 Cookies / SF118: Any recipe / 4 on a paper plate
- Class 902 Muffins / SF124: Any recipe / 4 on a paper plate
- Class 903 No Bake Cookies / SF121: Any recipe / 4 on a paper plate
- Class 904 Brownies/Bars / SF117: Any recipe / 4 on a paper plate
- Class 905 Coffee Cake / SF129
- Class 906 Shortened Cake / SF137
- Class 907 Foam Cake / SF148
- Class 908 Specialty Pastry / SF143
- Class 909 Quick Bread / SF123
- Class 910 Decorated Cake/Cupcake 1 / WCF Decorated Cake: Cut and/or decorated w/out tips.
- Class 911 Decorated Cake/Cupcake 2 / WCF Decorated Cake: Decorated with tips.

## FOOD PRESERVATION GUIDELINES

Learn how to safely freeze foods and maintain quality; Learning how to use frozen foods in healthy recipes; Learn how to safely dry foods and maintain quality; Learn how to use dried foods in healthy recipes; Learn how to safely preserve fruits, tomatoes, fruit spreads, and pickles; Learn how to use home-canned foods in healthy recipes; Learn how to safely preserve tomatoes, vegetables, and meats

- A. 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 container disqualifies entry.

- B. **Jars & 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.
- C. **Current Project** - All canning must be the result of this year's 4-H project.
- D. **Criteria for Judging** - Exhibits will be judged according to score sheets available at 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/canning#elevation> for your county's altitude and how that affects food processing times and pounds of pressure.
- E. **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. Exhibit 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.
- F. **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:
- 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning)
  - USDA Guide to Home Canning [https://nchfp.uga.edu/publications/publications\\_usda.html](https://nchfp.uga.edu/publications/publications_usda.html)
  - Nebraska Extension's Food Website <https://food.unl/food-preservation> or Extension publications from other states
  - Ball Blue Book (published after 2009)
- G. All exhibits must include the 4-H Food Preservation Card (<https://go.unl.edu/fillablepreservationcard>) attached to the project as the required supporting information or include following information with exhibit:
- Name of product
  - Date preserved
  - Method of preservation (pressure canner or water bath canner)
  - Type of pack (raw pack or hot pack)
  - Altitude (and altitude adjustment, if needed)
  - Processing time
  - Number of pounds of pressure (if pressure canner used)
  - Drying method and drying time (for dried food exhibits)
  - Recipe and source of recipe (if a publication, include name and date)

## DEPT. E / DIV. 406

### FOOD PRESERVATION

#### 1 - FREEZING PROJECT [Scoresheet SF155]

- Class 1 **Baked Item Made With Frozen Produce** 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 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.

## DEPT. E / DIV. 407

### FOOD PRESERVATION

#### 2 - DRYING PROJECT [Scoresheets SF149, SF154, SF156]

- Class 1 **Dried Fruits** exhibit 3 different examples of 3 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.
- Class 2 **Fruit Leather** exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.

- Class 3 **Vegetable Leather** exhibit 3 different examples of 3 different vegetable or vegetable/fruit leather combo. Place a 3-4" sample of each leather together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- Class 4 **Dried Vegetables** exhibit 3 different samples of 3 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.
- Class 5 **Dried Herbs** exhibit 3 different samples of 3 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.
- Class 6 **Baked Item Made With Dried Produce/Herbs** any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate. May be baked 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.

## DEPT. E / DIV. 408

### 3 - BOILING WATER CANNING PROJECT

[Scoresheets SF150 & SF153]

- Class 1 **Jar Fruit Exhibit** - one jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 2 **3 Jar Fruit Exhibit** - 3 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 the boiling water bath according to current USDA recommendations.
- Class 3 **1 Jar Tomato Exhibit** - one jar of a canned tomato product. Entry must be processed in a boiling water bath according to current USDA recommendations.
- Class 4 **3 Jar Tomato Exhibit** - 3 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.
- Class 5 **1 Jar Pickled Exhibit** - one jar of a pickled and/or fermented product. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 6 **3 Jar Pickled Exhibit** - 3 jars of different kinds of canned pickled and/or fermented products. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 7 **1 Jar Jelled Exhibit** - one jar of a jam, jelly or marmalade. Entry must be processed in the boiling water bath according to current USDA recommendations.
- Class 8 **3 Jar Jelled Exhibit** - 3 different kinds of jelled products. Entry may be made up of either pints or half pints (but all jars must be the same size). Entry must be processed in the boiling water bath according to current USDA recommendations.

## DEPT. E / DIV. 414

### 4 - PRESSURE CANNING PROJECT

[Scoresheets SF150-151]

- Class 1 **Jar Vegetable Or Meat Exhibit** - one jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA recommendations.
- Class 2 **3 Jar Vegetable Exhibit** - 3 jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.
- Class 3 **3 Jar Meat Exhibit** - 3 jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.
- Class 4 **Quick Dinner** - exhibit a minimum of 3 jars to a maximum of 5 jars (all the same size) plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on a 3" X 5" file card and attach to one of the jars. Entry must be processed according to current USDA recommendations.
- Class 5 **Jar Tomato Exhibit** - one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations.
- Class 6 **3 Jar Tomato Exhibit** - 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be

# SAFETY

## DEPT. E / DIV. 440

### SAFETY GUIDELINES

- In this category 4-H'ers 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'ers 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.
- Scoresheets, forms, contest study materials, and additional resources can be found at:  
<https://go.unl.edu/ne4hsafety>
- Educational resources found at:  
[https://4hcurriculum.unl.edu/index.php/main/program\\_project/86](https://4hcurriculum.unl.edu/index.php/main/program_project/86)

#### (NOT Eligible for State Fair)

- Class 901 Safety Exhibit [SF190]: Create an exhibit that showcases what was learned in this project area.
- Class 902 Safety Poster [CF83]: Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area.
- Class 903 Safety Display [SF223]: Create a display, no larger than 24" high and 32" wide that showcases what was learned in this project area.

#### (Eligible for State Fair)

- Class 1 General Purpose First Aid Kit [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 purchased first aid kits allowed.

**Kits containing any of the following will be automatically disqualified:**

- Prescription medications: If the kit's purpose is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication.
- Materials with expiration dates on or before the JUDGING DATE: This includes sterile items, non-prescription medications, ointments, salves, etc. Materials dated month and year only are considered expired on the last day of that month.
- Any controlled substance.

- Class 2 Specific Purpose First Aid Kit [SF192]: A first aid kit is a good way to organize supplies in an emergency in a variety of 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, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4-H 425, pages 6-7 for guidance. No purchased first aid kits allowed.

**Kits containing any of the following will be automatically disqualified:**

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

medication.

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

- Class 3 Disaster Kit (Emergency Preparedness) [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 included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit.

- Class 4 Safety Scrapbook [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 1/2" x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

- Class 5 Safety Experience [SF190]: The exhibit should share a learning experience the 4-H member had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the 4-H member's role, some evidence of the 4-H 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.

- Class 6 Careers in Safety [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, some military assignments, law enforcement officers, emergency room medical personnel, fire investigator 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.

## DEPT. E / DIV. 450

### FIRE SAFETY

#### GENERAL INFORMATION [Scoresheets SF268-SF270]:

- Design a poster about fire safety; Learn to develop fire escape plans.

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

- Class 2 Fire Safety Scrapbook: The scrapbook must contain 10 news articles from print and/or internet sources about fires to residential or commercial properties or landscapes. Mount



each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The Scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½" x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

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

## DEPT. E / DIV. 469B

### MOTORIZED VEHICLE SAFETY –

### TRACTOR, ALL-TERRAIN (ATV), ETC.

#### GENERAL INFORMATION [Scoresheet WCF ATV/TRACTOR SAFETY]:

- Learn to operate a tractor safely; Understand tractor controls and safety checks.

# LEADERSHIP, CITIZENSHIP & PERSONAL DEVELOPMENT

## CITIZENSHIP

### CITIZENSHIP GUIDELINES

- 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.
- Exhibits are entered at 4-H'ers own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.
- Displays should not be larger than 22" X 28" wide. If the size needs to be a different size because the item is larger than 22" x 28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28".
- Supporting Material:** All entries must have a statement explaining:
  - The purpose of the exhibit.
  - Exhibitors are encouraged to show evidence of their personal experiences, study or observations that relate to their exhibit. This helps the judges understand what the 4-H'er did and learned in the process that led to the exhibit.
  - References: All exhibitors should reference material sources or supporting information used in exhibits. (i.e., if questions from a game were taken from an outside source, they must be referenced).
  - Identification: All entries should be labeled with the exhibitor's name, club and county.
- 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>.
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/92](https://4hcurriculum.unl.edu/index.php/main/program_project/92)

- Educational resources found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/89](https://4hcurriculum.unl.edu/index.php/main/program_project/89).

### (NOT Eligible for State Fair)

- Class 902 **Demonstration Display** – The exhibit is to be prepared on 24" high and 32" wide board, not to exceed ¼" thickness. It may include: 1) parts or system, 2) working or broken parts, or 3) a step-by-step procedure of how some repair or service job is performed. A limited number of photographs are acceptable. Actual parts or cut a-ways of parts are recommended.
- Class 903 **Restoration** – Exhibitors need to restore/overhaul/upgrade a unit to include current safety features. A report must be included, covered by clear plastic, describing costs, repair costs, and what was done. "Before" and "After" photos should be included.
- Class 904 **Poster** – 14" x 22" either vertical or horizontal arrangement. They may be in any medium – watercolor, ink, crayon, etc., so long as they are not three-dimensional.
- Class 905 **Display** – showing your features checklist used when comparing three different units.
- Class 906 **You Be the Teacher** – Educational notebook, display, collection of materials that relate to project. Include 8 ½" x 11" page describing exhibit and summary of learning.

## DEPT. A / DIV. 120

### CITIZENSHIP – PUBLIC ADVENTURES

#### GENERAL INFORMATION [Scoresheet SF182]:

- Solve real problems in your community; Discover the possibilities of democratic citizenship; Plan and conduct a project that will create, change, or improve something valuable to people.
- Class 1 **Care Package Display:** This exhibit is a display about the PROCESS of creating and giving a care package, not the actual care package. You may use a poster, Power Point or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. PowerPoint should be saved to a USB/thumb drive. You need to answer the following questions in your exhibit:
- How did you select the organization?
  - What items did you include in your care package?
  - Why did you select those items?
  - How did it feel to present your care pack to the organization?
  - What did you learn from this experience?
  - Other information that you feel is important about the care package or organization.
- Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc.
- Class 2 **Citizenship Game:** Exhibit consists of a game which could include but isn't limited to symbol flash cards, question and answer board or stimulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.
- Class 3 **Patriotic or Cultural Fine Arts:** Exhibit can be made of any art media but should tie in the relevance of the artwork to citizenship.
- Class 4 **Public Adventure Scrapbook:** Exhibit should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".
- Class 5 **Public Adventure Poster:** Exhibit should describe your Public Adventure or Service Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24" x 28".

- Class 6 Written or Recorded Stakeholder Interview: 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
- Class 7 Written Citizenship Essay: Is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words.
- Class 8 For 9th-12th Graders Only: Oral Citizenship Essay: addressing the theme "Freedom's Obligations" should be 3-5 minutes. No background music, singing or other enhancement allowed. All essays should be saved as a .wav or .mp3 file; a USB/thumb will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached.
- Class 9 Service Items: Service Items can include but aren't limited to lap quilt, Quilt of Valor, and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of whom the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.
- Class 10 4-H Club Exhibit: Exhibit should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item, care package, or Quilt of Valor.

## DEPT. A / DIV. 130

### CITIZENSHIP – SEEING i2i

#### GENERAL INFORMATION [Scoresheet SF183]:

- Discover your own family genealogy; Expand your cultural knowledge; Explore different cultures and ways of thinking.
- Class 1 Cultural Fine Arts: can be made of any art media but should symbolize what makes them unique.
- Class 2 How are we different? Interview: should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.
- Class 3 Name Art: should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.
- Class 4 Family History: depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.)
- Class 5 Exhibit depicting a cultural food: that is special to your family. Can be a story or essay.
- Class 6 "This is Who I Am" poem.
- Class 7 Poster: that depicts what you have learned through the i2i Project.
- Class 8 Biography: about an historical figure who has made a positive impact on our society or who has made a difference in the lives of others.
- Class 9 Play Script: written about a different culture.

- Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hentrepreneurship>
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/93](https://4hcurriculum.unl.edu/index.php/main/program_project/93)

## DEPT. F / DIV. 531

### ENTREPRENEURSHIP INVESTIGATION

#### GENERAL INFORMATION [Scoresheet SF181]:

- Learn about entrepreneurs; Learn about the importance of reputation; Sell your product or idea; Develop a concept; Find resources; Understand financials and feasibility; Understand marketing principles; Understand what it takes to be in business.
- Class 1 Interview an Entrepreneur: 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 plans 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 exhibit in a folder with fasteners (no side bars).
- Class 2 Social Entrepreneurship Presentation: Prepare a five slide power point presentation about a social entrepreneurship venture to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a folder with fasteners (no side bars).
- Class 3 Marketing Package (mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.
- Class 4 Sample of an Original Product with an information sheet (8 ½" x 11") answering the following questions:
- What did you enjoy the most about making the product?
  - What challenges did you have when making the product? Would you do anything differently next time? If so, what?
  - What is the suggested retail price of the product? How did you decide on the price?
  - Market analysis of the community – data gathered through a survey of potential customers. Survey at least 10 people in your community about your product.
  - How much would you earn per hour? Show how you determined this figure.
  - What is unique about this product?
- Class 5 Photos of an Original Product (mounted on a 14" by 22" poster) must include three photos of developed product and a mounted information sheet answering the following questions. If exhibiting in both Class 4 and Class 5, products must be entirely different products.
- Information sheet:
- What did you enjoy the most about making the product?
  - What challenges did you have when making the product? Would you do anything differently the next time? If so, what?
  - What is the suggested retail price of the product? How did you decide on the price?
  - Market analysis of the community – data gathered through a survey of potential customers. Survey at least 10 people in your community about your product.
  - How much would you earn per hour? Show how you determined this figure.
  - What is unique about this product?
- Class 6 Entrepreneurship Challenge - 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

# ENTREPRENEURSHIP

#### ENTREPRENEURSHIP GUIDELINES:

- Entrepreneurship exhibits help participants develop an entrepreneurial mindset. An entrepreneurial mindset is needed to tackle social issues as well as explore new business opportunities.
- 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" x 22" and may be arranged either horizontally or vertically. Poster may not use copyrighted materials, such as cartoon characters or commercial product names. Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing. Posters may include photographs, charts or examples as well as a written explanation.

presentation), report, or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned. Select five (5) challenges from the list below:

- Sell something.
- 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!
- Create an activity to teach others about entrepreneurship (color page, puzzle, game, etc.).

## LEADERSHIP

## PLANT SCIENCE

## AGRONOMY

### GENERAL INFORMATION

- Individuals in the Crop Production, Field Crops project may exhibit grain or plants to prepare an educational display representing their project. 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.
- Scoresheets, forms, contest study materials and additional resources can be found at <https://go.unl.edu/ne4hagronomy>
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/101](https://4hcurriculum.unl.edu/index.php/main/program_project/101)

### DEPT. G / DIV. 750

### FIELD CROPS

#### GRAIN or PLANT EXHIBITS

##### GENERAL INFORMATION [Scoresheet SF264]:

- A completed Crop Production Worksheet available at: <https://go.unl.edu/cropworksheet>
- <https://cropwatch.unl.edu/Youth/Documents/Crop%20Production%20Project%20Worksheet%20Final.pdf> 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

### DEPT. F / DIV. 540

### PERSONAL LEADERSHIP

##### GENERAL INFORMATION [Scoresheet WC182]:

- Poster, scrapbook, essay, or other display.

#### (NOT Eligible for State Fair)

- Class 901 Historic Leader: Visually represent a historic leader's rise and accomplishments.
- Class 902 Leadership Qualities: Research and reflect on what you believe makes a good leader and visually represent these qualities
- Class 903 Your Leadership Roles: Display your leadership roles in the clubs or organizations you are involved in.
- Class 904 Leadership in Community Service: Visually represent your process and the timeline of you leading a community service project
- Class 905 Resume: Create a resume showcasing your leadership skills and strengths
- Class 906 Design your own Exhibit: This class is for Leadership exhibits that do not fit into other categories. Entries must be appropriate for fair display and should be no larger than 24"x24". Include a brief explanation of the project and the intended purpose or message. Think about accuracy, creativity, educational value for viewers and evidence of exhibitor's personal leadership experiences and learning.

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. 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. **Place exhibit in a clear container so it can be viewed and displayed.**
- Plant exhibits, with the exception of ears of corn, must be the result of the current year's project.
- Corn - 10 ears or 3 stalks (cut at ground level with no 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" in diameter at top tied with stems about 24" long.
- Other crops (alfalfa, millet, etc.) - sheaf of stems 3" in diameter at top tied with stems cut at ground level or half size small square bale.

Class 1 Corn (includes yellow, white, pop, waxy or any other type)

Class 2 Soybeans

Class 3 Oats

Class 4 Wheat

Class 5 Any other crop (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

### DISPLAYS

##### GENERAL INFORMATION [Scoresheet SF259]:

- The purpose of the display is to tell an educational story to those that view the display.
- The display is a visual representation (pictures, charts, graphs) no larger than 28" wide by 28" tall on plywood or poster board.
- The display should be neatly titled. Make sure to label display with 4-H member's name, address, and county on back side. Explain pictures and graphs clearly and concisely.
- Consider creativity and neatness. Each display must have a one-page essay (minimum) explaining why the 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 on the outside.
- If a display does not have an essay, it will automatically be lowered one ribbon placing.

- Class 6 Crop Production Display – The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, etc.
- Class 7 Crop Technology Display – Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
- Class 8 Crop End Use Display – Display information about the final product or end uses for a crop, such as food, feed, fuel, or other products. (ie. Corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into bio-diesel, pet bedding, crayons, oil, etc.)
- Class 9 Water or Soil Display – Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.
- Class 10 Career Interview Display – The purpose of this class is to allow youth to investigate a career in agronomy. Youth 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**

The 2025 Special Agronomy Project is Sunflowers.

The Special Agronomy Project changes annually. More Information may be found at: <https://4h.unl.edu/special-agronomy-project>

### **GENERAL INFORMATION /Scoresheet SF259 & SF264:**

- 4-H members 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 determining viability of that crop in the part of the state they live.
- Each year seeds will be mailed to your local extension offices, as ordered by location. A different seed will be selected every year. 4-H members will grow seeds in their garden or pots.

- Class 11 Special Agronomy Project – Educational Exhibit: Educational exhibit based on what was learned from the project. Present information on a poster 14" X 22" 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. Refer to Scoresheet SF259 Each display must have a one-page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used.
- Class 12 Special Agronomy Project – Video Presentation – 4-H exhibitor designs 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, sounds and either a video clip, animation or voice over and/or original video clip. Any of the following formats will be accepted: mp4, .mov, .ppt, or .avi.
- Class 13 Special Agronomy Project (Freshly Harvested Crop) – Plant exhibits must be the result of the current year's project. Depending on the crop selected for the current year.
- **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" long.
  - **Other crops (alfalfa, millet, etc.)** - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level.
  - 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 hybrid, 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.

## **TALLEST CORN**

### **GENERAL INFORMATION:**

- **ENTRY LIMIT:** ONE entry per exhibitor.
- Four places (purple, blue, red and white) only will be awarded in this class.

Class 901 Tallest Corn - Class will be for the tallest corn on display at the Washington County Fair. Corn should be cut off at the roots.

# **HORTICULTURE**

## **GENERAL HORTICULTURE INFORMATION**

- Grow foliage and bulb plants indoors; Learn what houseplants need to stay healthy; Learn about growing healthy plants; Grow flowers from seeds; Learn about caring for flowers; Plant, grow, and care for annual flowers; Choose a garden site; Plan a garden; Grow vegetables; Select and purchase garden supplies; Grow transplants; Plan and plant a garden; Find out how seeds germinate; Learn what different plant parts do; Harvest and use your vegetables; Transplant plants into your garden; Grow plants from plant parts; Feed your garden; Earn money by growing vegetables; Learn about succession planting; Grow an herb garden; Find out about photosynthesis; Identify pest damage; Use intercrop and double crop planting methods; Plant a computer- planned garden; Identify plant diseases; Learn about plant scientists.
- Entries must be produced from the current year's garden.
- All vegetable exhibits will be photographed. Photos and ribbons will be displayed in 4-H club booths. Vegetables will be donated to the Washington County Food Pantry.
- 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.
- Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hhorticulture>
- Educational resources can be found at:  
<https://4h.unl.edu/preparingcutflowers> and  
[https://extensionpubs.unl.edu/publication/9000016467960/selectin\\_g-and-preparing-vegetables-herbs-and-fruits-for-exhibit](https://extensionpubs.unl.edu/publication/9000016467960/selectin_g-and-preparing-vegetables-herbs-and-fruits-for-exhibit)

## **FLORICULTURE, EDUCATIONAL EXHIBITS & HOUSEPLANTS**

### **GENERAL INFORMATION /Scoresheets SF100, SF103-107:**

- 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 by the 4-H member. Plants grown as houseplants must be used.  
NebGuide G2205 "Guide to Growing Houseplants"  
<https://extensionpubs.unl.edu/publication/g2205/html/view> and



NebGuide G837 "Guide to Selecting Houseplants"

<https://extensionpubs.unl.edu/publication/g837/html/view>

include 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.**

- Entries in Classes 60 - 66 must have been designed and planted by the 4-H member.
- 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" in any dimension of length or width (use inside opening measurement). No combination of pots may be used. All potted plants are to be in a single pot or container. Any container grown plant in Classes 60-66 that does not follow these guidelines will be dropped one ribbon placing.
- Classes 60-65 exhibitors must have and proved a saucer to catch drainage water. The 4-H member's name, age, county and years in the project(s) must be on the bottom or back of the container and saucer.

## FLORICULTURE GUIDELINES

- The cultivar or variety name must be included on all entry cards. If potted container with several cultivar or varieties, identify 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.
- For Floriculture, punch hole in the top center of entry tag, use a rubber band to securely attach entry tag to containers.
- Exhibits entered under an incorrect class number or containing an incorrect number of 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 exhibit is judged.
- All 3 or 5 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 will not be returned from State Fair.

**ENTRY LIMIT: FIVE from "ANNUALS AND BIENNIALS" (Classes 1-23) and THREE from "PERENNIALS" (Classes 30-46). ONE entry per class.**

## DEPT. G / DIV. 7701

**CUT FLOWER ANNUALS AND BIENNIALS** / 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.

[Scoresheet SF106]

- Class 1 Aster
- Class 2 Bachelor Buttons
- Class 3 Bells of Ireland
- Class 4 Browallia
- Class 5 Calendula
- Class 6 Celosia – crested or plume (3 stems)
- Class 7 Cosmos
- Class 8 Dahlia
- Class 9 Dianthus
- Class 10 Foxglove
- Class 11 Gladiolus (3 stems)
- Class 12 Gomphrena
- Class 13 Hollyhock (3 stems)
- Class 14 Marigold
- Class 15 Pansy
- Class 16 Petunia

Class 17 Salvia

Class 18 Snapdragon

Class 19 Statice

Class 20 Sunflower (under 3" diameter-5 stems, 3" or more in diameter-3 stems)

Class 21 Vinca

Class 22 Zinnia

Class 23 Any Other Annual or Biennial (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) / (do not duplicate entries in classes 1-22)

## DEPT. G / DIV. 7702

**CUT FLOWER PERENNIALS** / 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.

[Scoresheet SF106]

Class 30 Achillea/Yarrow

Class 31 Chrysanthemum

Class 32 Coneflower

Class 33 Coreopsis

Class 34 Daisy

Class 35 Gaillardia

Class 36 Helianthus

Class 37 Hydrangea (3 stems)

Class 38 Liatris (3 stems)

Class 39 Lilies (3 stems) (Not Daylilies)

Class 40 Platycodon

Class 41 Rose (3 stems)

Class 42 Rudbeckia/ Black-eyed Susan

Class 43 Sedum

Class 44 Statice

Class 45 Any Other Perennial

*(under 3" diameter – 5 stems, 3" or more in diameter – 3 stems) (do not duplicate entries in classes 30-44)*

Class 46 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" in any dimension. Do not duplicate entries in classes 1-45 with any in the group collection.

## DEPT. G / DIV. 770

### FLORICULTURE EDUCATIONAL EXHIBITS,

### BLOOMIN' BUCKETS & HOUSE PLANTS

[Scoresheets SF103-107]

**ENTRY LIMIT: An exhibitor may enter a maximum of THREE different classes, one entry per person per class, in classes 50-65 plus class 901.**

- Class 50 Flower Notebook: Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. The notebook must be the result of the current year's work. 4-Hers may show more than one cultivar of the same species, but they will only count as one species. Pictures from garden catalogs, hand drawn pictures, or photographs may be used. Each species/cultivar must be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should also be labeled as spring and summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, years in the project(s) and county must be on the back of the notebook.
- Class 51 Flower Garden Promotion Poster: Individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangements. Poster may be in any medium: water color, ink, crayon, etc. as long as they are not 3-dimensional. Posters using copyrighted material will not be accepted. The 4-H member's name, age, county and years in project(s) must be on the back of the poster. Entry card must be stapled to the upper right hand corner.
- Class 52 Educational Flower Garden Poster: Prepare a poster 14"x22"x2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flowers or houseplant project. You might

show a special technique you use or equipment you have incorporated in your garden. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled upper right hand corner. The 4-H member's name, age, years in the project(s), and county must be on the back of the poster.

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

## **BLOOMIN' BUCKETS**

[Scoresheet SF107]

### **(NOT Eligible for State Fair)**

#### Class 901 Bloomin' Buckets

- Features flowers grown in a five-gallon bucket.
- It is recommended, but not required, that the bucket should have packing peanuts in the bottom with potting soil on top to lighten the exhibit.
- Each bucket should have a hole in the bottom.
- Plants used in the display may be flowering, foliage or a combination of both. Buckets should be left plain.
- Bucket decorations will not be a part of the judging criteria.
- Each exhibit should have two sets of identification -one being the fair I.D. card and the second being an identification that would be left on the bucket. This I.D. should include the flower species and the name of the exhibitor.
- Following the judging of this class, 4-H members and the gardening committee will place these buckets around the fairgrounds for decoration.

## **HOUSEPLANTS**

[Scoresheet SF107]:

- Class 60 Flowering Potted houseplant(s) that are blooming for exhibition. Container may have one or more houseplants in container. Label with name for each plant. (Non-blooming plants will be disqualified.)
- Class 61 Foliage Potted houseplant: one variety of tropical or cacti or succulent plant. Label with name of plant.
- Class 62 Hanging Basket: of flowering and/or foliage houseplants. Container may have one or more houseplants in container. Label with name for each plant.
- Class 63 Dish Garden: An open/shallow container featuring a variety of houseplants excluding cacti and succulents. Label with name for each plant.
- Class 64 Fairy or Miniature Garden: A miniature "scene" contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bathtub, etc. Label with name for each plant.
- Class 65 Desert Garden: An open/shallow container featuring cacti and/or succulents grown as houseplants. Label with name for each plant.
- Class 66 Terrarium: A transparent container, partially or completely enclosed; sealed or unsealed. Label with name for each plant.

## **VEGETABLES, HERBS, FRUITS &**

### **EDUCATIONAL EXHIBITS**

GENERAL INFO [Scoresheets SF101-105, SF108]:

- 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 fair superintendent, volunteers or Extension staff. 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 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.

## **DEPT. G / DIV. 7731**

### **VEGETABLES**

**ENTRY LIMIT: An exhibitor may enter a maximum of FOUR different classes, one entry per person per class, in classes 201-256.**

- Class 201 Lima Beans (12)
- Class 202 Snap Beans (12)
- Class 203 Wax Beans (12)
- Class 204 Beets (5)
- Class 205 Broccoli (2)
- Class 206 Brussel Sprouts (12)
- Class 207 Green Cabbage (2)
- Class 208 Red Cabbage (2)
- Class 209 Carrots (5)
- Class 210 Cauliflower (2)
- Class 211 Slicing Cucumbers (2)
- Class 212 Pickling Cucumbers (5)
- Class 213 Eggplant (2)
- Class 214 Kohlrabi (5)
- Class 215 Muskmelon/Cantaloupe (2)
- Class 216 Okra (5)
- Class 217 Yellow Onions (5)
- Class 218 Red Onions (5)
- Class 219 White Onions (5)
- Class 220 Parsnips (5)
- Class 221 Bell peppers (5)
- Class 222 Sweet (Non-Bell) peppers (5)
- Class 223 Jalapeno Peppers (5)
- Class 224 Hot (Non-Jalapeno) Peppers (5)
- Class 225 White Potatoes (5)
- Class 226 Red Potatoes (5)
- Class 227 Russet Potatoes (5)
- Class 228 Other Potatoes (5)
- Class 229 Pumpkin (2)
- Class 230 Miniature Pumpkins (5) - (Jack Be Little Type)
- Class 231 Radish (5)
- Class 232 Rhubarb (5)
- Class 233 Rutabaga (2)
- Class 234 Green Summer Squash (2)
- Class 235 Yellow Summer Squash (2)
- Class 236 White Summer Squash (2)
- Class 237 Acorn Squash (2)
- Class 238 Butternut Squash (2)
- Class 239 Butter cup Squash (2)
- Class 240 Other Winter Squash (2)
- Class 241 Sweet Corn / in husks (5)
- Class 242 Swiss Chard (5)
- Class 243 Red Tomatoes /2"or more in dia (5)
- Class 244 Roma or Sauce-type Tomatoes (5)
- Class 245 Salad Tomatoes/under 2" dia (12)
- Class 246 Yellow Tomatoes (5)
- Class 247 Turnips (5)
- Class 248 Watermelon (2)
- Class 249 Dry Edible Beans (1 pint)
- Class 250 Gourds, mixed types (5)
- Class 251 Gourds, single variety (5)
- Class 252 Any other vegetable 2, 5, or 12 depending on vegetable size (do not duplicate entries in classes 201-251)
- Class 255 4-H Vegetable Garden Collection of Five Kinds of Vegetables: Displayed in a box not more than 24" in any dimension. Boxes may not be returned. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.
- Class 256 4-H Cultivar Vegetable Collection. Vegetables entered in the collection are 5 cultivars from a single exhibit; for example, 5 cultivars of all types of peppers, squash, onions, tomatoes, etc. Display in a box not more than 24" in any dimension. Boxes may not be returned. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not

be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.

## DEPT. G / DIV. 773

### VEGETABLE EDUCATIONAL EXHIBITS

**ENTRY LIMIT: An exhibitor may enter a maximum of ONE entry per person per class, in classes 290-294.**

- Class 290 Garden Promotion Poster: Individual poster promoting vegetable or herb gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium so long as it is not 3-dimensional. Posters using copyrighted material will not be accepted. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age and county must be on the back of the poster.
- Class 291 Educational Vegetable or Herb Garden Poster: Prepare a poster no larger than 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project the 4-H'er has done or learned about in a 4-H vegetable gardening project. One might show a special technique used or equipment incorporated in the garden (e.g. drip irrigation system, composting, or special techniques learned.) Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, county and years in project(s) must be on the back of the poster.
- Class 292 Vegetable and/or Herb Gardening History Interview: Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include one picture of the person you interviewed) of their garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, county and years in project(s) must be on the back of the report.
- Class 293 Vegetable Seed Display: Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families plus representatives from 5 other families. Group the seeds by family and type. Glue seed or otherwise fasten clear containers of seed to a board or poster mat board no larger than 22" x 24". Label each group and each individual vegetable type with the common and scientific names. Use only one variety or cultivar of each vegetable, except for beans where several examples of beans may be shown. Attach a card to the back of the display explaining why and how it is important to know which vegetables are related and 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.
- Class 294 World of Vegetable Notebook: Choose a favorite foreign cuisine and learn what vegetable and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.) Include a report telling about a minimum of 5 vegetables and/or herbs from each country chosen. Include the scientific and common names; pictures of the plants from your garden or seed catalogs; tell how they are grown; and how the foods are used. Also list a source for buying the seed or plants. Favorite recipes using some or all of the vegetables described may be included. Protect in a clear report cover or small 3-ring notebook. The 4-H member's name, age, years in the project(s), full address and county must be on the back cover of the report.

## HEAVIEST & LONGEST VEGETABLE

### GENERAL INFORMATION:

- **ENTRY LIMIT:** Maximum of THREE entries in the heaviest/longest division.
- Four places (purple, blue, red and white) only will be awarded in this class.
- Exhibitors in this class need to bring only one vegetable per entry.
- This class will not be included in the selection of the top 4-H vegetable exhibitor at the Fair.

## (NOT Eligible for State Fair)

### CLASS 903 Heaviest and Longest Vegetable

- a. Bean (longest)
- b. Beet (heaviest)
- c. Cabbage (heaviest)
- d. Carrots (longest)
- e. Cauliflower (heaviest)
- f. Cucumbers (heaviest)
- g. Eggplant (heaviest)
- h. Muskmelon (heaviest)
- i. Pumpkin (heaviest)
- j. Squash (heaviest)
- k. Sweet Corn (longest)
- l. Tomatoes (heaviest)
- m. Turnips (heaviest)
- n. Okra (longest)
- o. Onions (heaviest)
- p. Peppers (heaviest)
- q. Potatoes (heaviest)
- r. Watermelon (heaviest)
- s. Longest of "Others"
- t. Heaviest of "Others"

## DEPT G / DIV. 7732

### HERBS

#### GENERAL INFORMATION [Score sheet SF108]

- 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**. 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. No plastic containers at State Fair.

**ENTRY LIMIT: An exhibitor may enter a maximum of THREE different classes, one entry per person per class, in classes 260-268 plus class 269.**

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

## DEPT. G / DIV. 7733

### FRUITS

#### GENERAL INFORMATION [Score sheet SF108]

- 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.

**ENTRY LIMIT: An exhibitor may enter a maximum of THREE different classes, one entry per person per class, in classes 280-287, 901.**

**FRUIT EXHIBITS:** Fruits will be judged using the same general criteria used for vegetables. Fruit will be judged for the stage of maturity normal for

that season and growing location. Emphasis will be placed on how well fruit approaches market quality.

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

## DEPT. G / DIV. 775

### SPECIAL GARDEN PROJECT

The 2025 Special Garden Project is Golden Husk Cherry. The Special Garden Project changes annually. More information may be found at:

<https://4h.unl.edu/special-garden-project>

#### GENERAL INFORMATION [Scoresheets SF106, SF108-109]:

- Youth experience the opportunity to try growing a new and unusual vegetable or flower each year. The project allows experienced 4-H gardeners to grow something fun and exciting while letting those who are newer to gardening get their feet wet in the horticulture project area with a guided project experience.
  - Each year seeds will be mailed to your local extension offices, as ordered by location. A different seed will be selected every year. Youth will grow seeds in their garden or pots.
- Class 1 Special Garden Project – Educational Exhibit: Educational exhibit based on what was learned from the project. Present information on a poster 14"x22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age and county must be on the back of the poster or report cover.
- Class 2 Special Gardening Project Fresh Cut Flowers, Herbs or Harvested Vegetables - The current years' Special Gardening Project fresh cut flowers, herbs or harvested vegetables should be entered in this class.
- Refer to classes 1-44 for quantity to exhibit if Special Gardening Project is a fresh cut flower [Score sheet SF106]
  - Refer to classes 201-252 for quantity to exhibit if Special Gardening Project is a vegetable
  - Flowers and herbs must be cut, not potted.

# RANGE

## (RANGE & WEED SCIENCE)

### RANGE GUIDELINES

- Learn the names of range plants; identify and collect range plants; explore the basics of range management; study Nebraska's grassland heritage; understand plant vigor and the effects of grazing; identify range sites; calculate range conditions; understand stocking rates.
- 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.
- 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 2016), 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.

- Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hrange>.

## DEPT. D / DIV. 330

### RANGE

#### RANGE BOOKS

##### GENERAL INFORMATION [Scoresheet SF260]:

- For books, plants must be mounted on sheets that are no larger than 14" wide by 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root as well as stem and leaf tissue.
- 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 in the lower right corner of the mounting sheet.
  - Scientific names (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.

- Class 1 Value and Importance for Livestock Forage and Wildlife Habitat and Food Book: A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide, Appendix Table 1 (EC150, Revised July 201609) starting on page 42. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.
- Class 2 Life Span Book: A collection of 6 perennial plant mounts and 6 annual plant mounts selected from 'grasses' or 'forbs.'
- Class 3 Growth Season Book: A collection including 6 cool-season grass mounts and 6 warm-season grass mounts.
- Class 4 Origin Book: A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.
- Class 5 Major Types of Range Plants Book: A collection of plant mounts of 3 'grasses', 3 'forbs', 3 'grass-like' and 3 'shrubs'.
- Class 6 Range Plant Collection Book: A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

### RANGE DISPLAYS

#### GENERAL INFORMATION [Scoresheet SF259]:

- A purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" x 28" on plywood or poster board. The display should be neatly titled.
  - Label display with exhibitor's name, address, and county on back side.
- Class 7 Parts of a Range Plant Poster: Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner, including the scientific and common name of the plant. Put your name and 4-H county on the back of the poster.



## RANGE BOARDS

### GENERAL INFORMATION [Scoresheet SF260]:

- Boards should be no larger than 30" wide by 36" tall.
  - Label boards with 4-H member's name, address, and county on back.
- Class 8 Special Study Board: A display of the results of a clipping study, a degree of use study or a 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 in a sheet cover attached to the board.
- Class 9 Junior Rancher Board: 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.

## DEPT. G / DIV. 751

## WEED SCIENCE

### WEED SCIENCE GUIDELINES

- 4-H members in any Range project may exhibit a weed book or weed display. At least 15 of the specimens must represent this year's work (after the previous county fair to present day). For assistance identifying plants, participants can use the Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains Book.

### WEED SCIENCE BOOKS

#### GENERAL INFORMATION [Scoresheet SF261]:

- Plants must be mounted on sheets that are no larger than 14" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover.
- Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. Refer to Scoresheet SF261.
- Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet:

- 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,
- Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

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

Class 2 Life Span Book: A collection of 7 perennials, 1 biennial, and 7 annual weeds

### WEED SCIENCE DISPLAYS

#### GENERAL INFORMATION [Scoresheet SF259]:

- The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Explain pictures and graphs clearly and concisely. Refer to Scoresheet SF259.
  - Label display with 4-H member's name, address, and county on back.
  - 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.
- Class 3 Weed Display – The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide resistant weeds, what makes a weed a weed, or used for weeds.

# SCIENCE, TECHNOLOGY, ENGINEERING & MATH

### STEM GUIDELINES

- This department gives 4-H members an opportunity to display their knowledge and skills gained relating to computers, drones, electricity, energy, geospatial, robots, welding and woodworking. Through participation in this department, 4-H members will present their knowledge in these areas as they relate to STEM.
- The name and county of each exhibitor should appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of exhibit may be identified if the entry tag is separated from the exhibit.
- Each individual is limited to ONE exhibit per class. Exhibits may be entered and judged in one project area only.
- Several classes require a display board which has a height of 24" and not to exceed 1/4" in thickness. A height of 24-7/8" is acceptable to allow for the saw kerf (width) if two 24-inch boards are cut from one end of a 4' x 8' sheet of plywood. Nothing should be mounted within 3/4" of the top or bottom of the board. (Example: Woodworking & Electricity).
- Fabricated board such as plywood, composition board or particle-type lumber may be used for demonstration displays.
- Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
- Demonstration boards should include an overall title for the display, plus other necessary labeling.
- 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.

- Exhibitors must provide a hard copy QR code for viewing. It is recommended to test codes or links on several devices to check for appropriate permissions for public viewing.

## ROCKETS & DRONES

### ROCKET & DRONE GUIDELINES

Fly kites and launch rockets: Explore space; Learn to fly an airplane; Make a shuttle on a string; Control flight directions; Create an altitude tracker; Evaluate navigation systems; Explore pilot certification requirements.

- This category gives youth a chance to display the rockets and drones they have created. Through participation in this category 4-H'ers will show judges what they learned about and how they adapted their exhibit throughout this project. Involvement in STEM Rockets gives participants a first-hand experience in modern technology.
- Rockets must be supported substantially to protect the rocket from breakage. Rockets are to be mounted on a base that has dimensions equal or less than 12" x 12" and the base should be 3/4" thick. No metal bases. If the rocket fins extend beyond the edges of the required base (12" x 12"), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins.
- The rockets must be mounted vertically. Do not attach sideboards or backdrops to the displays. In addition, a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rockets engine mount to give added stability.

- Rockets must be equipped as prepared for launching, with wadding and parachute or other recovery system. Rockets entered with live engines, wrong base size or sideboards will be disqualified.
- A report**, protected in a clear plastic cover, must include:
  - 1) Rocket specification (include original or photo of manufacture packaging stating rocket skill level)
  - 2) Flight record for each launch (weather, distance, flight height)
  - 3) Number of launches
  - 4) Flight pictures
  - 5) Safety (How did you choose your launch site? Document safe launch, preparations, and precautions)
  - 6) Objectives learned
  - 7) Conclusions
- The flight record should describe engine used, what the rocket did in flight and recovery success. Points will not be deducted for launching, flight or recovery failures described. This includes any damage that may show on the rocket. Complete factory assembled rockets will not be accepted at the State Fair.
- Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, number of times launched and report. Three launches are required to earn the maximum launch points given on the score sheets. For scoring for the State Fair, only actual launches count, misfires will not count towards one of the required three launches.
- For self-designed rockets only, please include digital recorded copy of one flight. In the documentation, please include a description of stability testing before the rocket was flown.
- Skill level of project is not determined by number of years in project. Skill level is determined by the level listed on the manufacturing packaging.
- 4-H Rocket project levels are not intended to correspond to National Association of Rocketry model rocket difficulty ratings or levels.
- High power rockets (HPR) is similar to model rocketry with differences that include the propulsion power and weight increase of the model. They use motors in ranges over "G" power and/or weigh more than laws and regulations allow for unrestricted model rockets. **These rockets are NOT appropriate for 4-H projects and will be disqualified.**
- Posters can be any size up to 28" by 22" when ready for display. Example: tri fold poster boards are not 28" by 22" when fully open for display.
- Rockets made with plastic fins and/or plastic body tubes are County Only projects.

## DEPT. H / DIV. 850

### AEROSPACE/ROCKETS

(Scoresheets SF92 – SF93)

**(NOT Eligible for State Fair)**

Class 901 Rocket: Any Skill Level Rocket with plastic or other fin material **(Eligible for State Fair)**

Class 1 Rocket: Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or air brush.

Class 2 Aerospace Display: Poster or 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" by 22".

Class 3 Rocket: Any Skill Level Rocket with wooden fins and cardboard body tubes painted using commercial application, for example: commercial spray paint.

Class 4 Rocket: Any self-designed rocket with wooden fins and cardboard body tubes.

### DRONES

(Scoresheets SF92-SF93)

Class 5 Drone Poster: 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" by 22".

Class 6 Drone Video: 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, and drones used for structural engineering. Video should not exceed 5 minutes. Videos should be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing.

# COMPUTERS

## COMPUTER GUIDELINES

Learn about hardware and software; discuss Internet safety; create and save data; use Internet search engines; take apart a computer; participate in a chat room; create a newspaper or magazine; build your own computer system; design a website; develop a multimedia presentation; use spreadsheets.

- This category gives youth a chance to display their knowledge of computers. Through participation in this category youth will develop presentations that show judges their knowledge in the different aspects of computer science. Involvement in STEM Computers gives participants first-hand experience in modern technology.
- Demonstration boards should include an overall title for the display, plus other necessary labeling.
- Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations. Results: What you learned. All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.
- Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
- Please refer to the General Rules for the policy regarding use of copyrighted images.
- Premier 4-H Science Award is available in this area.
- Team Entries:** To qualify for entry at the Nebraska State Fair team materials entered in DEPT H., DIV 860, CLASS 7 – Maker Space/Digital Fabrication must clearly be the work of a team instead of an individual, and must have at least 5-% 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.

## DEPT. H / DIV. 860

### COMPUTERS

#### COMPUTERS: UNIT 1

GENERAL INFORMATION [Scoresheet CF83]:

- Computer Posters shall be mounted on a 14"x22" poster either in a vertical or horizontal arrangement.
- Computer posters should be based on a computer theme, such as "How a Computer Works," "How to Use a Computer," or "Computers in Action."

#### (NOT Eligible for State Fair)

Class 901 Computer Poster: Create a Poster. Examples might include hardware, software programs, how to take care of a computer, or operating systems.

Class 902 Computer Art Poster (Black and White): Exhibit should be created on at least an 8½"x11" paper using a commercially available graphics software package and a printer/plotter.

Class 903 Computer Designed Greeting Card: Exhibit will consist of six greeting cards, each for a different occasion/holiday. Exhibit should be created on 8½" x 11" paper using a commercially available graphics program and a printer/plotter. Cards should vary in folds and design. Prefabricated cards from commercially available card programs will NOT be accepted. Note which software program was used.

Class 904 4-H Promotional Flier: Create flier on 8½" x 11" page using a commercially available graphics software package. Flier can be color or black and white. Fliers can be a whole page or folded flier.

## COMPUTERS: UNIT 2

[Scoresheet SF276-277]:

- Class 1 Computer Application Notebook - 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 (I-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 (1) a detailed report describing: (a) the task to be completed, (b) the computer application software required to complete the task, (c) specific features of the computer application software necessary for completing the task (2) print out of your project. Project may be in color or black and white.
- Class 2 Produce a Computer Slideshow Presentation – Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. The Presentation should be uploaded to a video streaming application. Exhibitors must provide a hard copy QR code for viewing. A notebook with a printout of all the slides should be submitted. Slideshow should include a minimum of 10 slides and no 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 presenter. All slideshows must be uploaded.

## COMPUTER MYSTERIES: UNIT 3

[Scoresheet SF275-276 & SF1050-1051]:

- Class 3 Produce an Audio/Video Computer Presentation – Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. The presentation should be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing. 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. You may include appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip.
- Class 4 How to STEM (Science, Technology, Engineering and Math) Presentation - Youth design a fully automated 2 to 5 minute 4-H "how to" video. Submissions should incorporate a picture or video of the 4-H'er, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Videos should be designed for web viewing or may be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing.
- Class 5 Virtual Platform Presentation – Youth design a fully automated education presentation (video, notebook, poster, etc.). Videos should be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing.
- Class 6 Create a Web Site/Blog or App – Design a simple Web site/ blog or app for providing information about a topic related to youth. Examples include, using either software programs such as an HTML editor like Microsoft's FrontPage or Macromedia's Dreamweaver, and image editor like IrfanView or GIMP or online, using a WIKI such as Google Sites. If the Web site, Blog, or App isn't live include all files comprising the Web site, Blog or App should be submitted on a flash drive in a plastic case along with the explanation of why the site was created or shared through a hard copy share link or QR code for viewing. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created. Entries should be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing.
- Class 7 3D Printing: 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 the motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering project. 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? ie. 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 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 would make to improve your design.

Class 8 Maker Space/Digital Fabrication – This project is a computer generated project 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 an appropriate software used to create your finished project. Project should include a notebook with the following:

- a. What motivated you to create this project
- b. Software and equipment used
- c. Directions on how to create the project
- d. Prototype of plans
- e. Cost of creating project
- f. Alterations or modifications made to original plans
- g. Changes you would make if you remade the project

Team Entry Option: To qualify for entry at the Nebraska State Fair team materials entered in H860008 – Maker Space/Digital Fabrication 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.

# ELECTRICITY

## ELECTRICITY GUIDELINES

- In this category 4-H Members have the opportunity to create informational exhibits about the different aspects of electricity.
- Through involvement in this category 4-H Members will be better educated about electricity and be able to present their knowledge to others.
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/126](https://4hcurriculum.unl.edu/index.php/main/program_project/126)

## DEPT. H / DIV. 870

## ELECTRICITY

GENERAL INFORMATION /Scoresheets SF224-231:

- Explore electrical insulation; Learn about the effects of magnetism; Build an electromagnet or electric motor; Decode circuit diagrams; Build circuits and test voltages; Build a rocket launcher or a burglar alarm; Measure electrical usage; Replace

electrical switches; Evaluate light bulbs and test for electrical power; Explore LED's and SCR's, transistors, and the construction of an SCR intruder alarm; Learn the basics of solid-state electronics; Build a blinking flasher and an amplifier

## **ELECTRICITY: UNIT 1**

[Scoresheet SF230]:

### **(NOT Eligible for State Fair)**

- Class 901 Bright Lights: Create your own flashlight using items found around your house. Flashlights should be made out of items that could be recycled or reused. No kits please.
- Class 902 Control the Flow: Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5 volt light bulb, bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close.
- Class 903 Conducting things: Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You must find five items that are conductors and five items that are insulators. Create a table that illustrates your results.
- Class 904 Is There a Fork in the Road: Use the following items to construct one parallel and one series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5 volt light bulb.

## **ELECTRICITY: UNIT 2**

[Scoresheet SF230]

### **(NOT Eligible for State Fair)**

- Class 905 Case of the Switching Circuit: Use the following items: two D cell batteries, two battery holders, light bulb, bulb holder, a 3 inch by 6 inch piece of cardboard, six brass paper fasteners and approx. two feet of 24 gauge insulated wire to build a three way switch. Write a short essay or create a poster that illustrates how three way switches function.
- Class 906 Rocket Launcher: Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4 inches by 8 inches, single pole switch, single throw switch, normally-open push button switch, 40 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2- by 6- board 6 inches long, 1/8 inch diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8 inch and 1/4 inch drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must successfully build a rocket launcher and light two rocket igniters with your launcher. You DO NOT have to actually fire a rocket off of the launcher. Create a poster using photographs to show the "step by step process" you used to build your launcher.
- Class 907 Stop the Crime: Build an ALARM using the following materials: On-off push button switch, mercury switch, buzzer-vibrating or piezoelectric, 9-volt battery, 9-volt battery holder, 4 inch by 4 inch by 1/8 inch Plexiglas board to mount circuit on; rosin core solder, soldering gun/iron, two feet of 22 gauge wire, wire strippers, hot glue gun sticks, hot glue gun and a plastic box with a lid to mount your alarm circuit on. Create a poster using photographs to show the "step by step process" you used to build your alarm.

## **ELECTRICITY: UNIT 3**

[Scoresheets SF224-227]:

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

## **ELECTRICITY - ELECTRONICS: UNIT 4**

[Scoresheets SF228-231]:

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

# **ENERGY**

## **ENERGY GUIDELINES**

- Learn basic principles of physics, such as friction, energy, elasticity; do experiments with a radio-controlled pickup; learn about wind and its uses; design, create, build and test a wind-powered device; explore wind as a potential energy source in the community.
- This category provides 4-H'ers a way to present their ideas about renewable energy resources. Through participation in this category 4-H'ers will learn more about physics, friction, energy, and elasticity. In addition, participants will make a display to go along with their findings.
- Posters can be any size up to 28" by 22" when ready for display. Example: Tri-fold poster boards should not exceed 28" by 22" when fully open for display.
- Educational resources can be found at: <https://www.energy.gov/clean-energy> <https://www.eia.gov/energyexplained/renewable-sources/> <https://www.nrdc.org/stories/renewable-energy-clean-facts> [https://4hcurriculum.unl.edu/index.php/main/program\\_project/133](https://4hcurriculum.unl.edu/index.php/main/program_project/133)

## **DEPT. H / DIV. 900**

## **ENERGY**

[Scoresheets SF305-308]

- Class 1 Create and Compare Energy Resources Poster – 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" by 22".
- Class 2 Experiment Notebook - 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.
- Class 3 Solar as Energy Display/Poster - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. 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.
- Class 4 Water as Energy Display/Poster - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of water.
- Class 5 Wind as Energy Display/Poster - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of wind.
- Class 6 Other Nebraska Alternative Energy - Notebook should explore Nebraskan alternative energy source besides wind, water, and solar power. Include information on type of power chosen, 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, bio-diesel, methane reactors, etc.

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# GEOSPATIAL

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## GEOSPATIAL GUIDELINES

- SET Geospatial is a diverse category that includes a variety of exhibits 4-H'ers can get involved in. Through participation in this category 4-H'ers will gain more knowledge about Nebraska's rich history and diverse geography. Take close note of the rules to ensure your exhibit qualifies.
- Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
- Please refer to the General Rules for the policy regarding the use of copywritten images.
- Premier 4-H Science Award is available in this area.
- Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hgeo> and [https://4hcurriculum.unl.edu/index.php/main/program\\_project/132](https://4hcurriculum.unl.edu/index.php/main/program_project/132)

## DEPT. H / DIV. 880

### GEOSPATIAL

Scoresheets SF299-303

- Class 1 Poster – Create a poster (not to exceed 14"x22") communicating a GPS theme such as How GPS or GIS works, Careers that use GPS or GIS, How to use GPS, What is GIS, GPS or GIS in Agriculture, Precision Agriculture, or a geospatial topic of interest.
- Class 2 4-H Favorite Places or Historical Site Poster – The 4-H exhibitor identifies a favorite place or historical site (including grave sites) in Nebraska. Exhibit should include latitude and longitude, digital picture, and local area map. Poster size should not exceed 14" x 22".
- Class 3 GPS Notebook – Keep a log of at least 5 places visited using a GPS 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.
- Class 4 Geocache – Assemble a themed geocache. Each geocache should be a watertight container. It should include a log book and pencil for finders to log their visits and may include small trinket, geocoins, etc. for the finders to trade. Documentation should include a title, teaser description and the geographic coordinates of intended placement. Register the site at [geocaching.com](http://geocaching.com), include a print-out of its registry. The entry may include a photograph of the cache in its intended hiding place.
- Class 5 Agriculture Precision Mapping – 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 where applications can be purchased is acceptable) A report of how the analysis of the various data will be used to make a management decision.
- Class 6 4-H History Map – Preserve 4-H History: Nominate a Point of Interest for the 4-H History Map Project include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map please go to <http://arcg.is/1bvGogV> For more information about 4-H history go to [http://www.4-hhistorypreservation.com/History\\_Map](http://www.4-hhistorypreservation.com/History_Map) For a step by step video on nominating a point, please go to this link: <http://tinyurl.com/nominate4h> Write a brief description of historical significance of 4-H place or person. (a minimum of one paragraph)
- Class 7 GIS Thematic Map – Using any GIS software, create a thematic. Thematic maps can utilize any subject of interest to the 4-H'er. Example map would be Amelia Earhart's or Sir Francis Drake's voyage population density maps, water usage "x 11" 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" x 11" up to 36" x 24", which should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of the map.

- Class 8 Virtual Geocache – 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.

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# ROBOTICS

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## ROBOTICS GUIDELINES

- Discover the design and functions of robotic arms; Build a robotic arm that moves; Explore robot movement, power transfer, and locomotion; Design and build machines that roll, slide, draw, or move underwater; Make the connection between the mechanical and electronic elements of robots; Explore sensors, write programs, build circuits and design your own robot; Use commercial robotics kits to explore the world of robotics; Learn to program your robot using sensors, loops, and conditional statements.
- This category involves the many different aspects of Robotics. Participants will learn more about how robots are designed and developed as well as the mechanical and electronic elements of robots. Involvement in STEM Robotics gives participants a first-hand experience in modern technology.
- Posters can be any size up to 22" x 28" when ready for display. Example: tri-fold poster boards are not to exceed 22" x 28" when fully open for display.
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/136](https://4hcurriculum.unl.edu/index.php/main/program_project/136)

## DEPT. H / DIV. 861

### ROBOTICS

GENERAL INFORMATION / Scoresheets SF236-237, SF239, SF241, SF243-244:

- Youth enrolled in Virtual Robotics, Junk Drawer Robotics (Levels 1, 2, or 3), or Robotics Platforms may exhibit in any class within this division.
- **TEAM ENTRIES:** To qualify for entry at the Nebraska State Fair team materials entered in robotics classes that are clearly the work of a team instead of an individual 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.
- Creating a video of your robot in action would be helpful for the judges but is not mandatory. Present as a CD Rom with your robot entry. Videos should be uploaded to a video streaming application and exhibitors should provide a hard copy QR code for viewing.

- Class 1 Robotics Poster – Create a poster (28"x 22") communicating a robotics theme such as "Robot or Not", "Pseudocode", "Real World Robots", "Careers in Robots" or "Autonomous Robotics", "Precision Agriculture" or a robotic topic of interest to the 4-H'er.
- Class 2 Robotics Notebook – Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables or other evidence of the 4-H'ers learning experience. The notebook should contain at least three pages. Topics could include a programming challenge, programming skills, calibration, sensor exploration, or any of the topics suggested in

- Class 1. **Robotics/Careers Interview** – Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12-point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.
- Class 5 **Robotics Sensor Notebook** – Write pseudo code which includes at least three sensor activities. Include the code written and explain the code function.
- Class 7 **Kit Labeled Robot** (cannot be programmed) and Notebook – 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 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 particular form, and (4) how they problem solved any issues they might have had during building and programming. A picture story of assembly is recommended.
- Class 8 **3D Printed Robotics Parts** – 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.

# WELDING

## WELDING GUIDELINES

- Learn to cut metal with an arc solder; Weld high carbon, spring steel and alloy steels; Weld horizontal, vertical and overhead positions.
- This category helps 4-H Members learn the basics of welding. In addition, 4-H Members get the opportunity to present their knowledge on the topic and display what they have made. Involvement in STEM Welding gives participants a first-hand experience in a skill that can be used for a lifetime.
- All welds exhibited in Class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent, so that the judge can look at the bottom side of the weld when necessary.
- Each weld should be labeled with information:
  - 1) Type of Welding Process (stick, MIG, TIG, Oxy-Acetylene, etc.)
  - 2) Kind of Weld
  - 3) Welder Setting
  - 4) Electrode/Wire/Rod Size
  - 5) Electrode/Wire/Rod ID Numbers
- Attach a wire to back of display board so it can be hung like a picture frame.** No picture frame hangers accepted.
- If no plans are included with welding art, welding article, welding furniture or composite weld project, the item will be disqualified.
- 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.
- Educational resources can be found at: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/143](https://4hcurriculum.unl.edu/index.php/main/program_project/143)

## DEPT. H / DIV. 920 WELDING

### CLASS 1: 4-H WELDING PROJECT TIPS AND SUGGESTIONS

- All welds should be made with the same electrode/wire/rod size and number.
- Welds should be made only on one side of metal so penetration can be judged.
- 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.
- The welds can be on one coupon that is about 4"x4" or on individual coupons that are about 2"x4" and 1/4" 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.
- 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 bead start, just about right in the middle, and too hot at the end.
- 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.
- Stick welding**
  - Suggested coupon thickness – 1/4" if using 1/8" rod
  - Suggest rod – AC and DC straight or reverse polarity – first E-7014, second E-6013
- MIG welding**
  - Suggested coupon thickness—1/4" if using .035 wire and 1/8" if using .023 wire
- Oxy – Acetylene**
  - Suggested coupon thickness—1/8"
  - Suggested rod – 1/8" mild steel rod

- Class 1 **Welding Joints:** A display of one butt, one lap and one fillet weld.
- Class 2 **Position Welds:** A display showing 3 beads welded in the vertical down, horizontal and overhead positions.
- Class 3 **Welding Art:** 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.
- Class 4 **Welding Article:** any shop article where 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.
- Class 5 **Welding Furniture:** 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 alterations, 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.
- Class 6 **Plasma Cutter/Welder Design** – 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:
  - A photo (front and back) of the finished project.
  - Instructions on how the design was created (include software used), this allows for replication of the project.
  - Lessons learned or improvements to the project
  - Steps to finish the project
- Class 7 **Composite Weld Project** – 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 alterations, 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.

# WOODWORKING

## WOODWORKING GUIDELINES

- Develop skills such as measuring, squaring, and cutting a board, driving nails, and using clamps and screws; Build a picture frame, a letter holder, a box, or an airplane; Measure, cut, sand, drill, and use advanced hand and power tools; Apply paint and use bolts and staples; Build a sawhorse, birdhouse, toolbox, or a stool; Practice measuring angles, cutting dado and rabbet joints; Use a circular saw, a table saw, and a radial arm saw; Sand and stain wood.
- In this category 4-H'ers have the opportunity to create exhibits about varying levels of woodworking. In addition, participants can also create informational exhibits about their woodworking projects. Through involvement in this category 4-H'ers will be better educated about the topic and better their woodworking skills.
- Requirements:** All articles exhibited must include a plan (with drawings or sketch or blueprints) stating dimensions and other critical instructions a builder would need to know to build the project and 4-Her name and county. Plans may include narrative instructions in addition to the dimension drawings and include any alternations to the original plan. Part of the score depends on how well the project matches the plans. If the plans are modified, the changes from the original need to be noted on the plans. All plans used for making the article must be securely attached and protected by a clear plastic cover.
- All projects must have appropriate finish.
- 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.
- 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.
- Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hwoodworking>.

## DEPT. H / DIV. 911

## WOODWORKING

[Scoresheets SF91, SF95, SF97, SF284]

## WOODWORKING: UNIT 1

### (NOT Eligible for State Fair)

- Class 901 Creative Woodworking Item (Units 1-4): exhibitor must be enrolled in the woodworking project and exhibit must be individual's own creative design and work. Any 4-H member between the ages 8-18 is eligible. PLANS ARE REQUIRED. Exhibitors may either interview judge on Saturday morning of the fair OR submit a written report at time of entry.
- Class 902 Display Board: 24" high x 32" wide x 1/4" thick, rigid type material. Ten sample blocks of different kinds of wood, 2 1/2" x 6" surface size and from 3/8" to 5/8" thick, to be mounted firmly on the board. Each sample must be identified with the following information: kind of wood, where grown, and main use or uses. Other articles related to woodworking can be displayed but will require a sample of at least 10 units. These might include types of wood fasteners, types or grades of sandpaper, types of wood finish, etc. Each sample should be clearly identified with the following information: 1) the kind, type or grade, 2) where and why it is used, and 3) the importance of these units in woodworking
- Class 903 Articles made with hand tools: Select from Unit 1 or use comparable plans from other sources.

## WOODWORKING: UNIT 2

### (NOT Eligible for State Fair)

Class 904 Articles as shown in Unit 2 or comparable items using power hand tools, electric jig saw, power drill and/or oscillating sander.

## WOODWORKING WONDERS 3

- Class 1 Woodworking Article: 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.
- Class 3 Recycled Woodworking Display: 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 on the basis of cost, availability, and functionality?)
  - 4) Build the item (What was your woodworking plan, and what processes did you use to build your item?)
  - 5) Reason for article finish (What type of finish, how did you finish or why you chose this finish?)
  - 6) Evaluate (How does your item solve the original need?)
  - 7) Present results (How would you do this better next time?)
- Class 4 Composite Wood Project – 60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alternations 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.
- Class 5 Outdoor Wood Project made with Treated Wood – Treated wood projects DO NOT have to have a finished coating. All plans and plan alternations 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.

## WOODWORKING: UNIT 4

- Class 6 Woodworking Article: Item made using skills learned in the Finishing it Up project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.
- Class 8 Recycled Woodworking Display: 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. Exhibit must include the woodworking plan and a minimum one-page report of how the design and engineering process was used to develop the woodworking plan.
- 1) State the problem (Why did you need this item?)
  - 2) Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?)
  - 3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)
  - 4) Reason for article finish (What type of finish, how did you finish or why you chose 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?)