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**Please read all rules for each section to make sure you have the required supporting materials attached to each exhibit.**

**Larry May Memorial Innovator Award \$50.00**

**All static exhibits are eligible. Awarded to the static exhibit deemed most innovative by the family.**

# GENERAL RULES & INFORMATION

## PREMIUMS FOR ALL BKR COUNTY FAIRS:

ANIMALS:	PURPLE \$7	BLUE \$5	RED/WHITE \$3
STATIC EXHIBITS:	PURPLE \$4	BLUE \$3	RED/WHITE \$2
CLOVER KID:	\$1.00		
SHOOTING SPORTS:	\$3.00		

## AGE GROUPS

For all purposes age divisions are as follows:

*For projects divided into 3 age divisions:*

- Junior 8-9
- Intermediate 10-13
- Senior 14 & up

*For projects divided into 2 age divisions:*

- Junior 8-13
- Senior 14 & up (age to go to State Fair must be 9 as of Jan 1. For livestock, live contests)

The following rules apply to all departments of the 4-H section of the Nebraska State Fair. Rules that apply specifically to a particular department will be listed under rules for that department.

## Fair Liability

The Nebraska Extension Service, County Ag Societies, 4-H Councils, Employees and Volunteers under no circumstances, will be responsible for personal injury, and assumes no liability for loss or damage of any nature to any property of the concessionaire, exhibitor or patron while on the grounds or at any time or place due to theft, fire, tornado, weather conditions, or other causes, nor be liable for or make any payment for the value thereof.

"WARNING! Under Nebraska law, an equine professional is not liable for an injury to, or the death of a participant in equine activities resulting from the inherent risks of equine activities pursuant to Sections 25-21, 249 to 25-21, 253."

**4-H exhibits at all the Fairs**, Achievement Days, Showcase and any other displays are entered, transported and displayed at the risk of the 4-H member. University of Nebraska-Lincoln Extension 4-H Youth Development in cooperation with the Nebraska State Fair Board, Ag Societies, and 4-H Councils accepts exhibits and will exercise due care to protect them. However, 4-H and the Nebraska State Fair Board, along with all Ag Societies, 4-H Councils, 4-H Volunteers and Extension personnel cannot accept responsibility for loss or damage due to the conditions imposed by large crowds, the arrangement of the buildings in which displays are housed, transport of exhibits, and the great number of exhibits or negligence.

**By choosing to exhibit your** display and/or have it transported or stored by someone other than yourself, you are taking a risk that is solely your responsibility.

**4-H'ers who have exhibits** of great sentimental and/or monetary value should carefully consider whether such exhibits should be exposed to the hazards of the fair, transport or storage. While the greatest possible care will be exercised by

the management to protect patrons of the State or County Fair, each individual will be held personally responsible for any injury.

**By leaving your exhibit in the care of another you agree to hold harmless University of Nebraska – Lincoln Extension personnel, Local and State Fairs, All Ag Societies, 4-H Council, and volunteers.**

**By choosing to participate as an exhibitor,** you are choosing to enter a competitive event where your entry will be judged. You are asking for the judge's opinion on that day. The 4-H Code of Conduct: should be followed at all times by parents, volunteers, and 4-Hers. <file:///C:/Users/BKR3/Documents/Participant-Parent%20Code%20of%20Conduct.pdf>

\*\*\*\*\*State Fair rules for exhibits could be different. See the State Fair Book <http://4h.unl.edu/fairbook> for details.

## GENERAL RULES

### DRESS REQUIREMENTS

Exhibitors showing BEEF, CATS, DAIRY, DOGS, POULTRY, RABBITS, SHEEP and SWINE are required to wear either a white shirt, blouse with the official emblem (armband or chevron) or a 4-H T-shirt. Armbands and Chevrons are available at the Extension Office or Fairgrounds. Exhibitors shall not display local, county, commercial or other identification - except official 4-H - while showing their animals. Dark blue jeans will be accepted in all livestock exhibits.

\*\*\*Exhibitors of beef, dairy, dogs, cats, small animals, sheep, and swine will not wear hats, caps or other types of headgear while showing.

\*\*\*Hard-soled shoes are also required. No cloth or open-toed shoes will be allowed - exception: dog, cat, and small animal show.

**LIGHT HORSE PROJECT DRESS REQUIREMENTS** are a western hat or helmet, all-white shirt or blouse with convertible collar (long sleeves preferred), dark blue jeans, hard-soled boots or shoes and an official 4-H armband worn on the left arm. The 2017 Nebraska 4-H Horse Show and Judging Guide will be followed.

### PROTEST COMMITTEE

1. The respective superintendent and BKR 4-H council in cooperation with the 4-H educator has the authority to make appropriate decisions based on the 4-H premium list.
2. A protest committee will be the officers of the 4-H Council. The members will meet as needed to act upon concerns. All protests must be submitted in writing and signed.
3. The written protest must include:
  - Names of persons involved
  - Nature of concerns
  - Situation and documentation
  - Recommendations for correction
  - Specific action, rule, etc. in question
  - Additional persons committee may contact for further clarification
  - Procedures and/or steps carried out by person involved prior to submission of the protest to the Protest Committee
4. The committee will review the written protest. They may discuss the situation with affected persons and show officials, including County Fair management if appropriate, prior to making a final decision. The committee will recommend appropriate action to management in writing. The recommendation will be followed and communicated both verbally and in writing to the group or individual affected.
5. In cases of protest the exhibitor may be allowed to show, but results of showing will be subject to change based on the outcome of the protest process. This allows for smooth operation of the show and facilitates appropriate processing.
6. The management reserves the right to withhold premium and/or award. The exhibitor may be excluded from the show if action warrants.

7. Protests will not be accepted after the exhibit is released.

8. Protests related to judges' integrity, decisions, placings, or other evaluations will not be accepted.

**REQUIREMENTS** - All 4-H exhibits must meet requirements as stated in the project manual and/or premium list provided by the Extension Office. Those not meeting requirements will receive a participation ribbon or be downgraded one ribbon placing.

**AGE** - All exhibits must be the work of the exhibitor. 4-H club members must be between eight and 18 years of age on January 1 of current year. (This means they are 8 on January 1<sup>st</sup> AND turn 9 during the year) to be eligible to compete for premiums. Any age 4-H'er (8-18 years) can exhibit projects at State Fair except in classes where presence of the 4-H'er is required for judging purposes such as animal exhibits, judging contests, presentations, and the fashion show. These 4-H'ers must be between 10-18 years of age on January 1 to be eligible for these classes. Cloverkids are youth 5-7 years of age on January 1 of current year. They will receive participation ribbons only and are not allowed to show any animal over 350 pounds or older than 6 months of age or any horse. Cloverkids are not allowed on a horse on the grounds during any 4-H event.

**NUMBER OF ENTRIES** - Enter exhibits only in the project you are enrolled in. 4-H'ers may also enter presentations, all judging contests, talent showcase and style revue.

**RIBBONS AWARDED** - All exhibits will be divided into groups according to merit. Purple will denote superior exhibits, blue will denote an excellent exhibit, and red will denote a good exhibit, while white will denote an exhibit of not such high quality. Cloverkids will receive noncompetitive Cloverkid ribbons. Premiums are maximum and will be pro-rated as funds permit.

**PRE-ENTRIES** *are mandatory for all animal exhibits. Strongly encouraged for static.*

*Pre-entries are due on July 21, 2023*

### **ANIMAL SCIENCE**

Livestock exhibited in this section must be owned by the exhibitor and ownership certified where required on the appropriate forms except where otherwise specified. Identification forms will be checked at Fairs and Shows if needed. The exhibitor must be able to prove all responsibility for care and feeding of his livestock. The animals shown must be those being carried by the 4-H members as his or her project. **Only livestock shown by the owner will be eligible for showmanship contests.** The owner must show his own animal unless he has two animals in the same class or contacts the Superintendent. (Exception: Pen of Three). Please refer to specific lots for showmanship eligibility.

**All Livestock will show as blow and go.**

### **LIVESTOCK SALE**

Each participant must declare at pre-entry time their intent to sell beef, sheep, swine, or goats including which species, and class they are entered in. Each participant may sell only 2 projects (pen of 3 is 1 project but two Breeding Heifers would be 2 projects). Eligible animals will be sold for:

Option 1: Premium only (Buyer is paying premium only, no base price and animal remains in seller's possession.)

Option 2: Animal Sells (Buyer is purchasing the animal on a base price and is also bidding premium. Seller transfers ownership of animal to buyer). For more details or questions please call Adam Beel, 4-H Livestock Committee Chairperson

## **Division - BEEF**

Each exhibitor may show **FIVE ANIMALS plus one cow/calf pair and pen of 3**. Each exhibitor may only show in ONE showmanship class. A class must have three entries, or several classes will be combined for show competition. The use of BLOCKING CHUTES will be allowed providing they are in the specified area and all grooming is done by the exhibitor.

### **AGE FOR ALL CLASSES IS BY JAN 1 OF CURRENT YEAR**

#### **SHOWMANSHIP Class - COUNTY ONLY**

- Z-010-001 – JUNIOR SHOWMANSHIP (8-9 YRS OLD)
- Z-010-002 – INTERMEDIATE SHOWMANSHIP (10-13 YRS OLD)
- Z-010-003 – SENIOR SHOWMANSHIP (14-18 YRS OLD)

#### **Beef Breeding Heifers Class - COUNTY ONLY**

##### **Angus**

- Z-012-001 Spring yearling heifers
- Z-012-002 Fall yearling heifers (Bred but not calved yet)
- Z-012-003 Spring Heifer Calves
- Z-012-003 Fall Heifer Calves

##### **Hereford and Polled Hereford**

- Z-013-001 Spring yearling heifers
- Z-013-002 Fall yearling heifers
- Z-013-003 Spring Heifer Calves
- Z-013-004 Fall Heifer Calves

##### **Charolais**

- Z-014-001 Spring yearling heifers
- Z-014-002 Fall yearling heifers
- Z-014-003 Spring Heifer Calves
- Z-014-004 Fall Heifer Calves

##### **Red Angus**

- Z-015-001 Spring yearling heifers
- Z-015-002 Fall yearling heifers
- Z-015-003 Spring Heifer Calves
- Z-015-004 Fall Heifer Calves

##### **Foundation Simmental**

- Z-015-001 Spring yearling heifers
- Z-015-002 Fall yearling heifers
- Z-015-003 Spring Heifer Calves
- Z-015-004 Fall Heifer Calves

##### **Simmental**

- Z-016-001 Spring yearling heifers
- Z-016-002 Fall yearling heifers
- Z-016-003 Spring Heifer Calves
- Z-016-004 Fall Heifer Calves

### **Commercial**

**Z-017-001** Spring yearling heifers

**Z-017-002** Fall yearling heifers

**Z-017-003** Spring Heifer Calves

**Z-017-004** Fall Heifer Calves

### **Other Registered Breeds**

**Z-018-001** Spring yearling heifers

**Z-018-002** Fall yearling heifers

**Z-018-003** Spring Heifer Calves

**Z-018-004** Fall Heifer Calves

### **COUNTY ONLY - ANY BREED**

**Z-011-903** - COW/CALF PAIR - 4-H members who were enrolled in the Breeding Beef project are eligible to show a cow and her calf. Limit of 1 cow/calf pair.

**Z-011-904** - PEN OF 3 - Three steers or heifers to be shown as a group of three. Animals will be shown in pens and judged on uniformity, conformation, and personal interview of 4-Her with the judge. Pen of three animals need not be owned personally by the 4-Her but must be cared for partially by 4-Her

**COUNTY ONLY** will be judged 50% showmanship - 50% on interview with the judge

## **Market Beef Class**

\*G011030 - Hereford or Polled Hereford Steers

\*G011010 - Angus Steers

\*G011020 - Shorthorn Steers

\*Z0011021 – Simmental

\*Z0011022 – All Other Breeds

\*G011040 – Crossbred Steers

\*G011050 - Market Heifers

## **Market Feeder Calf Class**

\*G009010 - Feeder Steer

\*G009020 - Feeder Heifer

## **Bucket Calf Class (April to may birth)**

Z011902 – Cloverkid

Z011903 – Junior

Z011904- Intermediate

Z011905 - Senior

**Minimum Age Requirements** – All market feeder calves are required to be born between January 1, 2023 through June 2023.

## **Division - DAIRY CATTLE (COUNTY ONLY)**

Dairy exhibitors will be limited to a total of 5 animals. There must be at least 3 entries per class or the classes will be combined. No limit as to number of entries per class. Member may receive a limit of 6 premiums (seven if herd is shown).

## **Class – Dairy Cattle**

**Z-011-005**– JUNIOR SHOWMANSHIP (8-9 YRS OLD BY JAN 1 OF CURRENT YEAR)

**Z-011-006** - INTERMEDIATE SHOWMANSHIP - Age 10-13 as of JAN 1 OF CURRENT YEAR

**Z-011-007** - SENIOR SHOWMANSHIP - Age 14 or over as of JAN 1 OF CURRENT YEAR

**Z-011-008** - JUNIOR animals (less than 1 year old)

Z-011-009 – SENIOR animals (older than 1 year old)

## **Class - Breeding Meat Goat**

\*G059010 Registered (ABGA) Yearling Does - (Does Born 9/1/2021 to 8/31/2022). Does born prior to 9/1/2021 are ineligible to show. Percentage and purebreds show together.

\*G059020 Registered (ABGA) Doe Kids - (Does Born 9/1/2022 to 6/1/2023). Percentage and purebreds show together.

\*G059030 Commercial Yearling Does - (Does born 9/1/2021 to 8/31/2022). Does born prior to 9/1/2021 are ineligible to show.

\*G059040 Commercial Doe Kids - (Does Born 9/1/2022 to 6/1/2023)

## **Breeding Meat Goat Identification**

### **Class - Meat Goat Showmanship**

Z-059-010 Cloverkid showmanship age 5-7

Z-059-011 – junior showmanship age 8-9 as Jan 1 of current year

\*G058008 Intermediate Showmanship 10-13 years old before January 1 of the current year

\*G058009 Senior Showmanship - 14-18 years old before January 1 of the current year

### **Class - Market Meat Goat**

\*Z058010 Market Doe Divided by Weight

\*Z058011 Market Wether Divided by Weight

## **Division – Sheep**

### **Class - Breeding Ewes**

Ewe Lambs (Born 9/1/2022 and after)

\*G032020 – All Wool Breeds

\*G032060 – Hampshire Ewes

\*G032100 – Suffolk Ewes

Meat Breeds

\*G032140 – Commercial Meat Breeds

\*G032040 – Dorset Ewes

\*G032080 – Southdown Ewes

\*G032120 – All Other Registered

Yearling Ewes (Born 9/1/2021 to 8/31/2022)

\*G032021 – All Wool Breeds

\*G032061 – Hampshire Ewes

\*G032101 – Suffolk Ewes

Meat Breeds

\*G032141 – Commercial Meat Breeds

\*G032041 – Dorset Ewes

\*G032081 – Southdown Ewes

\*G032121 – All Other Registered

### **Class - Market Lamb**

\*G031010 – Dorset Market Lambs

\*G031030 – Natural Color Market Lambs

\*G031050 – Suffolk Market Lambs

\*G031080 – AOP (All Other Purebred) Market Lambs

\*G031020 – Hampshire Market Lambs

\*G031040 – Southdown Market Lambs

\*G031060 – White Face Influence Market Lambs

\*G031070 - Crossbred Market Lambs

### **Class - Sheep Showmanship**



- Z-030-009 Cloverkid Showmanship (5-7 years old by Jan 1 of current year)
- Z-030-010– junior showmanship (8-9 YRS OLD BY JAN 1 OF CURRENT YEAR)
- \*G030010 Intermediate Showmanship (10-13 years old before January 1 of the current year)
- \*G030011 Senior Showmanship (14-18 years old before January 1 of the current year)

## Division - Swine

### Breeding Gilt Class

#### Purebred

- \*G037001 - Purebred Berkshire Breeding Gilts
- \*G037003 - Purebred Duroc Breeding Gilts
- \*G037005 - Purebred Hereford Breeding Gilts
- \*G037007 - Purebred Spotted Breeding Gilts
- \*G037009 - Purebred All Other Breeds (AOB) Breeding Gilts
- \*G037002 - Purebred Chester White Breeding Gilts
- \*G037004 - Purebred Hampshire Breeding Gilts
- \*G037006 - Purebred Poland China Breeding Gilts
- \*G037008 - Purebred Yorkshire Breeding Gilts

#### Crossbred

- \*G037010 - Crossbred Breeding Gilts

### Market Swine Class

#### Purebred

- \*G036001 – Berkshire
- \*G036003 – Duroc
- \*G036005 – Hereford
- \*G036007 - Spotted Swine
- \*G036009 - All Other Breeds Crossbred
- \*G035020 - Crossbred Market Barrows
- \*G036002 - Chester White
- \*G036004 - Hampshire
- \*G036006 - Poland China
- \*G036008 - Yorkshire
- \*G035010 - Crossbred Market Gilts

### Class - Swine Showmanship COUNTY ONLY

- Z-035-006 Cloverkid Showmanship (5to 7 years old by jan 1 of current year)
- Z-035-007 – JUNIOR SHOWMANSHIP (8-9 YRS OLD BY JAN 1 OF CURRENT YEAR)
- \*G035008 - Intermediate Showmanship - (10-13 years old before January 1 of the current year)
- \*G035009 - Senior Showmanship - (14-18 years old before January 1 of the current year)

Z-035-001 - BREEDING GILT

Z-035-002 - PEN OF THREE FEEDER PIGS

### Best Dressed Animal – County only

Z111999 – any livestock animal that you have shown at Fair can participate in the best dressed contest. Cloverkid, Junior, Intermediate & Seniors all compete as one class.

**Commercial breed rabbits will be divided into the following three age divisions:**

- \*\*\*\*Z08997 Junior – Six months old and younger.
- \*\*\*\*Z08998 Intermediate – Six months old to eight months old.
- \*\*\*\*Z08999 Senior – Over eight months old.

## Division - Small Animal Show

### Class - Showmanship Rabbit

Z080067 – Cloverkid (5 to 7 yrs old)

Z080068 - Junior

Z080069 – Intermediate

Z080070 – Senior

## **Class - Breeding: Fancy Breed Rabbit**

\*G080005 - American Fuzzy Lop

\*G080007 - Belgian Hare

\*G080009 – Dutch

\*G080011 - English Angora

\*G080013 - Florida White

\*G080015 – Harlequin

\*G080017 – Himalayan

\*G080019 – Lilac

\*G080021 - Mini Lop

\*G080023 - Mini Satin

\*G080025 – Polish

\*G080027 – Rhineland

\*G080029 – Silver

\*G080031 - Standard Chinchilla

\*G080033 – Thrianta

\*G080035 – Dwarf Papillion

\*G080006 - American Sable

\*G080008 - Britannia Petite

\*G080010 - Dwarf Hotot

\*G080012 - English Spot

\*G080014 - French Angora

\*G080016 – Havana

\*G080018 - Jersey Woolie

\*G080020 - Holland Lop

\*G080022 - Mini Rex

\*G080024 - Netherland Dwarf

\*G080026 – Rex

\*G080028 - Satin Angora

\*G080030 - Silver Marten

\*G080032 – Tan

\*G080034 – Lionhead

Fancy breed rabbits will be divided into the following age divisions:

**Junior** – Six months old and younger.

**Senior** – Over six months old.

Note: A Fancy Breed Rabbit that is exactly six months old on show day will be shown as a Junior Division rabbit. A Fancy Breed rabbit that is six months plus one day old on show day will be shown as a Senior Division Rabbit.

Age will be the age of the rabbit on show date.

Division breakdown will be by the age of the rabbit and not by the weight of the rabbit.

## **Class - Market Rabbit**

\*G080001 - **Single Fryer** - Not over 10 weeks of age. Minimum weight of 3 ½ pounds. Maximum weight of 5 ½ pounds.

\*G080002 - **Meat Pen** - Age limit 10 weeks. Minimum weight 3 ½ pounds each. Maximum weight 5 ½ pounds each. Meat pens shall consist of three rabbits, all the same breed and variety. Broken group meat pens must also be of the same variety. A meat pen does not necessarily have to come from the same litter.

\*G080003 - **Roaster** – All rabbits entered in this class must be under 6 months of age. Minimum weight 5 ½ pounds. Maximum weight 9 pounds.

\*G080004 - **Stewers** – All rabbits entered in this class must be 6 months of age and over. Minimum weight is over 8 pounds.

## **Division - Poultry**

### **Class - Eggs**

\*G070015-One (1) dozen white eggs

\*G070016-One (1) dozen brown eggs

\*G070017-One (1) dozen other colored eggs

### **Rules**

Eggs will be judged on shape, color, and weight uniformity. Please do not refrigerate eggs prior to checking in the eggs.

4-Hers are limited to exhibiting one (1) dozen of either brown, white or other colored eggs.

## **Class - Poultry Breed: Bantam**

\*G070007 - **Game Bantam (Modern and Old English)**

\*G070008 - **Single Comb Clean Legged (Plymouth Rock, Leghorn, Japanese, Rhode Island Red, Orpingtons, New Hampshire)**

\*G070009 - Rose Comb Clean Legged (Rosecomb, Wyandotte, Sebright, Belgian Bearded D'Anver)

\*G070010 - All Other Comb Clean Legged (Polish, Cornish, Houdan, Sumatra)

\*G070011 - Feather Legged Class (Silkie, Cochin, Brahma, Belgian Bearded D'Uccle, Langshan)

### **Class - Poultry Breed: Large Fowl**

\*G070001 - American (Plymouth Rock, Jersey Giant, Wyandotte, New Hampshire Red, Rhode Island Red)

\*G070002 - Asiatic (Cochin, Brahmas, Langshan)

\*G070003 - English (Cornish, Orpington, Australorps, Sussex, Dorkings)

\*G070004 - Mediterranean (Leghorn, Buttercup, Minorca)

\*G070005 - Continental (Polish, Hamburg, Campines, Faverolles, Houdan)

\*G070006 - All other Breeds (Naked Neck, Game, Sumatra, Araucanas, Ameraucanas)

### **Class - Poultry Breed: Turkey**

\*G070018 - Turkey

### **Class - Poultry Breed: Waterfowl**

\*G070012 – Ducks (all weight classes)

\*G070013 - Geese (all weight classes)

### **Class - Poultry Showmanship**

Z-070-020 Cloverkid Showmanship (5 to 7 yrs old by jan 1 of current year)

Z-070-021 – JUNIOR SHOWMANSHIP (8-9 YRS OLD BY JAN 1 OF CURRENT YEAR)

\*G070018 - Intermediate Showmanship (10-13 years old by January 1 of the current year)

\*G070019 - Senior Showmanship (14-18 years old by January 1 of the current year)

### **Class - Production Fowl**

\*G070014-Egg Production Trios - Find out how to care for poultry; Select breeding pens; Learn to process a chicken; Learn about poultry breeds; URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/14](https://4hcurriculum.unl.edu/index.php/main/program_project/14)

## **Division - Dog**

### **Class - Dog Agility**

\*G702010 - Level 1: 6 Obstacles

**Procedure** - Agility will follow those procedures and classes described in Nebraska 4-H Dog Show Guidelines 4H420.

Refer to Nebraska 4-H Dog Show Guidelines to determine class entry and obstacles for each level of competition. Course maps will be made available and posted at time of show registration in designated area(s).

**Agility Jump Heights** – measure dogs at withers to determine jump height:

Dogs 11 inches or less – 4 inches,

Dogs over 11 inches up to and including 14 inches – 8 inches,

Dogs over 14 inches up to and including 18 inches – 12 inches,

Dogs over 18 inches – 16 inches.

### **Class - Dog Obedience – (since not going to State can we make these into easier classes to judge)**

\*G701010 Beginning Novice Division A - exhibitor and dog are in first year of competition (started Dog Project after 10/1/2021). Exhibitors incorrectly entered will be moved to Beginning Novice Division B

\*G701020 Beginning Novice Division B - exhibitor or dog is beyond first year of competition.

\*G701025 Beginning Novice Division C - exhibitor and dog are beyond first year of competition.

- \* **G701030 Novice A**– exhibitor and dog have received a purple in Beginning Novice and are in first year of Novice Class competition (started after 10/1/2021).
- \* **G701035 Novice B** – exhibitor and dog are beyond first year of Novice Class competition.
- \* **G701040 Graduate Novice** – exhibitor and dog have received a purple in Novice.
- \* **G701045 Advanced Graduate Novice** – exhibitor and dog have received a purple in Graduate Novice.
- \* **G701050 Open** – exhibitor and dog have received a purple in Adv. Graduate Novice
- \* **G701055 Graduate Open** – exhibitor and dog have received a purple in Open
- \* **G701060 Utility** – exhibitor and dog have received a purple in Graduate Open

## **Class- Dog Showmanship**

**Z700018** – cloverkid (5 to 7)

**Z700019** – Junior (8 to 9)

\***G700020 - Intermediate Showmanship** (10 – 13 year old)

\***G700030 - Senior Showmanship** (14 – 18 year old)

## **Class - Other Pet or Small Animal** – Find out what it costs to have a pet; Learn about animal digestion;

Learn to keep a pet healthy; Consider career with animals.

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/6](https://4hcurriculum.unl.edu/index.php/main/program_project/6)

**Z-901-400**- guinea pigs, hamsters, gerbils and other animals

**Z-901-401** – birds

**Z-901-402** – Reptiles, fish & amphibians

**Z-901-403** – Young Trio

**Z-901-404** – other

## **Cat – Division County Only**

\*Exhibitor may enter Two animals in no more than 2 classes per animal. \*no two entries in the same class (can only enter once in a class)

\*limit of 4 entries in classes 3-10 plus one showmanship class (class 1 or 2) \*Pregnant cats and unweaned kittens will not be allowed

\* all felines must be free of fleas, ticks, ear mites, ringworm, any internal & external parasite and infectious diseases. Cats should be current on their vaccinations. \*Exhibitor must keep animal under control at all times. \*SEE DRESS REQUIREMENTS FOR 4-h'ers showing in the cat show.

Learn about cat breed, senses, shows, tricks, signs of illness and health, cat sounds, emergency situations, feeding, special diets, and traveling with cats URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/207](https://4hcurriculum.unl.edu/index.php/main/program_project/207)

## **CATS – COUNTY ONLY**

- Exhibitor may enter **TWO ANIMALS** in no more than 2 classes per animal
- No two entries in the same class (can only enter once in a class)
- Limit of 4 entries in classes 3-10 plus one showmanship class (class 1 or 2)
- Pregnant cats and un-weaned kittens will not be allowed
- All felines must be free of fleas, ticks, ear mites, ringworm, any internal and external parasite and infectious diseases. Cats should be current on their vaccinations.
- Exhibitor must keep animal under control at all times.

\*SEE DRESS REQUIREMENT FOR 4-H'ERS SHOWING IN THE CAT SHOW

### **Showmanship**

**Z-999-999** – Cloverkid Showmanship (5 to 7)

**Z-999-899** – JUNIOR SHOWMANSHIP (8-9 YRS OLD BY JAN 1 OF CURRENT YEAR)

**Z-999-900** – INTERMEDIATE SHOWMANSHIP - Age 10-13 or under as of JAN 1 OF CURRENT YEAR

**Z-999-901** - SENIOR SHOWMANSHIP - Age 14 or over as of JAN 1 OF CURRENT YEAR

**Z-999-902** - LARGEST CAT

**Z-999-903** - MOST COLORFUL

**Z-999-904** - SMALLEST CAT

**Z-999-905** - BEST GROOMED

**Z-999-906** – OTHER

**Z-999-907** - BEST LONG-HAIRED CAT

**Z-999-908** - BEST SHORT-HAIRED CAT

**Z-999-909** - TRICKS - at least one. Each exhibitor will have two minutes to perform one or two tricks. The felines will be judged on willingness to obey and perform the tricks. Each exhibitor will be required to inform the judge on what tricks are to be performed before they start the exercise.

**Z-999-910** - SMALL ANIMALS and PET VETERINARY SCIENCE EXHIBIT - See Section 9

## **LIGHT HORSE – COUNTY ONLY**

**Entry Guidelines** - All horse/s shown must be ID'd and ID's may be checked. A horse may not be entered in the same event by two exhibitors in the same division but may be shown in both the junior and senior division.

### **ALL AROUND HORSE AWARD**

**An All-Around Award** will be presented to the exhibitor accumulating the most points in Horsemanship, Showmanship and the top 4 other class placings; except for confirmation halter and 2- & 3-year-old snaffle. Ties will be broken by the Showmanship Score.

**Conformation Halter Classes** and 2- & 3-Year-Old Snaffle Bit Pleasure Class will not count for points.

Purples will be 4 points; blues 3 points; reds 2 points, and whites 1 point. Champions will be worth an additional 2 points, Reserves 1 extra point.

**All Around Award - Senior** (No premium - award only)

- Z-910-001

**All Around Award - Junior** (No premium - award only)

- Z-910-003

**JUNIOR SHOWMANSHIP -**

**SENIOR SHOWMANSHIP -**

**Age 8-12 as of JAN 1**

**Age 13-19 or over as of JAN 1**

CLASSES	JUNIOR	SENIOR
<b>HALTER</b>		
WEANLING FILLIES	Z-900-030	Z-909-030
1 YR OLD FILLIES	Z-900-031	Z-909-031
2 YR OLD FILLIES	Z-900-032	Z-909-032
3 YR OLD FILLIES	Z-900-033	Z-909-033
MARES 4 & OVER	Z-900-034	Z-909-034
WEANLING GELDINGS	Z-900-035	Z-909-035
1 YR OLD GELDINGS	Z-900-036	Z-909-036

2 YR OLD GELDINGS	Z-900-037	Z-909-037
3 YR OLD GELDINGS	Z-900-038	Z-909-038
GELDINGS 4 & OVER	Z-900-039	Z-909-039
<b>SHOWMANSHIP</b>	Z-900-300	Z-909-300
<b>WESTERN PLEASURE</b>	Z-901-040	Z-901-041
<b>HORSEMANSHIP</b>	Z-901-042	Z-901-043
<b>REINING</b>	Z-901-044	Z-901-045
<b>POLE BENDING</b>	Z-901-046	Z-901-047
<b>BARREL RACING</b>	Z-901-048	Z-901-049
<b>TRAIL</b>	Z-901-050	Z-901-051

TWO- & THREE-YEAR-OLD WESTERN PLEASURE – must bring completed 2/3 Year Old Western Pleasure affidavits to show

Classes	JUNIOR AGE 8-9	INTERMEDIATE AGE 10-13	SENIOR AGE 14 & OVER
<b>WORKING RANCH</b>	<b>Z985-900</b>	<b>Z985-901</b>	<b>Z985-902</b>
<b>DUMMY ROPING ON FOOT</b>	<b>CLOVERKIDS ONLY</b>	CANNOT COMPETE	CANNOT COMPETE
<b>DUMMY ROPING ON HORSE</b>	<b>Z984-903</b>	<b>Z983-904</b>	CANNOT COMPETE
<b>BREAKAWAY ROPING</b>	<b>Z983-905</b>	<b>Z983-906</b>	<b>Z983-907</b>
<b>TIE DOWN ROPING</b>	CANNOT COMPETE	CANNOT COMPETE	<b>Z986-908</b>
<b>TEAM ROPING HEADER</b>	CANNOT COMPETE	<b>Z987-909</b>	<b>Z987-910</b>
<b>TEAM ROPING HEELER</b>	CANNOT COMPETE	<b>Z988-911</b>	<b>Z988-912</b>

## **HORSE SHOW**

### **FOR ROPING:**

**Level III must have been passed for ALL 4-Hers using live cattle.**

1. Juniors and Intermediates may participate in Dummy Roping OR Break-Away Roping, but NOT both.
2. (14 and over) may enter both Break-Away Roping and Tie-Down Calf Roping.
3. Members of the same immediate family will be allowed to use the same horse in all Day 1.

**All other classes will run according to the Nebraska 4-H Horse Show and Judging Guide, 4H373.**

4. A stock charge not to exceed \$10/event if necessary is to be paid at time of entry. Make checks payable to BKR 4-H Council
5. The contest will be scored according to Nebraska 4-H Horse Show Rules, taking both the roper's time and horse's score into account for final placing.
6. Top score automatically wins the top awards provided for the event.
7. To discourage mishandling of calves, contestants can be disqualified if calves are unduly dragged by horses, over stressed, etc.

8. If the barrier is at fault and causes a foul at the gate, the roper gets a retry. If the rider or horse is judged at fault, a retry will not be granted.

**Senior Division Breakaway, Calf Roping and Heading will use a barrier.**

In team roping (heeling), if the header puts the head loop on in the chute, and then accidentally loses his dally before the heeler gets to throw his loop, the heeler will be given a rerun.

## **WORKING RANCH HORSE**

### **PURPOSE OF CLASS**

1. Develop Life Skills, such as leadership, initiative, self-reliance, sportsmanship, respect, responsibility, appreciation, patience, understanding, and safety, a love for animals, a humane attitude toward them, and other desirable character traits.
2. Provide opportunities for youth to learn and receive recognition for horsemanship skills developed through ranch work.
3. Challenge youth to do additional activities with their horse.
4. Allow youth to exhibit those horses whose strengths are more suited for ranch work and other activities that involve cattle handling.
5. Teach youth the proper ways to handle cattle with minimal stress and to eliminate injuries, bruising, etc. of cattle. This will promote Quality Assurance of the final product that goes to the consumer.
6. Enhance the career possibilities for youth, wishing to work in a cattle handling position.
7. Challenge the participants to learn new life skills. These might include quick thinking, decision making, patience, understanding cattle and horse behavior, reaction times, proper attitude, anger management, sportsmanship, etc.
8. Teach participants to develop an attitude of teamwork between horse and rider.
9. Provide an avenue for participants to have fun, while training, preparing, and exhibiting their horses.

### **Tack and Attire:**

Any tack or attire allowed in a Western performance or timed event is allowed in this class except the following:

- A. Unorthodox or severe mouthpiece.
- B. Martingales, draw reins, cavesson nosebands.
- C. Crops, whips, bats or over and under ropes on the saddle horn.
- D. No ropes can be carried or used during the class. Either split reins or closed roping reins are allowed. Two hands can be used on the reins, no matter what type of bit or reins are used. At the judge's discretion, more credit may be given for the use of split reins and no tie-down.

### **Class Procedure**

Exhibitors will work individually. A course involving obstacles will be designed and a diagram of the course will be posted well in advance of the class. The exhibitor must move an animal through the obstacles as directed in the course pattern. If the exhibitor cannot complete an obstacle, they must move to the next obstacle in the pattern and may not return to the previously attempted obstacle. Exhibitors will be scored a maximum of 30 points for each obstacle completed. Animals will be drawn for the exhibitor. Animal will be sorted into the arena, and time will start when the animal enters the arena, or when the horse begins sorting the designated animal out of a group. Time will stop when the final obstacle has been completed. Scoring is based on the rider's skill, the horse's ability, and degree of difficulty of the animal drawn for the contestant. Although there is a maximum time limit imposed, these classes are NOT timed events!

**Scoring will not be based on time used to complete the pattern.**

**Obstacles may include:**

\*Sorting a designated animal out of a group

\*Penning the animal

\*Holding the animal at a designated location in the arena.

\*Turning the animal back along a fence

\*Putting the animal back into the catch pen

\*Suggested time limit of 3-5 minutes, depending on pattern course obstacles of seven or less. An announcement can be made to alert the exhibitor when time is nearing completion. Participants can accumulate points until the time limit runs out. The time limit is critical for the well-being of the cattle. This is NOT to be judged as a timed event. The judge has the discretion of blowing the whistle at any time if he believes the horse or the cattle are being mistreated.

\*Driving the animal through an alleyway

\*Circling the animal around a marker or panel

\*Circling the animal in the middle of the arena

\*Weaving the animal through markers or barrels

## Scoring System

The entry will be judged on:

1. The horsemanship ability of the rider (how they sit the saddle, how they handle the reins, the horse, and the animal, their ability to out-think the animal, their position in relation to the animal they are working, and their decision-making ability at each obstacle).
2. The horse's athletic ability, cow sense, responsiveness to the rider's commands, and overall temperament, behavior, and performance.
3. The degree of difficulty (disposition) of the animal to be handled through the course.

**Scoring emphasis** should be based on the horse maintaining control of the animal at all times, responsiveness to the rider's commands, exhibiting superior cow sense and natural cow-working ability without excessive yelling, reining, or spurring.

**Scoring Point System** - The judge will assign a score of 1-10 points in each of the 3 categories for each obstacle or maneuver. (Rider, Horse, Animal). The exhibitor with the highest total score will be determined the winner. In the event of a tie, the entry with the highest animal degree of difficulty score will be declared the winner.

The characteristics of a good working ranch horse are:

- Good manners and temperament
- Agile, athletic, smooth, always having its feet under it
- A soft mouth, responding to a light rein, especially when turning
- Head should be maintained in its natural position
- Horse should show expression (appear to be interested and enjoying what he's doing)
- Horse showing willingness to work
- Ability to move cow in a precise pattern with little wasted motion.
- Work at a reasonable speed and be under control of the rider.

## Ten Point Penalties

The exhibitor shall be penalized for:

- Horse turning away from the cow (turning horse's tail to cow)
- Horse biting or striking animal in a severe manner
- Deliberate spurring or slapping with the reins in front of the cinch.
- Other Faults
- Hanging up or refusing to turn on the fence
- Exhausting or overworking the animal
- Running past the animal excessively, when trying to get the animal to turn
- Horse out of position
- Exaggerated opening of horse's mouth



- Hard or heavy mouth
- Lugging on the bridle
- Horse failing to watch the animal
- Nervous throwing of the head
- Halting, hesitating, setting up (scotching) in anticipation of stops or turns when being asked to move forward freely
- Dropping a rein

### **Disqualification (no score)**

- Running over or knocking the animal down
- Excessive roughness
- Pushing the animal over or through the fence
- Fall of the exhibitor
- Fall of the horse
- Any horse that is out of control while working the animal, thus endangering the rider or the animal being worked:

(At the judge's discretion, a new animal may be awarded, based on the following criteria):

- The animal won't leave the end of the arena.
- The animal is blind, lame, or sick.
- The animal won't yield to the horse.
- The animal is unmanageable.
- The animal leaves the arena of its own free will (wild, fence-jumper, without being worked by the horse and rider).
- 2 animals or the wrong animal in the arena is cause for disqualification.

### **Working Ranch Horse Score Announcement**

An "unofficial" score may be announced. The announcer must use the term "unofficial" when announcing the score. Announcement is at the discretion of the announcer. Timer should give a one-minute time warning to participant.

#### **INTERMEDIATE & SENIOR WORKING RANCH HORSE**

**Time Limit: 3½ Minutes**

- Senior & Intermediate rider starts in the arena.
- Judging and time start when the animal enters the arena.
- Exhibitor takes the calf between the fence & the panels.
- Exhibitor then takes calf around barrel in a clockwise (to the right) direction.
- Exhibitor then takes calf into pen in front stand and hold for 5 seconds.
- Exhibitor then takes calf back to other end of arena, and puts it through out gate.
- Time is completed when tail of calf crosses gateway.



# Division - Agronomy

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.

**Rules** - See [General Rules](#).

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hagronomy>.

## Class - Field Crops

- **G750001 - Corn** - (SF264) - (includes yellow, white, pop, waxy or any other type).
- **G750002 - Soybeans** - (SF264)
- **G750003 - Oats** - (SF264)
- **G750004 - Wheat** - (SF264)
- **G750005 - Any other crop** - (SF264) - (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)
- **G750006 - Crop Production Display** - (SF259) -The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, pest management, etc.
- **G750007 - Crop Technology Display** - (SF259) - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
- **G750008 - Crop End Use Display** – (SF259) - Display information about the final product or end uses for a crop, such as food, feed, fuel, or other products (i.e. corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into bio-diesel, pet bedding, crayons, oil, etc.) This should not be about the process of crop production, but focus on an end product(s).
- **G750009 - Water or Soil Display** – (SF259) - Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.
- **G750010 - Career Interview Display** – (SF259) - 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.

### Rules

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

- A completed Crop Production Worksheet (available at <https://cropwatch.unl.edu/Youth/Documents/Crop%20Production%20Project%20Worksheet%20Final.pdf>) must accompany grain and plant exhibits or it will automatically be deducted one ribbon placing. The worksheet must include the exhibitors name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects.
- The 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 exhibitor or it will be deducted one ribbon placing.
- Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit. Refer to Scoresheet SF264. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from the previous year's project. Display containers will be furnished.
- 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 inches in diameter at top tie with stems about 24" long.
- Other crops (alfalfa, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

## 2. Displays - Classes 6-10:

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

**NEW: Special Agronomy Project** - Youth experience a crop that is grown, was grown or has the potential to be grown in Nebraska by growing it, researching traits of that crop and determine viability of that crop in the part of the state they live.

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

## Division - Special Agronomy Project

- **G750011 - Special Agronomy Project** - Educational Exhibit (SF259) - 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.

- **G750012 - 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, sound and either a video clip, animation or voice over and/or original video clip. Any of the following file formats will be accepted: mp4, .mov, .ppt, or .avi.
- **G750013 - Special Agronomy Project (Freshly Harvested Crop)** Plant exhibits must be the result of the current year's project. Depending on the type of 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.

**Rules** - The crop of the year for 2023 is Tepary Beans.

## **Class - Weed Science**

- **G751001 - Weed Identification Book** - (SF261) - A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada thistle, musk thistle, plumeless thistle, saltcedar, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites) and at least three weeds that are a problem primarily in lawns.
- **G751002 - Life Span Book** - (SF261) - A collection of 7 perennials, 1 biennial, and 7 annual weeds.
- **G751003 - Weed Display** - (SF259) - The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide-resistant weeds, what makes a weed a weed or uses for weeds.

**Rules - 1.** Any individual in the Conservation, Environment 1, 2 or 3, Range, Reading the Range 1 or Using Nebraska Range 2, or Crop Production, Field Crops projects may exhibit a weed book or weed display. At least 15 of the specimens must represent this year's work. For assistance identifying plants, participants can use the Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).

### **2. Books - Classes 1-2:**

- 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 clover.
- Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. Refer to Scoresheet SF261.

- Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: - Scientific name (in italic or underlined), with authority, - Common name, - County of collection, - Collection date, - Collector's name, - Personal collection number, indicating the order that plants were collected in your personal collection, - Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

### 3. Displays - Class 3:

- The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled.
- Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Refer to Scoresheet SF259.
- Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used.
- The essay should be in a clear plastic cover with the exhibitor's name outside.

**Class - Veterinary Science** - The purpose of a Veterinary Science exhibit is to inform the public about a common health problem of animals, a veterinary science principle or public health/zoonotic diseases. Do not confuse veterinary science exhibit topics with animal husbandry, history, or production topics.

#### Rules

1. A Veterinary Science exhibit may consist of a poster, notebook, or a display. The exhibit may represent material from any of the Veterinary Science projects including entry level exhibits from Unit I.
2. 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.
3. **First-Aid Kits:** Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, **animal first aid kits containing any drugs or medications will be immediately disqualified and not displayed. First Aid kits wishing to include medication information should instead utilize written descriptions, photographs, drawings, computer generated printouts or empty packaging of pharmaceuticals.**
4. **Veterinary Science Posters** - This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal.
5. **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.

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hvetscience>.

**Special Awards** - Premier 4-H Science Award is available in this area. Please see the [Premier Science Award contest](#) for more details.

### **Class - Veterinary Science**

\*H840001 - 4-H Veterinary Science Large Animal Poster, Notebook, or Display - (SF119)

\*H840002 - 4-H Veterinary Science Small Animal/Pet Poster, Notebook, or Display - (SF119)

## Rules

1. Appropriate Veterinary Science Topics:
  - Maintaining health
  - Specific disease information
  - Photographic display of normal and abnormal characteristics of animals
  - Animal health or safety
  - Public health or safety
  - Proper animal management to ensure food safety & quality
  - Efficient and safe livestock working facilities
  - Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science

*\*Remember, since these are science displays, all references and information 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.*

## Resources

**Animal Disease** - Study bacteria, viruses and parasites; Learn about diseases relationship to nutrition, stress, heredity and poison; Learn basic disease prevention techniques **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/22](https://4hcurriculum.unl.edu/index.php/main/program_project/22)

**Animal Health and Its Relationship to Our World** - Study environmental influences on animal health; Learn about maintaining animal health; Explore veterinary medicine as a career **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/23](https://4hcurriculum.unl.edu/index.php/main/program_project/23)

**The Normal Animal** - Take an animal's temperature and pulse; Recognize healthy skin and membranes; Clean and disinfect animals quarters

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/21](https://4hcurriculum.unl.edu/index.php/main/program_project/21)

**Veterinary Science** - Understand animals basic needs; Keep health records; Learn about future veterinary science technology - URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/20](https://4hcurriculum.unl.edu/index.php/main/program_project/20)

**Division - Consumer Management** - 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. For more resources and materials in this category refer to the resource section at the bottom of the page.

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota** - Shopping in Style – Maximum of 2 entries per class. Each individual is limited to one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials - and additional resources can be found at**

<https://go.unl.edu/ne4hconsumermanagement>.

## **Class - My Financial Future**

**\*247001 - Write 3 SMART financial goals for yourself** - (SF247) - one should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.

**\*247002 - Income Inventory** - (SF247) - Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six-month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.

**\*247003 - Tracking Expenses** - (SF247) - 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.

- \*247004 - Money Personality Profile** - (SF247) - Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs.
- \*247005 - Complete Activity 8 "What Does It Really Cost?"** - (SF247) - on pages 39-40.
- \*247006 - My Work; My Future** - (SF247) - Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?
- \*247007. Interview** - (SF247) - Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have. \*What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)? \*What are some negative outcomes for getting paid the way you do? \*Does your pay keep pace with inflation? Why do you think this? Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.
- \*247008 - The Cost of Not Banking** - (SF247) - Type your answers to the questions about Elliot on page 50.
- \*247009 - Evaluating Investment Alternatives** - (SF247) - complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.
- \*2470010 - Understanding Credit Scores** - (SF247) - 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.
- \*247011 - You Be the Teacher** - (SF247) - Create an activity, story board, game or display that would teach another youth about "Key Terms" listed on page 62. Activity/display must include at least five (5) of the terms.

**Rules - 1.** 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. Scoresheet:

## **Class - Shopping in Style**

- \*C240001 - Best Buy for Your Buck - (SF84)** - (Ages 10-13 before January 1 of the current year) - Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a 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

- \*C240002 - Best Buy for Your Buck - (SF84)** - (Ages 14-18 before January 1 of the current year) Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see general information above). Do not include the Shopping in Style Fashion Show Information Sheet in your entry. Although both entries do share some information, there are differences in content and format for this class.



Provide details listed for those ages 10-13 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

**\*C240003 - 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 includes before and after photos and a description of what was done. Put in a binder, poster, or video (see general information).

**\*C240004 - 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 manual page 23 for more information. Entry should be a poster (see general information).

**\*C240005 - Clothing 1st Aid Kit** - (SF64) - Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put in appropriately sized box or tote with a lid. No larger than a shoe box.

**\*C240006 - 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 binder, poster, or video (see general information).

**Rules - 1.** If exhibit is a poster, it should be on 14" x 22" poster board. If a three-ring binder is used it should be 8 ½" x 11" x 1". 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 QuickTime Player.

Resources My Financial Future: Advanced -- Learn about financial literacy; Set SMART Goals; Set financial goals; Keep a spending plan **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/43](https://4hcurriculum.unl.edu/index.php/main/program_project/43) My Financial Future: Beginner-- Learn about financial literacy; Set SMART Goals; Set financial goals; Keep a spending plan **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/42](https://4hcurriculum.unl.edu/index.php/main/program_project/42) Shopping In Style --- 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/41](https://4hcurriculum.unl.edu/index.php/main/program_project/41)

## Division – Entrepreneurship

- Entrepreneurship exhibits help participants develop an entrepreneurial mindset. An entrepreneurial mindset is needed to tackle social issues as well as explore new business opportunities. **Rules - 1. Exhibit Guidelines:** The 4-H member's name, age, town, and county must be listed on the back of the exhibit. Entry cards should be stapled or taped (not paper-clipped) to the upper right-hand corner of posters. 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.

Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Scoresheets, Forms, and Contest Study Materials and additional resources can be found at <https://go.unl.edu/ne4hentrepreneurship>.

## **Class - Entrepreneurship Investigation**

- \*F531001 - Interview an Entrepreneur** - (SF181) - Share what you learned from the person about having an entrepreneurial mindset. How have they applied that mindset? Have they started a business? Are they tackling a social issue? How do they deliver excellent customer service? How will what you have learned through this interview change your future 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 slide bars).
- \*F531002 - Social Entrepreneurship Presentation** - (SF181) - Prepare a five-slide power point presentation about a social entrepreneurship venture to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a printout of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a folder with fasteners (no slide bars).
- \*F531003 - Marketing Package** - (SF181) - (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.
- \*F531004 - Sample of an Original Product** - (SF181) - 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?
- \*F531005 - Photos of an Original Product** - (SF181) - (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 F531004 and Class F531005, 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?
- \*F531006 - Entrepreneurship Challenge** - (SF181) - Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 4-H members enrolled in any of the three units of ESI. Complete five (5) or more of the challenges from the following list. The exhibit will include highlights from these five (5) challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video (or other

digital presentation), report, or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned. -

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!
- Contact your local Extension office to learn about entrepreneurship opportunities.
- Create an activity to teach others about entrepreneurship (color page, puzzle, game, etc.)
- 

Resources Blueprint -- Working knowledge of entrepreneurship; Understand financials and feasibility; Understand marketing principles, including global markets; Understand what it takes to be in business **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/96](https://4hcurriculum.unl.edu/index.php/main/program_project/96) Discover the E-Scene -- Learn about entrepreneurs; Take Entrepreneur Skills Assessment; Investigate the risks -- **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/93](https://4hcurriculum.unl.edu/index.php/main/program_project/93) The Case Of Me -- Learn about the importance of reputation; Sell your product or idea; Learn about a business plan **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/94](https://4hcurriculum.unl.edu/index.php/main/program_project/94) Your Business Inspection -- Develop a concept; Find resources; Learn about business start up **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/95](https://4hcurriculum.unl.edu/index.php/main/program_project/95)

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

Rules - **1.** 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. **2.** 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"x28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28". **3. 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. Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Quota - Each individual is limited to one exhibit per class. Scoresheets, Forms, and Contest Study Materials - Project Materials - The official reference for the citizenship projects is Citizenship Public Adventures Kit (MI 7329) and Citizen Guide's Handbook (BU 7330). Other helpful citizenship references include Citizenship Washington Focus guides, Character Counts! and Service-Learning Information. **Scoresheets, forms, contest study materials and additional resources can be found at <https://go.unl.edu/ne4hccitizenship>.**

## Class - Citizenship

- \***A120001 - Care Package Display** - (SF182) - This exhibit is a display about the PROCESS of creating and giving a care package, not the actual care package. You may use a poster, Power Point or another multi-media program to 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.
- \***A120002 - Citizenship Game** - (SF182) - which could include but is not limited to symbol flash cards, question and answer board or simulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.
- \***A120003 - Patriotic or Cultural Fine Arts** - (SF182) - can be made of any art media but should tie in the relevance of the artwork to citizenship.
- \***A120004 - Public Adventure Scrapbook** - (SF182) - should describe your Public Adventure or Service-Learning Activity. Scrapbooks must measure no more than 16" x 16".
- \***A120005 - Public Adventure Poster** - (SF182) - 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".
- \***A120006 - Written or Recorded Stakeholder Interview** - (SF182) - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted
- \***A120007 - Written Citizenship Essay** - (SF182) - is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words.
- \***A120008 - For 9th-12th Graders Only: Oral Citizenship Essay** - (SF182) - 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 drive will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached.
- \***A120009 - Service Items** - (SF182) - can include but aren't limited to lap quilt, Quilt of Valor, and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.
- \***A120010 - 4-H Club Exhibit** - (SF182) - should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item or care package, Quilt of Valor.

## Class - Seeing i2i

- \***A130001 - Cultural Fine Arts** - (SF183) - can be made of any art media but should symbolize what makes them unique.
- \***A130002 - How Are We Different? Interview** - (SF183) - should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.
- \***A130003 - Name Art** - (SF183) - should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.
- \***A130004 - Family History** - (SF183) - 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.)
- \***A130005 - Exhibit depicting a cultural food** - (SF183) - that is special to your family. Can be a story or essay.
- \***A130006 - "This is Who I Am" poem** - (SF183)-a poem written by the 4-H'er that reflects who they are.

\***A130007 - Poster** - (SF183) - that depicts what you have learned through the i2i Project.

\***A130008 - Biography** - (SF183) - about an historical figure who has made a positive impact on our society or who has made a difference in the lives of others.

\***A130009 - Play Script** - (SF183) - written about a different culture.

Resources – Citizenship: Public Adventures - 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

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/91](https://4hcurriculum.unl.edu/index.php/main/program_project/91) Seeing i2i - Discover your own family

genealogy; Expand your cultural knowledge; Explore different cultures and ways of thinking **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/92](https://4hcurriculum.unl.edu/index.php/main/program_project/92)

## **Division – Clothing**

-- Participants in the clothing category will demonstrate their knowledge through the creation of garments using STEAM (science, technology, engineering, arts, and mathematics) techniques. Through the creation of garments 4-H'ers will learn more about clothing and the application of STEAM abilities. Five divisions in the clothing category offer a varying level of difficulty for 4-H contestants. For more resources and materials in this category refer to the resource section at the bottom of the page. **Rules** - **1. Entry Tags:** Every clothing exhibit must be described on the appropriate entry tag accompanying it (for example: dark blue wool skirt and jacket, red and white figured blouse). Entry tag placement: as you look at the garment place the entry tag securely using straight pins or safety pins on the right side of the garment and the hook of the hanger to the left. **2. Identification Labels:** Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, Exhibitor's name and age, project name and class in which garment is entered and the number of years enrolled in the project exhibited. Wool entries must have fiber content listed on the identification label. Attach a label on every component of the outfit using safety pins or by basting. Not responsible for unlabeled items. **3. Preparation of Exhibits:** Please bring all wearable exhibits on wire hangers or hangers with a swivel hook ONLY. All exhibits not suitable for hanging should be entered in a self-sealing plastic bag and hung on a hanger. Wool garments and garments with narrow straps hang better on other hangers, i.e., wooden, or notched plastic hangers with a swivel hook. As you look at the garment, place the hook of the hanger pointing to the left. Fasten skirts, shorts and pants to skirt/pant hangers or safety pin on hanger. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties or rubber bands. **4. A Design Data Card must be included with all Beyond the Needle Classes C221003-C221008 and STEAM 2 and 3 upcycled exhibits. The data card is available at <http://go.unl.edu/ne4hclothing>. If the data card is not included, the exhibit will be lowered one ribbon placing.** **5. Removal of Entries:** Entries may not be removed for use in any other State Fair activity including State Fair Fashion Show. **6. General:** Garments as listed may be made for self (4-H member) or another person. Garments will be displayed by county. 4-H'ers enrolled in clothing projects should continue their skill development. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. Ex. Once you exhibit in STEAM Clothing 3, you are not eligible to exhibit in STEAM Clothing 2. **7. Criteria for Judging:** Refer to the Nebraska 4-H website for current state fair scoresheets at [www.4h.unl.edu](http://www.4h.unl.edu). In addition, all entries must conform to rules and regulations as set forth in the current Nebraska State Fair Book which can be found in the [general rules](#). Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Quota

1-100 project enrollments – 1 entry per class

101-200 project enrollments – 2 entries per class

201 and above project enrollments – 3 entries per class

(Enrollments to count include STEAM 1, 2, 3, and Beyond the Needle as shown in 4HOnline.)

Each individual is limited to one exhibit per class.

Scoresheets, Forms, and Contest Study Materials - and additional resources can be found at

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

Special Awards - Premier 4-H Science Award is available in this area. Please see visit this site for more details

<https://4h.unl.edu/fairbook/premier-science-award>. All garments and accessories will be considered for the juried "4-H Design Gallery" to be displayed at the Nebraska State Fair only.

## **Class - STEAM CLOTHING I –COUNTY ONLY**

- 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 JERSEY KNITS. Patterns should be simple without darts, set-in sleeves, and collars. Raglan and kimono sleeves are acceptable. Limit of two exhibits in each class.
- **Z-901-108** – CLOTHING PORTFOLIO – complete at least three different samples/activities from Chapter 2 or Chapter 3 of the project manuals. Put Exhibit in a binder.
- **Z-901-109** – SEWING KIT – include a list of sewing notions and purpose for each included (pg. 12-17 in manual).
- **Z-901-110** – FABRIC TEXTILE SCRAPBOOK – must include at least 5 different textile samples. Use Textile Informational Cards template on page 41 in project manual to identify fabric swatches. Completed textile cards should be placed in a binder. See project manual for fabric suggestions.
- **Z-901-111** – WHAT’S THE DIFFERENCE – a notebook, poster, small display sharing a project comparison and price point? See pages 118-119 in manual. Exhibit should contain pictures – NO actual pillows.
- **Z-901-112** – CLOTHING SERVICE PROJECT – can include pillows or pillowcases but are not limited to. Exhibit could be a notebook, poster, small display sharing information you generated in the project activity – see pages 124-125 in manual.
- **Z-901-113** - PIN CUSHION
- **Z-901-114** – PILLOWCASE
- **Z-901-115** - PILLOW – no larger than 18" x 18"
- **Z-901-116** - BAG/PURSE – no zippers or buttonholes
- **Z-901-117** – SIMPLE TOP
- **Z-901-118** – SIMPLE BOTTOM – pants, shorts, or skirt
- **Z-901-119** – SIMPLE DRESS
- **Z-901-120** - NEEDLE BOOK
- **Z-901-121** – OTHER – using skills learned in project manual (apron, vest, etc.)
- **Z-901-122** – 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 would be helpful for the judge.
- **Z-901-123** – UPCYCLED ACCESSORY – a wearable accessories made from a used item. The item must be changed in some way in the “redesign” process. A “before” picture would be helpful for the judge
- All garments with at least 60% wool content are eligible for the "Make It with Wool" Award.

## **Class - Beyond the Needle**

- \***C221001 - Design Portfolio** - (SF20) – 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.
- \***C221002 - Color Wheel** - (SF20)– Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".
- \***C221003 - Embellished Garment with Original Design** (eligible for State Fair Fashion Show) - (SF26) - Create a garment using techniques as defined in the project manual. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement. A Design Data Card must be included with this project. The data card is available at <https://go.unl.edu/ne4hclothing>. If additional information is not included, the exhibit will be lowered one ribbon placing.
- \***C221004 - Original Designed Fabric Yardage** - (SF28) - 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. The data card is available at <https://go.unl.edu/ne4hclothing>. If additional information is not included, the exhibit will be lowered one ribbon placing.

- \***C221005 - Item (garment or non-clothing item) Constructed From Original Designed Fabric** - (Only garments are eligible for State Fair Fashion Show) - (SF26) - Fabric yardage is designed first, then an item is constructed from that fabric. Other embellishments may be added. A Design Data Card must be included with this project. The data card is available at <https://go.unl.edu/ne4hclothing>. If additional information is not included, exhibit will be lowered one ribbon placing
- \***C221006 - Textile Arts Garment or Accessory** - (Garment eligible for State Fair Fashion Show) - (SF26) - A garment or accessories constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A Design Data Card must be included with this project. The data card is available at <https://go.unl.edu/ne4hclothing>. If additional information is not included, exhibit will be lowered one ribbon placing
- \***C221007 - Fashion Accessory** - (Not eligible for State Fair Fashion Show) - (SF26) - An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Example: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, etc. A Design Data Card must be included with this project. The data card is available at <http://go.unl.edu/ne4hclothing>. If additional information is not included, exhibit will be lowered one ribbon placing.
- \***C221008 - Wearable Technology Garment or Accessory** - (Garment is eligible for State Fair Fashion Show) - (SF263) – Technology is integrated into the garment or accessory in some way (For example: LEDs, charging capabilities, sensors, etc.) A Design Data Card must be included with this project. The data card is available at <https://go.unl.edu/ne4hclothing>. If additional information is not included, exhibit will be lowered one placing.

**Rules - 1.** 4-H members must show their own original creativity.

## **Class - General Clothing**

- \***C220001 - Clothing Portfolio** - (SF20) – Complete at least four different samples/activities from Chapters 2, 3, OR 4 of the project manuals. 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.
- \***C220002 - Textile Science Scrapbook** - (SF20) – Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 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.
- \***C220003 - Sewing for Profit** - (SF) - 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".

**Rules - 1.** 4-H Members in all skill levels may exhibit in this area.

## **THRIFTY THREADS – COUNTY ONLY - class**

**Z-901-131 – CLOTHING SELECTION** – 4-H'ers must be enrolled in any clothing project and may model outfit in this class. Model a purchased outfit. Will be judged on appearance and modeling, creativity, coordination, construction of the garment as it relates to outward appearance, appropriateness for the event, fit, cleanliness, pressing and cost in relation to garment. Contents must submit a card explaining event garment is selected for and cost for each item in the outfit. (\*\*not eligible for champion stylist awards).

**Z-901-132 – THRIFTY CLOTHING EXHIBIT** – assemble a top, bottom, or complete wearable outfit from a thrift

store, garage sale or consignment store. Your outfit can be worn as purchased or you (or someone else) can alter or remake the exhibit. Cost for your outfit should be less than \$10.00. Complete your outfit with accessories you already have. All outfits will be modeled during the 4-H Fashion Revue. Participation ribbons will be awarded, and premium will be paid. \*\*not eligible for champion stylist awards. Open to youth and adults.

## Z-901-133 – OTHER

### Class - Steam Clothing 2: Simply Sewing

- \***C222001 - Design Basics, Understanding Design Principles** (SF20)– 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" x 30".
- \***C222002 - Pressing Matters** (SF20) – 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. The exhibit should include answers to lesson questions that are most appropriate to include.
- \***C222003 - Upcycled Garment** - (eligible for State Fair Fashion Show) (SF28) – Create a garment from used textile based items. The original used item must be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A list of skills is available at <https://go.unl.edu/ne4hclothing>. A Design Data Card must be included with this project including a "before" picture no larger than 4.25" x 5.5". The data card is available at (hyperlink to be added). If additional information is not included, exhibit will be lowered one ribbon placing
- \***C222004 - Upcycled Clothing Accessory** - (not eligible for State Fair Fashion Show) - (SF28) – A wearable accessory made from a used item. The original used item must be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable accessory. The finished garment must reflect at least one skill learned in this project. A list of skills by project is available at <https://go.unl.edu/ne4hclothing>. A Design Data Card must be included with this project including a "before" picture no larger than 4.25" x 5.5". The data card is available at <https://go.unl.edu/ne4hclothing>. If additional information is not included, exhibit will be lowered one ribbon placing.
- \***C222005 - Textile Clothing Accessory** - (not eligible for State Fair Fashion Show) - (SF28) - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. A list of skills by project is available at <https://go.unl.edu/ne4hclothing>. 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.)
- \***C222006 - Top** - (not eligible for State Fair Fashion Show) - (SF28) - (vest acceptable)
- \***C222007 - Bottom** - (not eligible for State Fair Fashion Show) - (SF28) - (pants or shorts)
- \***C222008 - Skirt** - (not eligible for State Fair Fashion Show) - (SF28)
- \***C222009 - Lined or Unlined Jacket** - (not eligible for State Fair Fashion Show) - (SF28)
- \***C222010 - Dress** - (eligible for State Fair Fashion Show) - (SF28) - (not formal wear)
- \***C222011 - Romper or Jumpsuit** - (eligible for State Fair Fashion Show) - (SF28)
- \***C222012 - Two-Piece Outfit** - (eligible for State Fair Fashion Show) - (SF28)
- \***C222013 - Alter Your Pattern** - (SF281) - (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) - Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining)
- \***C222014 - 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) - (S2832) - 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.



**Rules - 1.** Exhibits entered in this project must reflect at least one new skill learned from this manual (see project manual skill-level list). A list of skills by project is available at <https://go.unl.edu/ne4hclothing>. Garments as listed below may be made from any woven or knit fabric appropriate to the garment's design and should demonstrate sewing skills beyond STEAM Clothing 1.

## **Class - Steam Clothing 3: A Stitch Further**

- \*C223001 - Upcycled Garment** - (not eligible for State Fair Fashion Show) - (SF28) – Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A list of skills by project is available at <http://go.unl.edu/ne4hclothing>. A Design Data Card must be included with this project including a “before” picture no larger than 4.25” x 5.5”. The data card is available at <http://go.unl.edu/ne4hclothing>.
- \*C223002 - Upcycled Clothing Accessory** - (not eligible for State Fair Fashion Show) - (SF28) – A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A list of skills by project is available at <http://go.unl.edu/ne4hclothing>. A Design Data Card must be included with this project including a “before” picture no larger than 4.25” x 5.5”. The data card is available at <http://go.unl.edu/ne4hclothing>.
- \*C223003 - Textile Clothing Accessory** - (not eligible for State Fair Fashion Show) - (SF283) - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. A list of skills by project is available at <http://go.unl.edu/ne4hclothing>. 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.)
- \*C223004 - Dress or Formal** - (Eligible for State Fair Fashion Show) - (SF28)
- \*C223005 - Skirted Combination** - (Eligible for State Fair Fashion Show) - (SF28) - (skirt with shirt, vest or jacket OR jumper and shirt)
- \*C223006 - Pants or Shorts Combination** - (Eligible for State Fair Fashion Show) - (SF28) - (pants or shorts with shirt, vest or jacket)
- \*C223007 - Romper or Jumpsuit** - (Eligible for State Fair Fashion Show) - (SF28)
- \*C223008 - Specialty Wear** - (Eligible for State Fair Fashion Show) - (SF28) - (includes: swim wear, costumes, hunting gear, or chaps)
- \*C223009 - Lined or Unlined Jacket** - (Eligible for State Fair Fashion Show) - (SF28) - (non-tailored)
- \*C223010 - Coat, Blazer, Suit Jacket or Outerwear** - (Eligible for State Fair Fashion Show) - (SF29) - 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.
- \*C223011 - Alter/Design Your Pattern** - (SF28) - (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) – Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 3 include: moving darts, adding a zipper, merging two patterns together, altering a pattern for a woven or knit material, adding a lining, designing your own pattern).
- \*C223012 - Garment Constructed from Sustainable or Unconventional [natural or synthetic] fibers** - (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) (SF28) - 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.

**Rules - 1.** Exhibits entered in this project must reflect at least one new skill learned from this manual (see project manual skill-level list). A list of skills by project is available at <http://go.unl.edu/ne4hclothing>. Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of completely constructed garments only. Wool entries must have fiber content listed on the identification label.

## **Division - Fashion Show**

- The 4-H Fashion Show is an opportunity for youth to showcase their clothing construction and consumer management skills. Construction garment exhibitors are judged on fit, construction, poise, and overall look of the garment on the individual. Shopping In Style exhibitors are judged on garment fit, the overall look of the outfit, and poise, as well as record keeping skills in the written report.

### **Rules**

1. Registration – Date, Time, and Location TBA. Separate dressing rooms will be provided for males and females.
2. Optional Rehearsal – Date, Time, and Location TBA.
3. Judging – Date, Time and Location TBA – Those 4-H exhibitors modeling constructed garments will be judged for Construction/Fit, Selection/Creativity, and Individual Modeling/Accessories in front of a judge. Those 4-H exhibitors modeling Shopping in Style garments will be evaluated in front of a judge for modeling skill, fit, and appearance of the outfit and accessories, worth 60% of the score. Judging of the completed Shopping in Style Fashion Show Form (SF184, revised 2/2018) will be done prior to the State Fair 4-H Fashion Show. The Shopping in Style Fashion Show Form (SF184, revised 2/2018) is worth 40% of the total score and is judged on content, completeness, accurate information, and neatness.
4. Parents are not allowed past the registration table, in the dressing rooms, or judging areas. There are volunteers/assistants in the dressing rooms to help the 4-H exhibitors if necessary.
5. The Public 4-H Fashion Show(s) – Date, Time, and Location TBA.
6. Results - All ribbons and scoresheets will be distributed as the 4-H exhibitors leave the event. Results will be posted on the web.
7. Fashion Show/Clothing Exhibits – Garments modeled in the 4-H Fashion Show can NOT be entered as Clothing Construction Exhibits.
8. Garments should be age appropriate.
9. Entries Not Accepted – The following items can NOT be entered in the State Fair 4-H Fashion Show.
  - Textile clothing accessories
  - Garments containing inappropriate language or images.

**Eligibility - Advanced Entry -** Must be submitted to the State 4-H Office with all the other advance entries. Check the master schedule. These are the requirements:

- All 4-H exhibitors in the Fashion Show must be registered in advance via the online State Fair entry process by the deadline.
- A completed 4-H Constructed Garment Fashion Show Form (SF24) must be mailed to Jacie Milius in Gage County by the advanced entry deadline her information can be found here at <https://epd.unl.edu/profile/jmilius2>. OR the form may be filled out online at <https://go.unl.edu/ne4-hsffashionshowconstructedgarmentsf24>. (NOTE: Fabric swatches are still required to be mailed to Jacie Milius.) The Form SF24 it is available online, check the 4-H State Fair Book.
- The 4-H Shopping In Style Fashion Show Form (SF184, revised 2/2018) must be sent to Stacey Keys in Burt County by the advanced entry deadline, her information can be found here <https://epd.unl.edu/profile/s-keys2>. Only the most current written report with narration will be accepted. OR the form may be filled out online at <https://go.unl.edu/ne4-hsffashionshowshoppinginstylesf184>. Must include a photo (print, digital, or photocopy is acceptable). You can find Form SF184 online, check the 4-H State Fair Book.
- The county extension staff must give the State Fair 4-H Fashion Show Exhibitor letter to the 4-H exhibitor(s) participating in the State Fair 4-H Fashion Show.

### **Quota**

- A maximum of 2 Shopping in Style modeling exhibitors from each county.
- Number of Constructed modeling exhibitors per county will be determined as follows:
  - The current total of STEAM 1-3, Beyond the Needle, and Knitting & Crochet project enrollment will determine the quota for your county: whereas the number of project enrollment = number of Constructed modeling exhibitors
  - 1-100 project enrollment = 2 Constructed modeling exhibitors

- 100-150 project enrollment = 3 Constructed modeling exhibitors
- 150+ = 4 Constructed modeling exhibitors
- One constructed entry and one purchased entry per individual.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hfashionshow>.

**Special Awards - 4-H Design Gallery** - Up to 4 constructed garments will be selected for display in the 4-H Design Gallery at the Nebraska State Fair.

**Make It with Wool Award** - All garments with at least 60% wool content will be considered for the Make It with Wool Award.

**Shopping in Style Fashion Show Award** - Up to 2 Shopping in Style exhibitors will be selected to receive top awards.

## **Class - Fashion Show**

- \***C410010 - Modeled "Beyond the Needle" Embellished Garment(s) with an Original Design** - (SF117) - Garment is created using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H member using the elements and principles of design to make an original statement.
- \***C410015 - Modeled "Beyond the Needle" Garment Constructed from Original Designed Fabric** - (SF117) - Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added.
- \***C410020 - Modeled "Beyond the Needle" Textile Arts Garment(s)** - (SF117) - Garment is constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape.
- \***C410025 - Modeled "Beyond the Needle" Wearable Technology Garment** - (SF117) - Garment has integrated technology into its design.
- \***C410030 - Modeled Constructed STEAM Clothing 2 Garment(s)** - (SF117) - 4-H members who have enrolled in or who have completed STEAM Clothing 3 projects are not eligible to enter STEAM Clothing 2. Possible types of STEAM Clothing 2 garments include:
  - Dress; OR
  - Romper or Jumpsuit; OR
  - Two-Piece Outfit Combination (skirt with top, vest, or lined/unlined jacket; jumper and top; pants or shorts outfit (pants or shorts with top, vest, lined/unlined jacket). **OR** a purchased top can be worn to complete a vest or lined/unlined jacket outfit with a constructed bottom. OR
  - Upcycled Outfit Combination - must contain a complete constructed outfit (examples: if the top is upcycled, must include a constructed bottom, upcycled dress).
- \***C410040 - Modeled Constructed STEAM Clothing 3 Garment(s)** - (SF117) - Possible types of STEAM Clothing 3 garments include:
  - Dress or formal; OR
  - Skirted Outfit Combination (skirt with top, vest, lined/unlined jacket OR jumper and shirt) A purchased top can be worn to complete a vest or jacket outfit with a skirt, pants or shorts.; OR
  - Pants or Shorts Outfit Combination (pants or shorts with top, vest, lined/unlined jacket) A purchased top can be worn to complete a vest or jacket outfit with a skirt, pants or shorts.; OR
  - Romper or Jumpsuit; OR
  - Specialty Wear (swim wear, costumes, western wear-chaps, chinks, riding attire or hunting gear); OR
  - Non-tailored Lined or Unlined Jacket or Coat, additional pieces with jacket or coat may either be constructed or purchased.; OR
  - Tailored Coat, Blazer, Suit Jacket, or Outerwear. Additional pieces with coat, blazer, jacket or outerwear may either be constructed or purchased. OR
  - Upcycled Outfit Combination - must contain a complete constructed outfit (examples: if the top is upcycled, must include a constructed bottom, upcycled dress).
- \***C410050 - Modeled Knitted or Crocheted Clothing (Level 2 or 3)** - (SF117) - Knitted garment using pattern stitches such as diamond, block, twist or seed/moss stitches or 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. Crocheted garment using pattern stitches such as texture, shell, cluster or mesh stitches or advance crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches. The garment can be a sweater, cardigan, dress, coat, a top and bottom, or a two-piece ensemble.

**\*C410060 - Modeled Shopping In Style Purchased Outfit and Written Report** - (SF184) - Participants must be enrolled in the Shopping In Style 4-H Project to enter. The curriculum is developed and designed for youth ages 9 and older to help them strengthen their consumer skills when purchasing clothing. Participants must model a complete outfit. All pieces of the garment must be purchased.

#### **Resources**

**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

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/44](https://4hcurriculum.unl.edu/index.php/main/program_project/44)

**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 **URL:** -

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/45](https://4hcurriculum.unl.edu/index.php/main/program_project/45)

**STEAM Clothing 1: Fundamentals** -- Understand the basic of sewing; Understand textiles through science experiments; Learn about how textiles are engineered into garments **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/37](https://4hcurriculum.unl.edu/index.php/main/program_project/37)

**STEAM Clothing 2: Simply Sewing** -- Build upon the sewing basics learned in STEAM 1; Focus on advanced engineering techniques; Learn about finishing touches and style to garments; Learn the basics on how to build a business **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/38](https://4hcurriculum.unl.edu/index.php/main/program_project/38)

**STEAM Clothing 3: A Stitch Further** -- Learn new technological options available in sewing; Discover the science behind textiles and fabrics; Learn about complex patterns and difficult fabrics; Market garments as a business **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/39](https://4hcurriculum.unl.edu/index.php/main/program_project/39)

**STEAM Clothing: Beyond the Needle** - Learn design basics; Create embellishments and treatments; Learn about the art of clothing construction;

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/36](https://4hcurriculum.unl.edu/index.php/main/program_project/36)

## **Division - Conservation, Wildlife & Shooting Sports -**

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

**Rules - 1. Show What You Did and Learned:** All exhibitors must show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit. **2. Proper Credit:** Show proper credit by listing the sources of plans or other supporting information used in exhibits. **3. Whose Exhibit?** The exhibitor's name, county, and age must be on the back or bottom of all displays. **4. Wildlife and Wildlife Laws:** "Animal" or "wildlife" in the following classes includes wild fish, amphibians, reptiles, birds, or mammals. Please make sure you are following all wildlife laws. **5. 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) [outdoornebraska.gov/afterschool/](http://outdoornebraska.gov/afterschool/) and [www.whep.org](http://www.whep.org). **6. Board and Poster Exhibits:** Mount all board exhibits on ¼" plywood, Masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 by 28 inches) but half size, 22 by 14 inches, is recommended. **Eligibility -** All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. **Quota -** Maximum of 4 entries per class. Each individual is limited to a total of four exhibits, each in a different class. **Scoresheets, Forms, and Contest Study Materials -** and additional resources can be found at <https://go.unl.edu/ne4hconservation-wildlife-shooting>.

Example to attach to your exhibit

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

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

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

**Credits/Source:**

Information was obtained from Nebraska Game & Parks website

## Class - Harvesting Equipment

- \***D343001 - Fish Harvesting Equipment** - (SF168) - Board exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed. Include in your exhibit the following information: the purpose of each item, when or where each item is used and any personal experiences you've had with the item(s).
- \***D343002 - Build a Fishing Rod** - (SF169) - Rod building kits with instructions are available for this purpose. A fishing rods educational exhibit may not exceed 96 inches in length. Exhibit must be mounted on a board. Include with the exhibit: Explanation of cost of materials/components, where materials/components were purchased, and how many hours are 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.
- \***D343003 - Casting Target** - (SF170) - Make a casting target for exhibit and use. Target must be under 48" x 48". The bullseyes must be 2 feet; outer band must be 1 foot in diameter and can have up to 3 rings. The exhibit must be easy to store, durable, and weather resistant. Include the purpose and rules of using your casting target.
- \***D343004 - Wildlife Harvesting Equipment Board Exhibit** - (SF171) - 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).
- \***D343005 - Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory** - (SF168) - Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Share your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype, and any adjustments you made.

## Class - Other Natural Resources

- \***D361001 - Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology** - (SF164) - 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.

## Class - Outdoor Adventures - Level 2

- \***D341001 - Poster** - (SF281) - 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.
- \***D341002 - Journal/Binder** - (SF281) - Written report of virtual or actual camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no larger than 16" X 16".
- \***D341003 - Camping/Hiking Safety** - (SF281) - Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit. Exhibits measure no larger than 18" X 24".
- \***D341004 - Digital Media** - (SF281) - Use digital media to show video/slideshow/presentation of setting up a tent (Include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- \***D341005 - Other Camping Items** - (SF281) - Must include what inspired the creation of the item, and its purpose. May include, but are not limited to one of the following: nature art, nature haiku poem, spider web sketches or knot display. Exhibits measure no larger than 18" X 24".

### Rules –

- Display posters must be made of material, e.g. foam board or poster board and measure no larger than 22" X 28". Poster material should be sturdy enough to hold display items.
- Display exhibits other than posters to be no larger than 18" X 24".
- Journal/Binder exhibits measure no larger than 16" X 16".
- Consider neatness and creativity.

## Class - Outdoor Adventures Level 3

- \***D341006 - Poster** - (SF281) - 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.
- \***D341007 - Journal/Binder** - (SF281) - 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".
- \***D341008 - Expedition Safety** - (SF281) - 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".
- \***D341009 - Digital Media** - (SF281) - 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.

**\*D341010 - Other Expedition Items** - (SF281) - 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".

**Rules** - · See General Rules.

\*Display posters must be made of material, e.g., foam board or poster board and measure no larger than 22" X 28". Poster material should be sturdy enough to hold display items. \*Display exhibits other than posters to be no larger than 18" X 24". \*Journal/Binder exhibits measure no larger than 16" X 16". \*Consider neatness and creativity.

## **Class - Shooting Sports**

**\*D347001 - Shooting Aid or Accessory** - (SF253) - Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, or plans you adapted, what the item is and used for.

**\*D347002 - Storage Case** - (SF254) - Any item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows. Examples: soft sided shotgun case, quivers, firearm safe, include your design, or plans you adapted. Explain how the storage case is used.

**\*D347003 - Practice Game or Activity** - (SF255) - Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.

**\*D347004 - Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display** - (SF256) - Choose a specific area of shooting sports and share how it has advanced. Include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½ x 11 paper.

**\*D347005 - Healthy Lifestyles Plan** - (SF 257) Include a shooter's (hiker's, camper's, angler's) diet and exercise plan, and how the 4-H member will benefit or improve from following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.

**\*D347006 - Citizenship/Leadership Project** - (SF258) - Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports, Conservation, or Wildlife. Examples could be range development, conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results.

**\*D347007 - Career Development/College Essay, Interview or Display** - (SF252) - Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1,000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.

**\*D347008 - Community Vitality Display** - (SF251) - Explore the difference shooting sports, conservation, fishing, and hunting makes in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for the public to learn from.

**\*D3347009 - Ag Literacy-Value added Agriculture Interview or Research Project** - (SF 250) Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present findings in an interesting way for the public to learn from.

**Rules** - 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 can be entered as an exhibit, nor live ammunition; however, information can be shared through pictures. Classes 004-009 can be entered by anyone in the conservation and wildlife area. Remember to look at General Rules for this area.

## Class - Taxidermy

- \***D346001 - Tanned Hides** - (SF172) - Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information: - the animal's name - information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.
- \***D346002 - Taxidermy** - (SF172) - Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information: - the animal's name - information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

## Class - Wildlife and How They Live

- \***D340001 - Mammal Display** - (SF154) - 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 throughout the year; wildlife behavior and habitats.
- \***D340002 - Bird Display** - (SF154) - 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 throughout the year; wildlife behavior and habitats.
- \***D340003 - Fish Display** - (SF155) - 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 throughout the year; wildlife behavior and habitats.
- \***D340004 - Reptile or Amphibian Display** - (SF156) - 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.
- \***D340005 - Wildlife Connections** - (SF157) - Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat. Examples: Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow; Show the role of predators, scavengers, insect eaters, or others in nature; Show how wildlife numbers (populations) change through the year; Show predation, competition, or other behavioral interactions of wildlife; Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.
- \***D340006 - Wildlife Tracks** - (SF158) - Board or diorama-type box 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. - 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) - 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) - 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.
- \***D340007 - Wildlife Knowledge Check** - (SF159) - Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife conservation or shooting sports related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches.
- \***D340008 - Wildlife Diorama** - (SF160) 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.

- \***D340009 - Wildlife Essay** - (SF161) - Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife. You might write about wildlife on 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 credit to all sources by listing them.
- \***D340010 - Wildlife Values Scrapbook** - (SF162) - 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).
- \***D340011 - Wildlife Arts** - (SF163) - The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the 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).

**Rules** - Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. For more ideas, refer to project booklets. Remember to look at General Rules for this area.

## Class - Wildlife Habitat

- \***D342001 - Houses** - (SF165) - Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house; no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: check NebGuide on bird houses and shelves.
- \***D342002 - Feeders/Waterers** - (SF166) - Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; 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.
- \***D342003 - Wildlife Habitat Design Board or Poster Exhibit** - (SF167) - Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or 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.

Resources 22 Rifle - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/186](https://4hcurriculum.unl.edu/index.php/main/program_project/186) Air Pistol - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/187](https://4hcurriculum.unl.edu/index.php/main/program_project/187) Air Rifle - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/188](https://4hcurriculum.unl.edu/index.php/main/program_project/188) Amphibians - Identify native amphibians; Conduct field research; Learn about ecosystems **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/68](https://4hcurriculum.unl.edu/index.php/main/program_project/68) archery - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/189](https://4hcurriculum.unl.edu/index.php/main/program_project/189) BB Gun - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/190](https://4hcurriculum.unl.edu/index.php/main/program_project/190) Bird Behavior - Learn about different types of bird behavior; Start a lifetime bird list; Find out how to attract birds to backyards **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/69](https://4hcurriculum.unl.edu/index.php/main/program_project/69) Fishing For Adventure 1 - Develop angling skills; Create fishing tackle; Learn how to be a good steward of aquatic resources **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/70](https://4hcurriculum.unl.edu/index.php/main/program_project/70) Fishing For Adventure 2 - Practice different types

of casting; Learn the different characteristics of fish; Recognize the importance of water quality for fish habitats; Prepare a fish meal URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/71](https://4hcurriculum.unl.edu/index.php/main/program_project/71)

Fishing For Adventure 3 - Build a fishing reel; Make artificial flies and lures; Modify fishing equipment; Collect and identify aquatic insects URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/72](https://4hcurriculum.unl.edu/index.php/main/program_project/72)

Hunting Skills URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/191](https://4hcurriculum.unl.edu/index.php/main/program_project/191)

Muzzleloader - URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/203](https://4hcurriculum.unl.edu/index.php/main/program_project/203)

Shotgun - URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/192](https://4hcurriculum.unl.edu/index.php/main/program_project/192)

Smallbore Pistol - URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/193](https://4hcurriculum.unl.edu/index.php/main/program_project/193)

Taxidermy - URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/206](https://4hcurriculum.unl.edu/index.php/main/program_project/206)

Wildlife Conservation 1 -- Learn about the history of wildlife conservation; Explore the values of wildlife to humans; Learn wildlife management terms URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/73](https://4hcurriculum.unl.edu/index.php/main/program_project/73)

Wildlife Conservation 2 - Learn about wildlife habitats; Make a nature diorama; Explore wildlife communities and ecosystems URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/74](https://4hcurriculum.unl.edu/index.php/main/program_project/74)

Wildlife Conservation 3 - Learn about the interface between people and wildlife; Explore why and how we manage wildlife; Learn about threatened and endangered species URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/75](https://4hcurriculum.unl.edu/index.php/main/program_project/75)

Wildlife Habitat Evaluation - URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/204](https://4hcurriculum.unl.edu/index.php/main/program_project/204)

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

Rules –

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

Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Exhibitors may, and should, correct and update collections for competition at the State Fair.

Quota - 5 entries per county for Class 6 Macrophotography

Scoresheets, Forms, and Contest Study Materials - additional resources can be found at <https://go.unl.edu/ne4hentomology>.

Special Awards - Premier 4-H Science Award is available in this area. Please see [click here](#) for more details.

### **Class - Entomology**

**\*H800001 - Entomology Display, First-Year Project** - (SF186) - Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.

**\*H800002 - Entomology Display, Second-Year Project** - (SF186) - 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.

**\*H800003 - Entomology Display, Third-Year or More Project** - (SF186) - Collection to consist of a minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of previous year. Limit of 3 boxes.

**\*H800004 - Special Interest or Advanced Insect Display** - (SF187) - Educational display developed according to personal interests and/or advanced identification capability. This is also an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host,

subject, or habitat (e.g. insect pests of corn, aquatic insects, insect mimicry, insects galls, insect from goldenrod, insect pollinators. etc.).

**\*H800005 - Insect Habitats** - (SF186) - 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 (G2256)

\*University of Minnesota: Wild Bees and Building Wild Bee Houses

\*National Wildlife Federation: How to Provide Water in Monarch Gardens

**\*H800006 - Macrophotography** - (SF189) - Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be either 8" x 10" or 8½" x 11" and mounted on rigid, black 11" X 14" poster or mat board. Either orientation is acceptable. No frames or mat board framing is allowed. A caption of a few sentences should explain the subject and be printed on white paper and glued below the print on the poster board.

**\*H800007 - Insect Poster/Display Exhibits** - (SF190) - 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.

**\*H800008 - Reports or Journals** - (SF191) - Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs, and images are helpful to include. A journal is an observational study over a period 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.

## **Class - Special Entomology Project**

**\*H810001 - Special Entomology Project** Educational exhibit based on what was learned from the project. Present information on a poster no larger than 22" x 28" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, full address, and county must be on the back of the poster or report cover. Reports may include life cycle, distribution of the insect, insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes). May include a certain species or broad overview of the family or group of insects.

**\*H810002 - Special Entomology project** display the current years' Special Entomology Project pinned species along with a one to two report of what was learned from researching the insect type. Reports may include life cycle, distribution of the insect, insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes). May include a certain species or broad overview of the family or group of insects.

**Rules** - The insect of the year for 2023 is the grasshopper. Resources Entomology 1 -- Make an insect collection; Learn where to look for insects; Learn how to identify and classify insects **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/62](https://4hcurriculum.unl.edu/index.php/main/program_project/62) Entomology 2 -- Complete an insect collection table; Plan an insect collection trip; Raise meal worms; Explore insect legs and collect insects with an extractor **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/63](https://4hcurriculum.unl.edu/index.php/main/program_project/63) Entomology 3 -- Test ant food preferences; Conduct honey bee learning experiments; Record insect observations; Identify insect mouth types **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/64](https://4hcurriculum.unl.edu/index.php/main/program_project/64) Insectigator -- 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 insect or create a home for an insect **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/61](https://4hcurriculum.unl.edu/index.php/main/program_project/61)

## **Division - Food & Nutrition**

The purpose of Food & Nutrition exhibits is to encourage 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.

Rules -**1. Supporting Information:** Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place food on the appropriately 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. **2. Criteria for Judging:** Exhibits will be judged according to score sheets available at your local Extension office or at <https://go.unl.edu/ne4hfood-nutrition>. 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. **3. Food Projects:** Exhibits should be entered using a disposable pan or plate and covered by a plastic, self-sealing bag. The State Fair is not responsible for non-disposable containers, lost bread boards, China, or glassware. **4. Ingredients:** Any ingredient that the 4-H'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. **5. Food Safety:** Exhibits are on display for several days. Please think FOOD SAFETY! Items that require refrigeration will not be accepted, judged, or displayed as exhibits must be safe to eat when entered, whether they are tasted or not. Glazes, frostings and other sugar-based toppings are considered safe due to their high sugar content. Egg glazes on yeast breads and pie crusts BEFORE baking are acceptable. Eggs incorporated into baked goods and crusts are considered safe. The following food ingredients are considered unsafe for fair exhibits and will be disqualified:

- Egg or cream fillings and cream cheese frostings
- Any meat item including meat jerky, imitation meat bits (bacon bits, pepperoni, etc.)
- Melted cheese on top of food exhibit (cheese mixed into baked goods is considered safe and will be accepted)
- Uncooked fruit toppings (i.e., fresh fruit tart).

Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Quota - Number of Entries per County - The current total Food and Nutrition project enrollment, not including School Enrichment or Clover Kids enrollment, will determine the maximum number of entries in all classes.

Number Of Projects — Exhibits per class

1-150 --- 1    151-300 — 2    301-450 — 3    451+ --- 4

Entries per Individual - One entry per exhibitor per class. Limit of six (6) entries per exhibitor (Three (3) in General Foods and Nutrition, and three (3) entries per exhibitor in Food Preservation).

Scoresheets, Forms, and Contest Study Materials - and additional resources can be found at

<https://go.unl.edu/ne4hfood-nutrition>.

### **Class - Cooking 101 – County Only**

#### **CLOVERKID - MAKING FOOD FOR ME**

Z-999-100 SIMPLE SNACK – made using crackers, cereal, dried fruit, etc.

Z-999-101 NO BAKE COOKIES

Z-999-102 COMPLETED WORKBOOK AS FAIR EXHIBIT

## **COOKING 101 (SIX EASY BITES)**

Z-901-182 - COOKIES (any recipe) - four on a paper plate.

Z-901-183 - MUFFINS (any recipe) - four on a paper plate

Z-901-184 - SIMPLE SNACK (any recipe) – granola, trail mix, cereal-based snack recipes, etc. Two bars on a paper plate or at least 1/2 cup of snack product.

Z-901-185 - BROWNIES - four unfrosted brownies

Z-901-186 - OTHER FOOD EXHIBIT – 8 x 8 or 9 x 9 cake – unfrosted, one layer

## **Class - Cooking 201**

- \***E410001 - Loaf Quick Bread** - (SF123) - any recipe, at least  $\frac{3}{4}$  of a standard loaf displayed on a paper plate. Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately 8  $\frac{1}{2}$ " x 4  $\frac{1}{2}$ " or 9" x 5". If mini-loaf pans are used for exhibit, two loaves must be presented for judging.
- \***E410002 - Creative Mixes** - (SF142) - any recipe, at least  $\frac{3}{4}$  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 bread 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?
- \***E410003 - Biscuits or Scones** - (SF136) - four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled or dropped. Any recipe may be used, but it must be a non-yeast product baked from scratch.
- \***E410004 - Healthy Baked Product** - (SF124) - any recipe, at least  $\frac{3}{4}$  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.).
- \***E410005 - Coffee Cake** - (SF129) - any recipe or shape, non-yeast product - at least  $\frac{3}{4}$  of baked product on a paper plate or in a disposable pan. Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201.
- \***E410006 - Baking with Whole Grains** - (SF134) - any recipe, at least  $\frac{3}{4}$  of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe must contain whole grains as part of the ingredients. (Ex. whole wheat applesauce bread, peanut butter oatmeal cookies, etc.)
- \***E410007 - Non-Traditional Baked Product** - (SF133) - exhibit must include a food product prepared using a non-traditional method (i.e., bread machine, cake baked in an air fryer, baked item made in microwave, etc.) Entry must be at least  $\frac{3}{4}$  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.

## **Class - Cooking 301**

- \***E411001 - White Bread** - (SF138) - any yeast recipe, at least  $\frac{3}{4}$  of a standard loaf displayed on a paper plate.
- \***E411002 - Whole Wheat or Mixed Grain Bread** - (SF138) - any yeast recipe, at least  $\frac{3}{4}$  of a standard loaf displayed on a paper plate.
- \***E411003 - Specialty Rolls** - (SF138) - 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.
- \***E411004 - Dinner Rolls** - (SF138) - any yeast recipe, 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks, or any other type of dinner roll.
- \***E411005 - Specialty Bread** - (SF141) - any yeast recipe, includes tea rings, braids, or any other full-sized specialty bread products. Must exhibit at least  $\frac{3}{4}$  of a full-sized baked product.

**\*E411006 - Shortened Cake** - (SF137) - 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).

**Rules - 1.** Any bread item prepared or baked using a bread machine should be entered under the Cooking 201, Non-Traditional Baked Product. All exhibits made in the Cooking 301 or Cooking 401 projects must have been prepared without the assistance of a bread machine for mixing, raising, or baking of the food item.

## Class - Cooking 401

- \*E412001 - Double Crust Fruit Pie** - (SF144) - made with homemade fruit filling. No egg pastries or cream fillings. No canned fillings or premade pie crusts. May be a double crust, crumb, cut-out or lattice topping. Using an 8- or 9-inch disposable pie pan is recommended.
- \*E412002 - Family Food Traditions** - (SF145) - any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Any baked item associated with family tradition and heritage. Entry must include (A) recipe, (B) tradition or heritage associated with preparing, serving the food, (C) where or who the traditional recipe came from.
- \*E412003 - Ethnic Food Exhibit** - (SF146) - any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. The name of the country, culture or region should be included as part of the supporting information with the recipe, as well as background information about the country or culture the food item is representing.
- \*E412004 - Candy** - (SF147) - 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.
- \*E412005 - Foam Cake** - (SF138) - 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).
- \*E412006 - Specialty Pastry** - (SF143) - any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Baked items such as pie tarts, puff pastry, phyllo doughs, biscotti, choux, croissants, Danish, strudels. Phyllo dough may be pre-made or from scratch. Pastries made with cream or egg-based fillings will be disqualified.

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

## Class - Food Preservation

### **UNIT 1 FREEZING**

**\*E406001 - Baked Item made with Frozen Produce** - (SF155) - any recipe, at least ¾ 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.

### **UNIT 2 DRYING**

- \*E407001 - Dried Fruits** - (SF154) - exhibit 3 different examples of 3 different dried fruits. Place each dried fruit food (6-10 pieces of fruit, minimum ¼ cup) in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- \*E407002 - Fruit Leather** - (SF154) - 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.

- \***E407003 - Vegetable Leather** - (SF154) - 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.
- \***E407004 - Dried Vegetables** - (SF149) - 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.
- \***E407005 - Dried Herbs** - (SF149) - 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.
- \***E407006 - Baked Item made with Dried Produce/Herbs** - (SF156) - any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe MUST include a dried produce/herb item made by the 4-H'er. Ex. Granola bar made with dried fruits, dried cranberry cookies, Italian herb bread, lemon thyme cookies. Supporting information must include both the recipe for the dried produce/herb AND the baked food item.

### **UNIT 3 BOILING WATER CANNING**

- \***E408001 - 1 Jar Fruit Exhibit** - (SF150) - exhibit one jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations.
- \***E408002 - 3 Jar Fruit Exhibit** - (SF150) - 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 a boiling water bath according to current USDA recommendations.
- \***E408003 - 1 Jar Tomato Exhibit** - (SF150) - exhibit one jar of a canned tomato product. Entry must be processed in a boiling water bath according to current USDA recommendations.
- \***E408004 - 3 Jar Tomato Exhibit** - (SF150) - 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.
- \***E408005 - 1 Jar Pickled Exhibit** - (SF150) - one jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations.
- \***E408006 - 3 Jar Pickled Exhibit** - (SF150) - exhibit 3 jars of different kinds of canned pickled and/or fermented products. Entry must be processed in a boiling water bath according to current USDA recommendations.
- \***E408007 - 1 Jar Jelled Exhibit** - (SF153) - exhibit one jar of a jam, jelly, fruit butter or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations.
- \***E408008 - 3 Jar Jelled Exhibit** - (SF153) - exhibit 3 different kinds of jelled products. Entry may be made up of either pints or half pints. Entry must be processed in a boiling water bath according to current USDA recommendations.

### **UNIT 4 PRESSURE CANNING**

- \***E414001 - 1 Jar Vegetable or Meat Exhibit** - (SF150) - exhibit one jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA recommendations.
- \***E414002 - 3 Jar Vegetable Exhibit** - (SF150) - exhibit 3 jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.
- \***E414003 - 3 Jar Meat Exhibit** - (SF150) - exhibit 3 jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.
- \***E414004 - Quick Dinner** - (SF151) - exhibit a minimum of 3 jars to a maximum of 5 jars 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.
- \***E414005 - 1 Jar Tomato Exhibit** - (SF150) - exhibit one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations.
- \***E414006 - 3 Jar Tomato Exhibit** - (SF150) - exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a pressure canner according to current USDA recommendations.

**Rules -1. Processing Methods:** Current USDA processing methods and altitude adjustments must be followed for all food preservation. Jam, preserves and marmalades, fruit, tomatoes and pickled products must be processed in a boiling water bath. Tomatoes may be processed in a pressure canner. All non-acid vegetables and meats must be processed in a

pressure canner. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed container disqualifies entry. **2. Jars and Lids:** Do not need to be the same brand. Half pint jars may be used for jellies and preserves. The jars are not to be decorated by the exhibitor in any way. Canning jars must be used - others will be disqualified. No one-fourth pint jars allowed. Leave jar rings on for fair display, it helps protect the seal. Two-piece lids consisting of a flat metal disk and a ring should be used. No zinc lids or one-piece lids. **3. Current Project:** All canning must be the result of this year's 4-H project. **4. Criteria for Judging:** Exhibits will be judged according to score sheets available at your local Extension office or the State Fair book 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. **5. Labeling:** Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar. Exhibits containing multiple jars such as a "3 jar exhibit" should be placed in a container to keep jars together. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H'er, county and drying date. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together. **6. Recipe/Supporting Information:** Recipe must be included, and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are not allowed. Current USDA guidelines for food preservation methods MUST be followed. Suggested sources of recipes include:

- 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.edu/food-preservation> or Extension publications from other states
- Ball Blue Book (published after 2009)

7. All exhibits must include the 4-H Food Preservation Card attached to the project as the required supporting information or include following information with exhibit:

1. Name of product
2. Date preserved
3. Method of preservation (pressure canner, water bath canner or dried)
4. Type of pack (raw pack or hot pack)
5. Altitude (and altitude adjustment, if needed)
6. Processing time
7. Number of pounds of pressure (if pressure canner used)
8. Drying method and drying time (for dried food exhibits)
9. Recipe and source of recipe (if a publication, include name and date)

## **Class - General Foods & Nutrition**

**\*E350001 - Food Science Exploration - (SF152)** - Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. Show the connection between food and science as it relates to food preparation, food safety, food preservation, or food production. Exhibit may be a poster or foam core board (not to exceed 22" x 30"), computer-based presentation printed off with notes pages, if needed, and displayed in a binder, an exhibit display, a written report in a portfolio or notebook. Consider neatness and creativity.

**\*E350002 - Foods and Nutrition Poster, Scrapbook, or Photo Display - (SF122)** - Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. The project should involve a nutrition or food preparation technique or explore a career related to the food industry (caterer, restaurant owner, food scientist, registered dietitian, etc.). This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or a foam core board (not to exceed 22" by 30"), a computer-based presentation printed off with notes pages (if



needed) and displayed in a binder, an exhibit display, or a written report in a portfolio or notebook. Consider neatness and creativity.

**\*E350003 - Physical Activity and Health Poster, Scrapbook, or Photo Display** - (SF122) - Open to any 4-H'er enrolled in a Foods & 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 a report to highlight the concept. Exhibit may be a poster or a foam core board (not to exceed 22" by 30"), a computer-based presentation printed off with notes pages, if needed, and displayed in a binder, an exhibit display, or a written report in a portfolio or notebook. Consider neatness and creativity.

**\*E35004 - Cooking Basics Recipe File** - (SF251) - A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H'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.

**Resources**    Cooking 101 - 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/194](https://4hcurriculum.unl.edu/index.php/main/program_project/194)    Cooking 201 - 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/195](https://4hcurriculum.unl.edu/index.php/main/program_project/195)    Cooking 301 - Practice making bread, grilling meats, vegetables, and fruit; Learn how to and practice making butter; Learn about yeast, gluten, and different types of fats **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/196](https://4hcurriculum.unl.edu/index.php/main/program_project/196)    Cooking 401 - Learn about herbs and spices; Learn how to make ethnic foods; Practice making cakes, candy, pastries, and pies **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/197](https://4hcurriculum.unl.edu/index.php/main/program_project/197)

**Division - Visual Arts**    - The purpose of the Visual Arts projects is to learn design principles and develop design techniques. In addition, youth should work to communicate a personal voice, with intention, through their work. Be sure to take note of the rules section to develop a successful project. By completing supporting documentation, youth will examine their choices and demonstrate an understanding of the elements of art and principles of design.

**Rules**    **-1. Original Work** - Items must be the original work of the 4-H member and should show creativity and originality. No copyrighted images or master studies.    **2. Framed and Ready for Display** - All 2-dimensional pieces must be ready to hang using a sawtooth or wire hanger Stretched canvases do not need frames as long as staples are not visible on the edges. All other 2-dimensional pieces must be framed.    **3. Entries per Exhibitor:** 4-H members may enter one exhibit per class (see general rules).    **4. Entry Descriptions:** Entry tags should include a visual description of the exhibit, including size, dominant color, and subject to aid in identification.    **5. Supporting Information:** Supporting information is required for all Visual Arts exhibits. Information must include responses to all questions and steps taken to complete the project. Supporting information must be securely attached to the back of the piece. Supporting Information tag templates can be found at <https://go.unl.edu/ne4hvisualarts>. Exhibits without supporting information will be dropped a ribbon placing

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

Based on current year total of Visual Arts project enrollment:

- 1-150 projects: up to 8 entries in Portfolio Pathways and up to 10 entries in Sketchbook Crossroads
- 151-300 projects: up to 10 entries in Portfolio Pathways and up to 12 entries in Sketchbook Crossroads
- 301+: up to 12 entries in Portfolio Pathways and up to 14 entries in Sketchbook Crossroads

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hvisualarts>.

## Special Awards

On-Campus Exhibition: 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 pieces are selected will be contact directly with additional information including the exhibition and reception dates.

## Class - Portfolio Pathways

- \*C261001 - **Original Acrylic Painting** - (SF200) - framed and/or ready to hang. (Portfolio Pathways, p. 12-13)
- \*C261002 - **Original Oil Painting** - (SF200) - framed and/or ready to hang. (Portfolio Pathways, p. 26-33)
- \*C261003 - **Original Watercolor Painting** - (SF200) - framed and/or ready to hang. (Portfolio Pathways, p. 14-17)
- \*C261004 - **Original Sand Painting** - (SF200) - framed and ready to hang. (Portfolio Pathways, p. 20-21)
- \*C261005 - **Original Encaustic Painting** - (SF200) - framed and ready to hang. (Portfolio Pathways, p. 34-35)
- \*C261006 - **Original Print** - (SF200) - framed and ready to hang (Portfolio Pathways, p. 36-56)
- \*C261007 - **Original Mixed Media Art** - (SF200) - An art exhibit using a combination of two or more different media or materials.
- \*C261008 – **Nebraska Life Exhibit** - (SF200) - An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example – solar printing; making prints using shed snakeskin or plant; an acrylic, oil, or watercolor painting of scenes of your community or the surrounding area; or using objects from nature to make the painting. Include the required information listed above and how this project represents Nebraska life.

### Rules

1. Exhibitors in Portfolio Pathways should be utilizing the mediums, skills, and techniques they have developed in their visual arts project, especially topics covered in the Portfolio Pathways manual.

## Class - Sketchbook Crossroads

- \*C260001 - **Original Pencil or Chalk Drawing** - (SF200) - framed ready to hang. Scratch art is accepted here. (Sketchbook Crossroads, p. 10-21)
- \*C260002 - **Original Ink Drawing** - (SF200) - framed and ready to hang. (Sketchbook Crossroads, p. 22-28)
- \*C260003 - **Original Fiber Art** - (SF200) - (Sketchbook Crossroads, p. 29)
- \*C260004 - **Original Felted Wool Art** - (SF200) - (Sketchbook Crossroads, p.29-33)
- \*C260005 - **Original Cotton Linter Art** - (SF200) - (Sketchbook Crossroads, p. 34-36)
- \*C260006 - **Original Batik Art** - (SF200) - (Sketchbook Crossroads, p. 37-39)
- \*C260007 - **Original Weaved Art** - (SF200) - (Sketchbook Crossroads, p. 40-47)
- \*C260008 - **Original Dyed Fabric Art** - (SF200) - (Sketchbook Crossroads, p. 48- 50)
- \*C260009 - **Original Sculpture or Pottery** - (SF200) - (no purchased items) (Sketchbook Crossroads, p. 53-62)
- \*C260010 - **Nebraska Life Exhibit** - (SF200) - An art exhibit using one of the techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example - a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants, or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska.

**Z260001** – any project made from Legos – county only

**Rules - 1.** Exhibitors in Sketchbook Crossroads should be utilizing the mediums, skills, and techniques they have developed in their visual arts project, especially topics covered in the Sketchbook Crossroads manual.

**Resources - Portfolio Pathways** - Learn painting, printing, and graphic design techniques; Make connections between visual arts and other disciplines

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/52](https://4hcurriculum.unl.edu/index.php/main/program_project/52)

**Sketchbook Crossroads** - Practice drawing, fiber arts, and sculpting; Develop artistic talents and skills; Understand the visual arts in relation to history and culture **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/51](https://4hcurriculum.unl.edu/index.php/main/program_project/51)

## Division – Forestry

- 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) Rules - **1.** The official reference for all forestry projects is the Tree Identification Manual (4-H 332)? <https://marketplace.unl.edu/ne4h/4h332.html> which was recently revised and is available for purchase from UNL Marketplace. Other helpful forestry references include Trees of Nebraska (EC 92-1774-X),? Leafing Out (4-H431) and Plant a Tree (EC 17-11-80). <https://marketplace.unl.edu/ne4h/leafing-out.html> **2.** Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or Masonite, 1/4" 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. **3.** Display "posters" must be made from a material, e.g. foam board or poster board, that will stand upright without buckling, and be no larger than 24" x 24". **4.** Display "books" must measure no more than 16" x 16". **5.** At least 5 of the 10 samples in Class 2, 3, 4, and 5 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e. *Acer platanoides*. All samples must be from trees, NO shrubs. If more than 10 samples are included in the display, only the first 10 samples from the current year will be judged. **6.** Due to emerald ash borer infestation, no true ash species (Green Ash, White Ash, Black Ash, or Blue Ash) may be included in any collections. Inclusion of a true ash species will result of the project being disqualified. **7.** Remember that other general labeling standards apply. For example, scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names, (e.g. Norway Maple) even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is *Acer platanoides* and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required. **8.** How well the exhibitor follows written directions is an important factor in judging. Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Quota - Refer to general rules for more information about the quota <https://4h.unl.edu/fairbook/general/rules> scoresheets, Forms, and Contest Study Materials and additional resources can be found at <http://go.unl.edu/ne4hforestry>. Special Awards - Premier 4-H Science Award is available in this area. For more details about this award visit this website <https://4h.unl.edu/fairbook/premier-science-award>

## Class - Forestry

**\*D320001 - 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 pests. The only requirement is that the display must be no larger than 24 inches by 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.

**\*D320002 - 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. Leaf samples should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection. All collection must be done by the exhibitor.

- **Mounting:** Leaves may be displayed in a notebook or on a display board. Any method may be used to mount leaves, e.g. wire, glue, tape, staples, plastic bags, but be sure all their features can be clearly identified.
- **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 red cedar sample because the leaves are very small and difficult to remove from the twig.
- **Supplemental information:** e.g. general uses, common products, fall color, etc., may be included to enhance educational value.

**\*D320003 - 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 features can be clearly identified. The non-terminal end 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:** e.g. general uses, tree characteristics, etc., may be included to enhance educational value.

**\*D320004 - 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 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 label 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:** e.g. maturity date, average number of seed in the fruit, etc., may be included to enhance educational value.

**\*D320005 - 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 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:** e.g. common products, wood density, etc., may be included to enhance educational value.

**\*D320006 - Cross Section 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 state fair judging day. The disc must measure 6 to 12 inches in diameter and 1 to 3 inches thick. The bark should be firmly attached, which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. If the disc is treated with a clear finish, both sides must be treated to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed.

- **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 o 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)

**\*D320007 - Parts of a Tree** - (This project is only for ages 8 – 11) Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree: 1. Trunk 2. Crown 3. Roots 4. Leaves 5. Flowers 6. Fruit 7. Buds 8. Bark Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith, etc., is optional. Attach a separate label on the back of the poster that includes the exhibitor's name and age.

**\*D320008 - Living Tree Display** - a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old (on State Fair judging day) The display container must contain at least 8 inches of soil (potting mix or suitable natural soil), have a drainage hole(s), and a drain pan to catch drainage water.

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

**\*D320009 - Forest Product Display** - Prepare a visual display and/r 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.

**\*D320010 - 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 to the back of the display that includes the exhibitor's name and age.

**\*D320011 - 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

**\*D320012 - 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.

**\*D320013 – 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

#### Resources

**Tree Identification - Learn to use a dichotomous key to classify trees; Identify common Nebraska trees** URL:

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/65](https://4hcurriculum.unl.edu/index.php/main/program_project/65)

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

Rules

1. 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.
2. Displays should not be larger than 22" x 28" wide. If the size needs to be a different size because the historical item is larger than 22" x 28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28".
3. Exhibits must include NAME, COUNTY, AGE, & PAST EXPERIENCE (years in Explore Your Heritage, projects) on back of exhibit.
4. All entries must have documentation included.

Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Quota - Maximum of 3 entries per class.?

Scoresheets, Forms, and Contest Study Materials - and additional resources can be found at

<https://go.unl.edu/ne4hheritage>.

### **Class - Heritage Level 1: Beginning**

- \***A101001 - Heritage poster or flat exhibit** - (SF71) - Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.
- \***A101002 - Family Genealogy/History Notebook** - (SF71) - Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.
- \***A101003 - Local History Scrapbook/Notebook** - (SF71) - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- \***A101004 - Framed family groupings (or individuals) of pictures showing family history** - (SF71) - Pictures must be supported by a written explanation.
- \***A101005 - Other exhibits depicting the heritage of the member's family or community** - (SF71) - Exhibit must be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
- \***A101006 - 4-H History Scrapbook** - (SF71) - A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H'er - no club project. If multiple books included in exhibit, only bring book with most current year's work.
- \***A101007 - 4-H History Poster** - (SF71) - Poster relating 4-H history of local club or county or individual.
- \***A101008 - Story or illustration about a historical event** - (SF71)
- \***A101009 - Book review about local, Nebraska or regional history** - (SF71)
- \***A101010 - Other historical exhibits** - (SF71) - Attach an explanation of historical importance.
- \***A101011 - Family Traditions Book** - (SF71) - Exhibitor scrapbook depicting family traditions of the past.
- \***A101012 - Family Traditions Exhibit** - (SF71) - Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.
- \***A101013 - 4-H Club/County Scrapbook** - (SF71) - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- \***A101014 - 4-H Member Scrapbook** - (SF71) - Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- \***A101015 - Special Events Scrapbook** - (SF71) - A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

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

## Class - Heritage Level 2: Advanced

- \***A102001 - Heritage poster or flat exhibit** - (SF71) - Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.
- \***A102002 - Family Genealogy/History Notebook** - (SF71) - Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.
- \***A102003 - Local History Scrapbook/Notebook** - (SF71) - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- \***A102004 - Framed family groupings (or individuals) of pictures showing family history** - (SF71) - Pictures must be supported by a written explanation.
- \***A102005 - Other exhibits depicting the heritage of the member's family or community** - (SF71) - Exhibit must be supported by a written explanation. May include biographical album of themselves or another family member, family cookbooks, etc.
- \***A102006 - 4-H History Scrapbook** - (SF71) - A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H'er - no club project. If multiple books included in exhibit, only bring book with most current year's work.
- \***A102007 - 4-H History Poster** - (SF71) - Poster relating 4-H history of local club or county or individual.
- \***A102008 - Story or illustration about a historical event** - (SF71)
- \***A102009 - Book review about local, Nebraska or regional history** - (SF71)
- \***A102010 - Other historical exhibits** - (SF71) - Attach an explanation of historical importance.
- \***A102011 - Exhibit depicting the importance of a community or Nebraska historic landmark** - (SF71)
- \***A102012 - Community Report** - documenting something of historical significance from past to present - (SF71)
- \***A102013 - Historic Collection** - (SF71) - displayed securely and attractively in a container no larger than 22" x 28".
- \***A102014 - Video documentary of a family or a community event** - (SF71) - Must be produced and edited by 4-H member. (Must be entered as a DVD or USB.)?
- \***A102015 - 4-H Club/County Scrapbook** - (SF71) - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- \***A102016 - 4-H Member Scrapbook** - (SF71) - Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- \***A102017 - Special Events Scrapbook** - (SF71) - A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

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

### **Resources**

**Heritage** - Learn about the origins of your family or traditions; Find the stories in family photographs; Identify family keepsakes **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/47](https://4hcurriculum.unl.edu/index.php/main/program_project/47)

## Division - Home Environment

- The purpose of Home Environment 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. Rules - Home Environment Exhibits are evaluated by these criteria: **1.** Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.). **2.** Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home for several months throughout the year. Holiday-specific items are discouraged. Exhibits made from kits are also discouraged as kits limit decision making in the design process. **3.** Items should show creativity and originality, along with the application of design elements and principles. 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. **4.** Entered in correct class: What medium was changed or manipulated? What medium is the majority of



your exhibit made from? **5. Items should be ready for display in the home:** pictures framed, wall hangings and pictures ready to hang etc. No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command Strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing. **6. Items should not be made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking).** Exhibits from the beginning level project, Design My Place, are county only and not state fair eligible. **7. Size of Exhibits:** Exhibits may be no taller than 7 feet and no wider than 6 feet. All exhibits must be easily lifted by two 4-H staff. **8. Number of Entries per Individual:** One entry per exhibitor per class. Limit of two entries in ALL home environment projects per exhibitor. **9. Entry Tags:** An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color, pattern, or picture descriptions to aid in identification. No straight pins. **10. Identification:** In addition to the entry tag, a label with the exhibitor's name and county should be attached to each separate piece of the exhibit. **11. Supporting Information:** Supporting information is required for all Home Environment exhibits. Information must include elements or principles of design used and steps taken to complete the project. Tag templates can be found at <https://go.unl.edu/ne4hhomeenvironment>. Exhibits without supporting information will be dropped as a ribbon placing. **Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. **Quota** - Quota of Exhibits - Based on current year total of Home Environment project enrollment. This total does not include Design My Place or Clover Kid entries. 1-150 Projects: One entry per class 151-300 Projects: One entry per class plus an additional 10 entries. No more than two entries per class. 301+ Projects: One entry per class plus an additional 15 entries. No more than three entries per class. **Number of Entries per Individual** - One entry per exhibitor per class. Limit of two entries in ALL home environment projects per exhibitor. For more information refer to [General Rules](#). **Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hhomeenvironment>. **Special Awards** - Special exhibits will be selected for the Design Gallery at Nebraska State Fair from this project area.

## Class - Design Decisions

- \***C257001 Design board for a room** - (SF 201) - Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22" x 28", or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.
- \***C257002 - Problem solved, Energy savers OR Career exploration** - (SF201) – Identify a problem (such as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) OR explore a career related to home environment (what would it be, what education is needed, what would you do, etc.). Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration. (p. 74-93)
- \***C257003 - Solar, wind, or other energy alternatives for the home** - (SF201) – Can be models, either an original creation or an adaptation of kit. If kit, label and explain what was learned and how the item could be used in or on the exterior of home. (p. 74-93)
- \***C257004 - Technology in Design** - (SF200) - Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.
- \***C257006 - Window Covering** - (SF200) - May include curtains, draperies, shades, shutters, etc.
- \***C257007 - Floor covering** - (SF200) – May be woven, braided, painted floor cloth, etc.
- \***C257008 - Bedcover** - (SF200) - May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits.) (p. 50-53)
- \***C257009 - Accessory -- Original Needlework/Stitchery** - (SF200)
- \***C257010 - Accessory – Textile – 2D** - (SF200) - table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning/10-minute table runners.
- \***C257011 - Accessory – Textile – 3D** - (SF200) - pillows, pillow shams, fabric bowls, etc. No fleece tied exhibits
- \***C257012 - Accessory – 2D** - (SF200)
- \***C257013 - Accessory –3D** - (SF200) - string art, wreaths, etc.
- \***C257014 - Accessory – Original Floral Design** - (SF200)

- \*C257015 - Accessory – Original made from Wood - (SF200)– burn, cut, shape, or otherwise manipulate
  - \*C257016 - Accessory – Original made from Glass - (SF200) – etch, mosaic, stain, molten or otherwise manipulate
  - \*C257017 - Accessory – Original made from Metal - (SF200)–cut, shape, punch, sculpt, reassemble or otherwise manipulate.
  - \*C257018 - Accessory – Original made from Ceramic or Tile - (SF200) – Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
  - \*C257019 - Accessory –Recycled/Upcycled Item for the home - (SF207) - reuse a common object or material in a creative way. Include description of what was done to recycle or reuse items in your attached information.
  - \*C257020 - Furniture – Recycled/Remade - (SF207) - made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse items in your attached information.
  - \*C257021 - Furniture - Wood Opaque finish such as paint or enamel - (SF203)
  - \*C257022 - Furniture – Wood Clear finish showing wood grain - (SF203)
  - \*C257023 - Furniture -- Fabric Covered - (SF200) - May include stool, chair seat, slipcovers, headboard, etc.
  - \*C257024 - Furniture – Outdoor Living - (SF200) - Furniture made/refurbished suitable for outdoor use. (NOTE: May be displayed outside). Include description of what was done to recycle or reuse items in your attached information.
  - \*C257025 - Accessory – Outdoor Living - (SF200) - Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: May be displayed outside.) Include description of what was done to recycle or reuse item in your attached information.
- Z257001** – accessory made with Legos – look for design elements & construction

**Rules - 1.** Attach information to explain steps taken. Information must also include element or principle of design used (p. 9-12).

## Class -- Heirloom Treasures & Family Keepsakes

- \*C256001 - Trunks - (SF206)- including doll-sized trunks or wardrobes.
- \*C256002 - An Article either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated - (SF205)- May include a display of a collection or collectibles, being careful not to destroy value of the collection.
- \*C256003 - Furniture - (SF205)- either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
- \*C256004 - Cleaned and Restored Heirloom Accessory or Furniture - (SF205) - A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles for information on textiles. This publication can be found in the Digital Commons at: <https://go.unl.edu/gcnh> (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.

**Rules - 1.** This project area is for items with historic, sentimental, antique value that are restored, repurposed, or refinished to keep their original look and value. It is not for “recycled” items. For example, a bench would be considered an heirloom if the original finish is restored, but if decorated by painting it would be considered recycled. Entering highly valuable items (especially small ones) is discouraged, as exhibits are not displayed in closed cases. **2. NOTE: Resources** to support this project area are available on the 4-H website. Attach information including: 1. List of steps taken to complete your project. Before and after pictures are encouraged. **2. Keepsakes documentation:** how you acquired the item, and the history of the item may be written, pictures, audio, or video tape of interview with family member, etc. Resources Design Decisions - 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/49\\_Design My Place](https://4hcurriculum.unl.edu/index.php/main/program_project/49_Design_My_Place) - 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 - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/48](https://4hcurriculum.unl.edu/index.php/main/program_project/48) Preserving Heirlooms - Recognize factors that make antiques valuable; Refurbish and restore heirloom or heritage furnishings and accessories; Preserve family heirlooms **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/50](https://4hcurriculum.unl.edu/index.php/main/program_project/50)

## **Division – Horticulture**

- The purpose of Horticulture is to encourage participants to start and maintain vegetable and herb gardens. In addition, 4-H'ers can participate in planting, growing, and caring for flowers and houseplants. There is also a special gardening project in this category that 4-H'ers can participate in. For more resources and materials in this category refer to the resource section at the bottom of the page. Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Quota - Each county may select 10% of their youth enrolled in the **World of Flowers, Annual Flowers, and/or Growing Great Houseplants** projects to exhibit floriculture at State Fair. If the county has enrollment in less than 10 projects, the county may still send exhibits from one youth. Youth must be enrolled in the World of Flowers and/or Annual Flowers projects to exhibit a maximum of FOUR (4) entries per person in classes 1-46 (cut flowers) and 50-53 (educational exhibits). Since cut flower are seasonal, youth may substitute and exhibit in any class, however, youth are still limited to four exhibits at State Fair. Exhibits are limited to ONE EXHIBIT PER EXHIBIT CLASS NUMBER. Entries must be the work of the 4-H member. Youth must be enrolled in the Growing Great Houseplants project to exhibit in classes 50-66. Youth may enter a maximum of THREE (3) entries in classes 50-53 (educational exhibits) and 60-66 (houseplants), but each entry must have received a purple ribbon at the county fair to advance to the State Fair. Each county can select 10% of their youth enrolled in the **Everyone A Gardener** project and/or **Gardening Unit 1-Unit 4** projects. If the county has enrollment in less than 10 projects, the county may still send exhibits from one youth. Youth must be enrolled in the Everyone A Gardener project and/or Gardening Unit 1-Unit 4 projects to exhibit An exhibitor may enter a maximum of FOUR (4) entries per person in classes 201-286 (vegetables, herbs, fruits) and 290-294 (educational exhibits). Since vegetables, herbs, and fruits are seasonal, youth may substitute and exhibit in any class, however, youth are still limited to four exhibits at State Fair. Exhibits are limited to ONE EXHIBIT PER EXHIBIT CLASS NUMBER. Entries must be the work of the 4-H member. Notebooks and posters must have received a purple ribbon at the county fair to advance to the State Fair. Each county may select 10% of their youth enrolled in the current years' **Special Gardening Project** to exhibit at State Fair. If the county has enrollment in less than 10 projects, the county may still send exhibits from one youth. Scoresheets, Forms, and Contest Study Materials and additional resources can be found at <https://go.unl.edu/ne4horticulture>. Special Awards - Premier 4-H Science Award is available in this area. Please see [click here](#) for more details.

## **Class - Floriculture, Educational Exhibits, & Houseplants**

### **\*FLORICULTURE**

Cut Flower Annuals and Biennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.  
Classes 1-23 - (SF106)

**G770001 - Aster**

**G770003 - Bells of Ireland**

**G770005 - Calendula**

**G770007 - Cosmos**

**G770009 – Dianthus**

**G770011 - Gladiolus (3 stems)**

**G770013 - Hollyhock (3 stems)**

**G770015 - Pansy**

**G770017 - Salvia**

**G770019 - Statice**

**G770021 - Vinca**

**G770002 - Bachelor Buttons**

**G770004 - Browallia**

**G770006 - Celosia (crested or plume) (3 stems)**

**G770008 - Dahlia**

**G770010 - Foxglove**

**G770012 - Gomphrena**

**G770014 - Marigold**

**G770016 - Petunia**

**G770018 - Snapdragon**

**G770020 - Sunflower (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems)**

**G770022 - Zinnia**

**G770023 - Any other annual or biennial** (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) (do not duplicate entries in classes 1-22)

**\*Cut Flower Perennials** - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.  
Classes 30-46 - (SF106)

**G770030 - Achillea/Yarrow**

**G770032 - Coneflower**

**G770034 - Daisy**

**G770036 - Helianthus**

**G770038 - Liatris (3 stems)**

**G770040 - Platycodon**

**G770042 - Rudbeckia/Black-eyed Susan**

**G770044 - Statice**

**G770031 - Chrysanthemum**

**G770033 - Coreopsis**

**G770035 - Gaillardia**

**G770037 - Hydrangea (3 stems)**

**G770039 - Lilies (3 stems) (Not Daylilies)**

**G770041 - Rose (3 stems)**

**G770043 - Sedum**

**G770045 - Any other perennial** (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) (do not duplicate entries in classes 30-44)

**G770046 - 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. Boxes may not be returned at State Fair. Do not duplicate entries in classes 1-45 with any in the group collection.

## **\*EDUCATIONAL EXHIBITS**

**G770050 - Flower Notebook** - (SF100) - Exhibit a notebook containing pictures of flowers grown in Nebraska.

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

**G770051 - Flower Garden Promotion Poster** – (SF103) - Individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayon, etc. as 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, county, and years in the project(s) must be on the back of the poster.

**G770052 - Educational Flower Garden Poster** – (SF104)- Prepare a poster 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flower or houseplant project. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals but use your own creativity. Entry card must be stapled to the upper right-hand corner. The 4-H member's name, age, county, and years in the project(s) must be on the back of the poster.

**G770053 - Flower Gardening History Interview** – (SF105)- Neatly handwritten or typed account of a gardening history interview whose flower garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (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 the project(s) must be on the back of the report cover.

## **\*Class - HOUSEPLANTS**

- G770060 - Flowering potted houseplant(s)** – (SF107) - 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.
- G770061 - Foliage potted houseplant** – (SF107) - one variety of tropical or cacti or succulent plant. Label with name of plant.
- G770062 - Hanging basket** – (SF107) - of flowering and/or foliage houseplants. Container may have one or more houseplants in container. Label with name for each plant.
- G770063 - Dish Garden** – (SF 107) - an open/shallow container featuring a variety of houseplants excluding cacti and succulents. Label with name for each plant.
- G770064 - Fairy or Miniature Garden** – (SF107) - A miniature “scene” contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bath tub, etc. Label with name for each plant.
- G770065 - Desert Garden** – (SF107) - an open/shallow container featuring a variety of cacti and/or succulents grown as houseplants. Label with name for each plant.
- G770066 - Terrarium** – (SF107) - a transparent container, partially or completely enclosed; sealed or unsealed. Label with name for each plant.

### **Rules**

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

- 1. Classes 1-23:** Cut Flower Annuals and Biennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.
- 2. Classes 30-46:** Cut Flower Perennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.
- 3.** The cultivar or variety name must be included on all entry cards. If potted container with several cultivar or varieties identifies each individually within the pot. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension staff or office personnel. For Floriculture, punch hole in the top center of entry tag, use a rubber band to securely attach entry tag to containers.
- 4.** 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'ers 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.
- 5.** 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. Containers may not be returned from State Fair.
- 6.** Follow the guidelines in [4-H Preparing Cut Flowers for Exhibits 4H227](#) (revised 2016) when preparing entries for the fair.

#### **EDUCATIONAL EXHIBITS (CLASSES 50-53)**

#### **HOUSEPLANTS (CLASSES 60-66)**

- 1. Youth must be enrolled in Growing Great Houseplants project to exhibit in classes 60-66.**
- 2. Container Grown Houseplants:** The choice of container and soil quality will be considered in judging. Each houseplant must be identified by listing the names on the entry tag or on a card attached to the container. Identify each plant individually if more than one cultivar or variety. Houseplants should be grown in the display container for a minimum of six weeks. Plants grown as houseplants must be used. NebGuide G2205 [“Guide to Growing Houseplants”](#) and NebGuide

G837 ["Guide to Selecting Houseplants"](#) includes a listing of common houseplants. **Containers of annual flowers or annual plants (i.e. petunias, geraniums, impatiens) will be disqualified and will not be judged.**

3. Entries in Classes 60-66 must have been designed and planted by the 4-H member.

4. Container grown houseplants shall be in pots no greater than 12" in diameter (inside opening measurement). Dish gardens, fairy or miniature gardens, desert gardens and terrariums may be up to 12" in diameter (inside opening measurement). Any container grown plant in Classes 60-66 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing.

5. Classes 60-65 exhibitors must have and provide a saucer to catch drainage water. The 4-H members name, age, county, and years in the project(s) must be on the bottom or back of the container and saucer.

## **Class - Special Gardening Project**

**\*G775001 - Special Garden Project** - (SF109)- 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.

**\*G775002 - Special Gardening Project Fresh Cut Flowers, Herbs or Harvested Vegetables** - (SF109) - The current years' Special Gardening Project fresh cut flowers, herbs or harvested vegetables should be entered in this class. Refer to classes 1-45 for quantity to exhibit if Special Gardening Project is a fresh cut flower (SF106). Refer to classes 201-252 for quantity to exhibit if Special Gardening Project is a vegetable (SF108). Flowers and herbs must be cut not potted.

**Rules** - The 2023 Special Gardening Project is focused on Mrs. Burns' Lemon Basil.

## **Class -- Vegetables, Herbs, Fruits, & Educational Exhibits**

### **\*Class - VEGETABLES - Vegetable, Number's to Exhibit**

Classes 1-56 - (SF108)

G773201 - Lima Beans, 12	G773202 - Snap Beans, 12
G773203 - Wax Beans, 12	G773204 - Beets, 5
G773205 - Broccoli, 2	G773206 - Brussels Sprouts, 12
G773207 - Green Cabbage, 2	G773208 - Red Cabbage, 2
G773209 - Carrots, 5	G773210 - Cauliflower, 2
G773211 - Slicing Cucumbers, 2	G773212 - Pickling Cucumbers, 5
G773213 - Eggplant, 2	G773214 - Kohlrabi, 5
G773215 - Muskmelon/Cantaloupe, 2	G773216 - Okra, 5
G773217 - Yellow Onions, 5	G773218 - Red Onions, 5
G773219 - White Onions, 5	G773220 - Parsnips, 5
G773221 - Bell Peppers, 5	G773222 - Sweet (Non-Bell) Peppers, 5
G773223 - Jalapeño Peppers, 5	G773224 - Hot (Non-Jalapeño) Peppers, 5
G773225 - White Potatoes, 5	G773226 - Red Potatoes, 5
G773227 - Russet Potatoes, 5	G773228 - Other Potatoes, 5
G773229 - Pumpkin, 2	G773230 - Miniature Pumpkins (Jack Be Little type), 5
G773231 - Radish, 5	G773232 - Rhubarb, 5
G773233 - Rutabaga, 2	G773234 - Green Summer Squash, 2
G773235 - Yellow Summer Squash, 2	G773236 - White Summer Squash, 2
G773237 - Acorn Squash, 2	G773238 - Butternut Squash, 2
G773239 - Buttercup Squash, 2	G773240 - Other Winter Squash, 2
G773241 - Sweet Corn (in husks), 5	G773242 - Swiss Chard, 5
G773243 - Red Tomatoes (2" or more in diameter), 5	G773244 - Roma or Sauce-type Tomatoes, 5

- G773245 - Salad Tomatoes (under 2" diameter), 12**    **G773246- Yellow Tomatoes (2" or more in diameter), 5**  
**G773247 - Turnips, 5**    **G773248 - Watermelon, 2**  
**G773249 - Dry Edible Beans, 1-pint**    **G773250 - Gourds, mixed types, 5**  
**G773251 - Gourds, single variety, 5**  
**G773252 - Any other vegetable, - 2, 5 or 12** (do not duplicate entries in classes 201-251) that doesn't fit in any other class

**G773255 - 4-H Vegetable Garden Collection** - of five kinds of vegetables. Display Garden Collection in a box not more than 24" in any dimension. Boxes may not be returned from State Fair. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.

**G773256 - 4-H Cultivar Vegetable Collection** – Vegetables entered in the collection are 5 cultivars from a single exhibit: for example, 5 cultivars of all types of peppers or squash or onions or tomatoes, etc. Display in a box not more than 24" in any dimension. Boxes may not be returned from State Fair. Showmanship will be considered in judging; but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252).

### **\*Class - HERBS**

**Classes 60-69 - (SF108)**

- G773260 - Basil, 5**    **G773261 - Dill (dry), 5**  
**G773262 - Garlic (bulbs), 5**    **G773263 - Mint, 5**  
**G773264 - Oregano, 5**    **G773265 - Parsley, 5**  
**G773266 - Sage, 5**    **G773267 - Thyme, 5**

**G773268 - Any other herb, 5** (do not duplicate entries in classes 260-267)

**G773269 - 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 from State Fair. Each herb in the collection should be exhibited with the number specified for classes 260-268. Do not duplicate entries in classes 260-268 with any in the group collection.

### **\*Class - FRUITS**

**Classes 80-86 - (SF108)**

- G773280 - Strawberries** (ever bearers), 1 pint    **G773281 - Grapes, 2 bunches**  
**G773282 - Apples, 5**    **G773283 - Pears, 5**  
**G773284 - Wild Plums, 1 pint**  
**G773285 - Other small fruit or berries, 1 pint** (do not duplicate entries in classes 280-284)  
**G773286 - Other fruits OR nuts, 5** (do not duplicate entries in classes 280-284)

### **Class - EDUCATIONAL EXHIBITS**

**\*G773290 - Garden Promotion Poster** – (SF103)- 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, county, and years in the project(s) must be on the back of the poster.

**\*G773291 - Educational Vegetable or Herb Garden Poster** – (SF104)- Prepare a poster 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 the project(s) must be on the back of the poster.

**\*G773292 - Vegetable and/or Herb Gardening History Interview** – (SF105)- Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, county, and years in the project(s) must be on the back of the report cover.

**\*G773293 - Vegetable Seed Display** – (SF101)- Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families, plus representatives from 5 other families. Group the seeds by family and type. Glue seeds or otherwise fasten clear containers of seeds to a board or poster mat board no larger than 22" 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. Information on vegetable family members can be obtained from your Extension office.

**\*G773294 - World of Vegetables Notebook** – (SF102)- Choose a favorite foreign cuisine and learn what vegetables and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.). Include a report talking about a minimum of 5 vegetables and/or herbs from each country chosen. Include the scientific and common names, pictures of the plants from your garden or seed catalogs; tell how they are grown; and how the foods are used. Also list a source for buying the seed or plants. Favorite recipes using some or all of the vegetables described may be included. Give proper credit by listing the source of pictures and information used. Protect in a clear report cover or 3-ring notebook. The 4-H member's name, age, county, and years in the project(s) must be on the back of the report covers or notebook.

## Rules

1. The cultivar or variety name must be included on all entry cards. 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. Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be dropped one ribbon placing. In classes 252, 255, 268, 269, 285, and 286 do not duplicate entries from any of the other classes or entry will be dropped one ribbon placing. For example: 4-H'ers with two cultivars or varieties of red tomatoes can only enter the red tomatoes class and cannot enter the other cultivar or variety in any other vegetable class. Score Sheet SF108.
2. Follow the guidelines in [Selecting and Preparing Vegetables, Herbs and Fruits](#) for Exhibit 4H226 when preparing entries for the fair. At State Fair, plates will be provided for the exhibitor.
3. Vegetables (Classes 1-56) Class, Vegetable, Number's to Exhibit
4. Herbs (Classes 60-69) Herbs will be judged using the same general criteria used for vegetables. Those grown mainly for their seed, such as dill and caraway, should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a CLEAR GLASS CONTAINER of water (no plastic containers at State Fair). Containers may not be returned from State Fair. Potted herb plants will be disqualified and will not be judged. Score Sheet SF108.
5. Fruits (Classes 80-86) Fruits will be judged using the same general criteria used for vegetables. Fruit will be judged for the stage of maturity normal for that season and growing location. Emphasis will be placed on how well fruit approaches market quality. Score Sheet SF108.



## Resources

Annual Flowers - Plant, grow, and care for annual flowers **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/105](https://4hcurriculum.unl.edu/index.php/main/program_project/105)

Everyone A Gardener - Choose a garden site; Plan a garden; Grow vegetables; Select and purchase garden supplies;

Grow transplants **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/107](https://4hcurriculum.unl.edu/index.php/main/program_project/107)

Gardening A - Plan and plant a garden; Find out how seeds germinate; Learn what different plant parts do; Harvest and use your vegetables **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/108](https://4hcurriculum.unl.edu/index.php/main/program_project/108)

Gardening B - Transplant plants into your garden; Grow plants from plant parts; Feed your garden; Earn money by growing vegetables **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/109](https://4hcurriculum.unl.edu/index.php/main/program_project/109)

Gardening C - Learn about succession planting; Grow an herb garden; Find out about photosynthesis; Identify pest damage **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/110](https://4hcurriculum.unl.edu/index.php/main/program_project/110)

Gardening D - Use intercrop and double crop planting methods; Plant a computer-planned garden; Identify plant diseases; Learn about plant scientists - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/111](https://4hcurriculum.unl.edu/index.php/main/program_project/111)

Houseplants - Grow foliage and bulb plants indoors; Learn what houseplants need to stay healthy **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/106](https://4hcurriculum.unl.edu/index.php/main/program_project/106)

Special Garden Project - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/176](https://4hcurriculum.unl.edu/index.php/main/program_project/176)

The World of Flowers - Learn about growing healthy plants; Grow flowers from seeds; Learn about caring for flowers

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/104](https://4hcurriculum.unl.edu/index.php/main/program_project/104)

## Division - Human Development

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

Rules - **Information Sheets** - Classes 1 – 6 & Class 8: Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet. **Information sheets for Classes 1 - 6 should include:** Where did I get the idea for this exhibit? What decisions did I make to be sure exhibit is safe for child to use? What age is this toy, game, or activity appropriate for and why? (Infant, Birth-18 months; Toddlers, 18 mths-3 years; Preschoolers, 3-5 years or Middle Childhood, 6-9 yrs.) 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals). How is the toy, game or activity intended to be used by the child?

**Information sheet for Class 8 should include:** State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for. What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age. What will the child learn or what skills will they gain by using the kit? What item(s) were made by the 4-H'er. 4-H'er should make one or more items in the kit, but purchased items are also allowed. (It is highly suggested that an inventory list of items in the kit be included). For General Rules

<https://4h.unl.edu/fairbook/general/rules> Eligibility - **All static exhibits** must have received a purple ribbon **at the county fair to advance to the State Fair.** Quota – **5 projects from classes 1-7, 10, and 11 --- 2 projects each from class 8 and class 9.** Scoresheets, Forms, and Contest Study Materials and additional resources can be found at <http://go.unl.edu/ne4hhumandevlopment>.

## Class -- Human Development

4-H members taking I HAVE WHAT IT TAKES TO BE A BABYSITTER may enter:

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

\*C200001 - **Social Emotional Development** - (SF30)

\*C200002 - **Language and Literacy Development** - (SF30)

\*C200003 - Science - (SF30)

\*C200004 - Health and Physical Development - (SF30)

\*C200005 - Math - (SF30)

\*C200006 - Creative Arts - (SF30)

\*C200007 - Activity with a Younger Child - (SF115) - Poster or scrapbook showing 4-H'er working with a child aged 0 to 8 years. May show making something with the child, or childcare or child interactions. May include photos, captions, story, or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er must make scrapbook or poster. No information sheet needed for class 7. (

\*C200008 - Babysitting Kit - (SF85) - 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 C200008 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.

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

\*C200009 - Family Involvement Entry – (SF115) - 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.

4-H'ers taking GROWING ALL TOGETHER (2 or 3) may enter:

\*C200010 - Growing with Others Scrapbook or Poster – (SF115) - 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.

\*C200011 - Growing in Communities – (SF115) - 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.

**Rules - 1. Exhibitors** in the Human Development project area will be asked to focus on designing toys/games/activities that meet the different needs of children. **2. Categories:** are based on the Early Learning Guidelines in Nebraska which identify the important areas in which our children should grow and develop. Use the Nebraska Department of Education website and the resources around the Early Learning Guidelines to help understand the six areas and the skills children need to develop to create your exhibit, in conjunction with your project manual. <https://www.education.ne.gov/oec/early-learning-guidelines> Resources - I Have What It Takes To Be A Babysitter - Learn skills and techniques of child care; Find out how to be a caring sitter; Learn to provide a safe

environment for children **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/53](https://4hcurriculum.unl.edu/index.php/main/program_project/53) Kids On The Grow 1 - Explore how people grow and develop; Inspect toddlers toys, minimize hazards; Learn about roles in life, handling emotions; **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/54](https://4hcurriculum.unl.edu/index.php/main/program_project/54) Kids On The Grow 2 - Learn about self care, rules, responsibility and safety; Introduction to babysitting; Gain awareness of common dangers in the world **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/55](https://4hcurriculum.unl.edu/index.php/main/program_project/55) Kids On The Grow 3 - Explore child development careers; Gain experience as a teacher or coach; Participate in a community service project **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/56](https://4hcurriculum.unl.edu/index.php/main/program_project/56)

## **Division - Knitting and Crochet**

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

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

Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Quota – Scoresheets, Forms, and Contest Study Materials and additional resources can be found at

<https://go.unl.edu/ne4hknitting-crocheting>.

Special Awards –

- **Premier 4-H Science Award** is available in this area. Please see General Rules for more details.
- **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.

## **Class - Crochet**

**\*226001 - Level 2 Crocheted Clothing** - (SF) - (Garment eligible for State Fair Fashion Show) - Crochet garment using basic stitches [including chain, single, double, half-double, treble] to form patterns

**\*226002 - Level 2 Crocheted Home Environment Item** - (SF) - Crochet item using basic stitches [including: chain, single, double, half-double, treble] to form patterns

**\*226003 - Level 3 Crocheted Clothing** - (SF) - (Garment eligible for State Fair Fashion Show) - Crochet garment using stitches learned in Level 2 while advancing to use Afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

**\*226004 - Level 3 Crocheted Home Environment Item** - (SF) - Crochet item using stitches learned in Level 2 while advancing to use Afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

**Rules - 1.** All crochet items will be displayed in the clothing area. **2.** Criteria for judging crochet: Design and Color, Neatness, Crochet Mechanics, Trimmings, and Construction Finishes. **3.** Each crocheted exhibit must include the following information on the fiber arts data card with the entry tag or exhibit will be lowered one ribbon placing:

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. Gauge and size of hook or type of crocheting tool.
5. Kind of yarn - weight and fiber content or other material used.
6. Names of stitches used.

## **Class -- Knitting**

- \***225001 - Level 2 Knitted Clothing** - (SF) - (Garment eligible for State Fair Fashion Show) – Knitted item or garment using pattern stitches such as diamond, block, twist, or seed/moss stitches. Basic stitches [including Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form pattern
- \***225002 - Level 2 Knitted Home Environment Item** - (SF) - 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
- \***225003 - Arm or Finger Knitted Item** - (SF) - (Clothing or Home Environment Item)
- \***225004 - Loom Knitted Item** - (SF0) - (Clothing or Home Environment Item)
- \***225005 - Level 3 Knitted Clothing** - (SF) - (Garment eligible for State Fair Fashion Show) – Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle. made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting
- \***225006 - Level 3 Knitted Home Environment Item** - (S) - 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.
- \***225007 - Level 3 Machine Knitting** - (SF)

**Rules** - **1.** All knitted items will be displayed in the clothing area. **2.** Criteria for judging knitting: Design and Color, Neatness, Knitting Mechanics, Trimmings, and Constructions Finishes. **3.** Each knitted exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing.

- Why did you choose to create this exhibit?
- What steps did you take as you created this exhibit?
- What were the most important things you learned?
- Gauge-Number of rows per inch; number of stitches per inch.
- Size of needles, finger knitted, arm knitted, loom or machine knitted
- Kind of yarn – weight and fiber content.
- Names of stitches used.

### **Resources**

**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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/44](https://4hcurriculum.unl.edu/index.php/main/program_project/44)

**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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/45](https://4hcurriculum.unl.edu/index.php/main/program_project/45)

## **Division – Photography** - The purpose of this project area is to establish basic to

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

## Rules

1. 4-H members are allowed to exhibit in only one photography level.
2. 4-H members may enter up to three exhibits but no more than one exhibit per class (see general rules).
3. An image may only be used on one exhibit with the exception of Portfolios, which may include images entered in other classes.
4. **Cameras:** Photos may be taken with any type of film or digital camera, including phones, tablets, and drones.
5. Photos must be shot by 4-H member during the current project year with the exception of Portfolios, which may include images captured and/or exhibited in previous years.
6. Securely attach photos, mats, backing, and data tags. Exhibits that are poorly attached may be disqualified. Do not use photo corners, borders, or place coverings over the exhibits.
7. **Portfolios:** 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. **8. Display Exhibits:** At State Fair, display exhibits are only accepted in Level II. Displays consist of three 4"x6" photos mounted on a single horizontal 11"x14" 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).

**9. Print Exhibits:** Print exhibits must be 8"x10" printed mounted in 11"x14" (outside size) cut matting with a sandwich mat board backing. Incorrect sizes will not be accepted. No foam board should be used for matting or backing. Mat openings may be rectangular or oval. Photos may be horizontal or vertical. No frames are allowed. Appropriate data tags are required (see rule regarding Data Tags).

**10. Entry Tags:** Entry tags should be securely attached to the upper right-hand corner of the exhibit.

**11. 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 outline below. Data tags should be securely attached to the back of the exhibit. Current data tags and help sheet are available at <https://go.unl.edu/ne4h-photography>.

1. **Level 2 Prints:** All Level 2 prints must have a Level 2 Data Tag.
2. **Level 2 Displays:** Each photo of the display must include a separate Level 2 Data Tag. Data Tags should be numbered with the corresponding photo's number.
3. **Level 3 Prints:** All Level 3 prints must have a Level 3 Data Tag.

**12. 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 county Extension offices after the completion of their on-campus exhibition.

Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Quota      1-75 county entries: 1 entry per class  
              76-125 county entries: 2 entries per class  
              126-200 county entries: 3 entries per class

201-275 county entries: 4 entries per class

276+ county entries: 5 entries per class

Only allowed entries in one unit/level. Individuals may enter 3 exhibits but no more than one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4h-photography>.

**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 county Extension offices after the completion of their on-campus exhibition.

## **UNIT I - FOCUS ON PHOTOGRAPHY** - class - COUNTY ONLY INELIGIBLE FOR STATE FAIR.

IF YOU EXHIBIT IN THIS UNIT YOU ARE NOT ALLOWED TO EXHIBIT IN UNIT II & UNIT III YOUR Photos can be any size, colored or black & white. YOUR Photos should be mounted on any size or color poster board.

- **Z-901-083 - PICTURE DISPLAY** - Entry will consist of three pictures. The 4-H member will exhibit ONE PICTURE FROM THREE DIFFERENT CATEGORIES. Categories to be selected from include: 1) animal, 2) building, 3) people, 4) Landscape, 5) special effects, 6) still life (inanimate objects that can be moved) or 7) sports. Encourage size variance, artistic arrangement, originality and creativity. May be taken with a digital camera.
- **Z-901-084- PICTURE STORY SERIES** - An entry will consist of a series of three photos that tell the beginning, middle and end of a story. May be taken with a digital camera.
- **Z-901-085 -PHOTO JOURNAL** – will consist of a single completed and bound section of project 1, 2, 3 OR 4 in the Level 1 project manual – Focus on Photography. Choose the project, complete the pages associated with the project area of your choice or recreate and print the pages (still using actual photos).
- **Z-901-086 - PANORAMA EXHIBIT** - entries will consist of an arrangement of 3 or more pictures connected to show a Wide angle of a subject. Panorama display must be mounted on a horizontal poster board (any size). Picture may have some overlap. Unwanted excess can be cropped (cut).
- **Z-901-087 - FUN WITH SHADOWS DISPLAY** - entries will consist of 3 pictures of 3 different subjects that capture the image of the shadow.
- **Z-901-088 - PICTURE DISPLAY** - entries will consist of 3 pictures. Exhibit one picture from 3 different photography techniques: 1) vertical framing, 2) horizontal framing, 3) close up, 4) different viewpoint, 5) trick photography, 6) simple background.
- **Z-901-089 - BUILDING/LANDSCAPE PICTURE DISPLAY** - entries will consist of 3 pictures of 3 different subjects which include buildings and landscapes.
- **Z-901-090 - PEOPLE/ANIMALS PICTURE DISPLAY** - entries will consist of 3 pictures of 3 different subjects which include people and animals.
- **Z-901-091 - MAGIC and TRICKS DISPLAY** - entry will consist of 3 pictures of 3 different subjects that use a “special effect” to create interesting photos.
- **Z-901-092 – INSECT PHOTO** –entries of 1 picture – any size mounted on any size or color poster board.
- **Z-901-093 – FLOWER PHOTO** – entries of 1 picture – any size mounted on any size or color poster board.
- **Z-901-094 - OTHER EXHIBIT** - any size mounted on any size or color poster board. Limit of 3 exhibits in this class.

## **Class -- Level 2: Next Level Photography**

**\*B181010 - Level 2 Portfolio** - (SF88) -: 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.

- \***B181020 - Creative Techniques & Lighting Display or Print** - (SF87) - Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections, or another lighting technique covered in Book 2 Next Level Photography (Activity 3, 4, 5)
- \***B181030 - Creative Composition Display or Print** - (SF87) - Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle, or another composition technique covered in Book 2 Next Level Photography. (Activity 6, 7, 8, 9)
- \***B181040 - Abstract Photography Display or Print** - (SF87) - 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)
- \***B181050 - Candid Photography Display or Print** - (SF87) - Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)
- \***B181060 - Expression Through Color Display or Print** - (SF87) - Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary, or tertiary. (Activity 13)

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

### **Class -- Level 3: Mastering Photography**

- \***B182010 - Level 3 Portfolio** - (SF88) - Level 3 portfolios should represent the photographer's best work. 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.
- \***B182020 - Advanced Techniques & Lighting Print** - (SF89) - Photos should show an experimentation or exploration of advanced lighting, such as low-light or silhouette photography or another advanced photography technique, such as astrophotography, underwater photography, or infrared photography. (Activity 3, 4, 5, or 12)
- \***B182030 - Advanced Composition Print** - (SF89) - Photos should show advanced compositions, such as using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewer's eye through a scene; breaking the rule of thirds to compose a discordant image, or another advanced composition technique covered in Book 3 Mastering Photography (Activity 6, 7)
- \***B182040 - Portrait Print** - (SF89) - A great portrait captures not only a person's physical image, but also something of the person's character or personality. Photos may be either formal or informal, but must be of one or more human subjects. (Activity 9)
- \***B182050 - Still Life Print** - (SF89) - Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)
- \***B182060 - Freeze/Blur the Moment Print** - (SF89) - Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)

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

Photography. Resources – Mastering Photography - 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/30](https://4hcurriculum.unl.edu/index.php/main/program_project/30) 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/29](https://4hcurriculum.unl.edu/index.php/main/program_project/29) Photography Basics - 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/28](https://4hcurriculum.unl.edu/index.php/main/program_project/28)

## **Division - Quilt Quest** – In Quilt Quest, 4-Hers learn skills as they progress through the project.

The least experienced 4-H exhibitor will select fabric, cut, and sew together only squares or rectangles in making the quilt top. They may have additional guidance in piecing the quilt block and layering together the quilt top, inner batting, and the quilt bottom. Another person can do the quilting for them. In the Premier class, the 4-Her has developed skills to be able to do all the work by himself/herself. This includes pattern and fabric selection, cutting and sewing individual pieces, layering the quilt top/batting/backing together, and quilting. Quilting may be done by hand, by sewing machine or by a commercial-grade quilting machine. After quilting, the 4-Her must finish the quilt by "squaring it up," put binding on the edge, and placing a label on the quilt which provides details about the quilt making process for historical purposes.

Rules

- **All entry cards and support information must be attached using a safety pin. No straight pins.**
- When judging Quilt Quest exhibits, the judges consider SF209 "Standards for Judging Quilts and Quilted Items."
- For all classes, 4-Hers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-Hers may also use "fabric collections" offered by manufacturers in a particular designer or fabric line. Examples of fabric collection include:
  - **Jelly Rolls** are made of (up to) 40 different strips of 2 ½" wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-Hers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
  - **Honey Buns** are made like the Jelly Rolls with 1 ½" strips of fabrics.
  - **Layer Cakes** are 10" squares of fabric from a manufactured designer or fabric line with different pieces of fabric "layered" on top of one another to look like a piece of cake.



- **Charm Packs** are made of 5" squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- **Candies** are 2.5" 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 ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18" x 21". (One half yard of fabric yields 2 fat quarters). The "fat quarter" can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
- **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-Her must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.

After fabric selection, youth can use a variety tool 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.

Eligibility - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Quota - Classes 10-42 - 6 entries total across classes

Classes 50-83 - 3 entries total across classes

Scoresheets, Forms, and Contest Study Materials and additional resources can be found at

<https://go.unl.edu/ne4hquilting>.

## Class - Barn Quilts

\***229021** - (SF208B) - Barn Quilt created that is less than 4'x4'.

\***229022** - (SF208B) - Barn Quilt created that is 4'x4' or larger.

**Rules** - 1. 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 the [Home Environment information sheet](#). Exhibits without [supporting information](#) will be dropped a ribbon placing.

## Class -- Exploring Quilts

\***C229010 - Exploring Quilts** (SF208C) - -Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math-conversion of quilt patterns, textiles/fabrics, computerization, entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt such as Baltimore album quilts or Amish quilts. Exhibit may be a 14 x 22-inch 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.

\***C229030 - Computer Exploration** (SF208C) - - Poster or notebook with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information on type of program used, process used to generate designs, or how you used color to create different quilt designs. Size of poster or notebook to be suitable for the exhibit.

## Class - Premier Quilt

- \*C229080 - (SF208A) - Hand quilted
- \*C229081 - (SF208A) - Sewing machine quilted
- \*C229082 - (SF208A) - Long arm quilted—non-computerized/hand guided
- \*C229083 - (SF208A) - Long arm quilted—computerized

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

## Class -- Quilt Design Other than Fabric

- \*C229020 - **Quilt Design Other Than Fabric** (SF208B) - Two or three-dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc.

**Rules - 1.** 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.

## Class - Quilted Exhibits - Classes 40-42

- \*C229040 - **Wearable Art** - (SF208A) - Quilted? clothing or clothing accessory which must have a recognizable amount of quilting grand may include fabric manipulation. Quilting must be done by the 4-H member. On a half sheet of 8 1/2 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.
- \*C229041 - **Inter-generational Quilt** - (SF208E) - A quilt made by 4-H member and family members or friends of different generations. On a half sheet of 8 1/2 x 11-inch paper, include an explanation answering the following questions: A) How was the quilt planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether you used a kit, jelly roll, charm squares, etc.? C) What did you learn that you can use on your next project?
- \*C229042 - **Service Project Quilt** - (SF208D) - A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 1/2 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 to include 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?

**Classes 50 – 52 - (SF208A)** Pieced quilts made up of squares and/or rectangles

- \*C229050 - **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.
- \*C229051 - **Medium - length + width = 61" to 120"**
- \*C229052 - **Large - length + width = over 120"**

**Classes 60 – 62 - (SF208A)** In addition to any of the methods in classes 50–52, quilts may have triangles, and/or may be embroidered.

- \*C229060 - **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.
- \*C229061 - **Medium - length + width = 61" to 120"**
- \*C229062 - **Large - length + width = over 120"**

**Classes 70 – 72 - (SF208A)** In addition to any of the methods in classes 50–62, quilts may have curved piecing, applique, Celtic style, stained glass style, paper piecing, art quilt style (An art quilt is an original exploration of a concept or idea rather than the handing down of a "pattern". It experiments with textile manipulation, color, texture

and/or a diversity of mixed media. An Art Quilt often pushes quilt world boundaries), or other non-traditional styles.

**\*C229070 - 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.

**\*C229071 - Medium - length + width = 61" to 120"**

**\*C229072 - Large - length + width = over 120"**

**Rules - 1.** Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project. A quilted exhibit consists of 3 or more layers. All quilted exhibits must be quilted (machine or hand) or tied. All quilt piecing and finishing must be the sole work of the 4-H member. Quilting, whether machine or hand quilted, may be done by another individual, except for the Premier Quilt class. No pre-quilted fabric may be used. Wall quilts must have a hanging sleeve on the back of the quilt or some method for hanging. All quilted exhibits must be clean and finished for intended purpose. On a half sheet of 8 1/2 x 11-inch paper, include an explanation answering the following questions: A) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? B) What did you do and what was done by others? C) What did you learn you can use on your next project?

## **Division - Safety**

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.

**Rules** - For General Rules [click here](#)

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota** - Counties may enter one exhibit in each safety class for each 25 (or part thereof) current safety project enrollees in the county. **Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hsafety>.

### **Class - Fire Safety**

**\*E450001 - Fire Safety Poster** - (SF269) - This is a home floor plan drawn to scale showing primary and secondary escape routes and where fire extinguishers and smoke detectors are located. Draw every room, including all doors and windows. Use black or blue arrows showing primary escape routes from each room. Use red arrows showing secondary routes to use if the primary routes are blocked. Primary and secondary escape routes must lead outside to an assembly location. Documentation should include evidence the escape plan has been practiced at least four times. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".

**\*E450002- Fire Safety Scrapbook** - (SF270) - The scrapbook must contain 10 news articles from print and/or internet sources about fires to residential or commercial properties or landscapes. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The Scrapbook should be bound in a standard size hardcover binder or notebook for 8 1/2" X 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

**\*E450003 - Fire Prevention Poster** - (SF268) - Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Halloween, 4th of July, etc.). Originality, clarity and artistic impression will all be judged. Do not include live fireworks, matches or other flammable/explosive/hazardous materials. Any entry containing this material will be disqualified. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".

### **Class - Safety**

**\*E440001 - 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 the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4-H 425, pages 6 & 7 for guidance.

1. Kits containing any of the following will be automatically disqualified:

2. 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.)

3. Materials with expiration dates on or before the judging date. (This includes sterile items, non-prescription medications, ointments, salves, etc. Articles dated month and year only are considered expired on the last day of that month.)

4. Any controlled substance.

**\*E440002 - 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. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit.

**\*E440003 - 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 ½" X 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

**\*E440004 - Safety Experiences-** (SF 190) - The exhibit should share a learning experience the youth had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the youth's role, some evidence of the youth's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental Rev. 12/19/2014 documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

**\*E440005 - Career 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 youth's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, some military assignments, law enforcement officers, emergency room medical personnel, fire investigator and more. It is recommended youth interview a professional in the field in their research. Additional research sources might include books, articles, career web sites, job-related government web sites or interviews with career placement or guidance counselors. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

## Resources

**All-Terrain Vehicles (ATV)** - Find out how to use ATV's safely; Learn about trouble-shooting and emergency procedures; Find out about hazards of the trail; Learn how to dress appropriately when riding **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/88](https://4hcurriculum.unl.edu/index.php/main/program_project/88) **Fire Safety** - Design a poster about fire safety;

Learn to develop fire escape plans **URL:** -[https://4hcurriculum.unl.edu/index.php/main/program\\_project/87](https://4hcurriculum.unl.edu/index.php/main/program_project/87)

**Safety** - Learn how to report an emergency; Learn basic first aid; Find out how to stock a first aid kit; Discover strategies for safety at home and away **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/86](https://4hcurriculum.unl.edu/index.php/main/program_project/86)

**Tractor Safety** - Learn to operate a tractor safely; Understand tractor controls and safety checks

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/89](https://4hcurriculum.unl.edu/index.php/main/program_project/89)

## Division - Range

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

### Rules

1. Each exhibit must be properly identified with Unit and Class.
2. All plant displays, and display covers must be the result of the current year's work.
3. 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).
4. 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.
5. For guidelines on specific projects, refer to appropriate project manuals. Premier 4-H Science Award is available in this area. Please see [General Rules](#) for more details.

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota** - Individuals in the Reading the Range Unit 1 project may exhibit in Classes 1-8, and 10. Individuals in the Using Nebraska Range Unit 2 project may exhibit in Classes 1- 10.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <http://go.unl.edu/ne4hrange>.

## Class - Range Management

- \***D330001 - Value and Importance for Livestock Forage and Wildlife Habitat and Food Book** - (SF260) - 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 2016) 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.
- \***D330002 - Life Span Book** – (SF260) - A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- \***D330003 - Growth Season Book** - (SF260) - A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- \***D330004 - Origin Book** - (SF260) - 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.
- \***D330005 - Major Types of Range Plants Book** - (SF260) - A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like, and 3 shrubs.
- \***D330006 – Range Plant Collection Book** - (SF260) - A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.
- \***D330007 – Parts of a Range Plant Poster** - (SF259) - 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.
- \***D330008 - Special Study Board** - (SF260) - A display of the results of a clipping study, a degree of use study, range site study, etc. A short essay must accompany the display to explain the reason for the study, what was learned, and study results. This should be placed in a sheet cover attached to the board.
- \***D330009 - Junior Rancher Board** - (SF260) - This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc.

## Rules

**1. Books (Classes 1-6):** 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 (see example below) in the lower right corner of the mounting sheet: Scientific name (in italic or underlined), with authority - Common name. - County of collection. - Collection date. - Collector's name. - Personal collection number, indicating order that plants were collected in your personal collection, - Other information, depending on class selected, i.e., value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

**2. Displays (Class 7):** The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side.

**3. Boards (Classes 8-9):** Boards should be no larger than 30" wide by 36" tall. Boards should be adequately labeled.

**Resources -- Reading the Range** - Learn the names of range plants; Identify and collect range plants; Explore the basics of range management URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/116](https://4hcurriculum.unl.edu/index.php/main/program_project/116)

**Using Nebraska Range** - Study Nebraska grassland heritage; Understand plant vigor and the effects of grazing; Identify range sites; Calculate range conditions; Understand stocking rates URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/117](https://4hcurriculum.unl.edu/index.php/main/program_project/117)

**Weed Science** - Learn the names of range plants; Identify and collect range plants; Explore the basics of range management URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/118](https://4hcurriculum.unl.edu/index.php/main/program_project/118)

## Division - SET Aerospace (Rockets/Drones)

This category gives 4-H'ers 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 SET Aerospace gives participants a first-hand experience in modern technology. For help getting started with this project contact your county 4-H office.

### Rules

1. 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 the exhibit may be identified if the entry tag is separated from the exhibit.
2. 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.
3. The rockets must be mounted vertically. Please do not attach sideboards or backdrops to the displays. In addition, a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rockets engine mount to give added stability.
4. 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.
5. 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) a flight record for each launching (weather, distance, flight height), 3) number of launchings, 4) flight pictures, 5) Safety (How did you choose your launch site? Document safe launch, preparations, and precautions), 6 objectives learned, and 7) conclusions.
6. 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.
7. 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.

**8. 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.

9. 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.

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

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Entry level rockets, made with PLASTIC FINS and PLASTIC BODY TUBES, are COUNTY ONLY projects.

**Quota** - Counties are allowed a maximum of 4 entries for all rocketry. Each individual is limited to one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4haerospace>.

**Special Awards** - Premier 4-H Science Award is available in this area. Please see [click here](#) for more details.

## Class - Aerospace

**\*H850001 - Rocket - (SF92)** - Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or air brush.

**\*H850002 - Aerospace Display - (SF93)** - Poster or display board that displays or exemplifies? one of the principles learned in the Lift Off project. Examples include display of rocket parts and purpose, explains 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”.

**\*H850003 - Rocket - (SF92)** - Any Skill Level Rocket with wooden fins and cardboard body tubes painted using commercial application, for example: commercial spray paint.

### Rules

1. Youth enrolled in Aerospace 2, 3, or 4 may exhibit in any class within this division.

## Class - Drones

**\*H850005- 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”.

**\*H850006-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 submitted to <https://go.unl.edu/2023nesfset> by August 15, 2023, or be uploaded to a video streaming application and exhibitors **MUST** provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions.

**Rules** - 1. Youth enrolled in Aerospace 2, 3, or 4 may exhibit in any class within this division.

## Class - Self-Designed Rocket

**\*H850004 - Rocket (SF92)** Any self-designed rocket with wooden fins and cardboard body tubes.

**Rules** 1. Youth enrolled in Aerospace 2, 3, or 4 may exhibit in any class within this division.

**Resources Aerospace 2** - Fly kites and launch rockets; Explore space; Experience disorientation - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/120](https://4hcurriculum.unl.edu/index.php/main/program_project/120) **Aerospace 3** - Learn to fly an airplane; Make a shuttle on a string; Control flight directions **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/121](https://4hcurriculum.unl.edu/index.php/main/program_project/121) **Aerospace 4** - Create an altitude tracker; Evaluate navigation systems; Explore pilot certification requirements **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/122](https://4hcurriculum.unl.edu/index.php/main/program_project/122)

## **Division - SET Computers**

This category gives 4-H'ers a chance to display their knowledge of computers. Through participation in this category 4-H'ers will develop presentations that show judges their knowledge in the different aspects of computer science. Involvement in SET Computers gives participants a first-hand experience in modern technology. For help getting started with this project contact your county 4-H extension office.

### **Rules**

1. 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 the exhibit may be identified if the entry tag is separated from the exhibit.
2. Demonstration boards should include an overall title for the display, plus other necessary labeling.
3. Reports should be written using the scientific method whenever possible (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.
4. 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.
5. Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
6. Please refer to the General Rules for the policy regarding the use of copywritten images.
7. Premier 4-H Science Award is available in this area.
8. **Team Entries:** To qualify for entry at the Nebraska State Fair team materials entered in H860007 - 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.

For General Rule [click here](#)

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota** - Maximum of 2 entries per class. Each individual is limited to one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <http://go.unl.edu/ne4hcomputers>.

## **Class - Computer Mysteries: Unit 2**

**\*H860001 - Computer Application Notebook** - (SF277) - 4-H exhibitor should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following: greeting card (5 different cards such as a birthday, wedding, anniversary, sympathy get well or other); a business card (3 cards for 3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (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.

**\*H860002 - Produce a Computer Slideshow Presentation** - (SF276) - Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. Entries should be submitted to <https://go.unl.edu/2023nesfset> by August 15th, 2023 or videos can be uploaded to a video streaming



application and exhibitors **MUST** provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions. 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.

### **Class - Computer Mysteries: Unit 3**

- \*H860003 - Produce an Audio/Video Computer Presentation** - (SF276) - Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. Entries should be submitted to <https://go.unl.edu/2023nesfset> by August 15th, 2023, or videos can be uploaded to a video streaming application and exhibitors **MUST** provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions. A notebook with a printout of all the slides should be submitted. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip.
- \*H860004 - How to STEM (Science, Technology, Engineering and Math) Presentation** - (SF276) - Youth design a fully automated 2 to 5 minute 4-H “how to” video. Submissions should incorporate a picture or video of the 4-Her, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Entries should be submitted to <https://go.unl.edu/2023nesfset> by August 15th, 2023, or videos can be uploaded to a video streaming application and exhibitors **MUST** provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions.
- \*H860005 - Virtual Platform Presentation** - (SF276) - Youth design a fully automated education presentation (video, notebook, poster, etc.). Videos should be submitted to <https://go.unl.edu/2023nesfset> by August 15th, 2023 or videos can be uploaded to a video streaming application and exhibitors **MUST** provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for permissions.
- \*H860006 - Create a Web Site/Blog or App** - (SF275) - 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 Irfan View or GIMP OR online using a WIKI such as Google Sites. If the Website, Blog, or App isn't live include all files comprising the Website, 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 may be 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 submitted to <https://go.unl.edu/2023nesfset> by August 15th, 2023, or videos can be uploaded to a video streaming application and exhibitors **MUST** provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions.
- \*H860007 - 3D Printing - (SF1050)** - 3D printing uses plastic or other materials to build a three-dimensional (3D) object from a digital design (including 3D Pen Creation). Youth may use original designs or someone else’s they have redesigned in a unique way. Exhibits will be judged based on the motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering projects. Must include design notebook that addresses the following questions:
1. What was the motivation for your design or the problem you were solving with your design? i.e. Is your item a functional or decorative piece?
  2. 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 printed it and the design was too fragile, so I resliced the print to make thicker external walls, or to have a denser infill.
  3. 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)?

4. What materials were selected for your project?
5. If your final design has any moving parts, define how you determined an appropriate allowance in your design.
6. Identify any changes that you would make to improve your design.

**\*H860008 - Maker Space/Digital Fabrication** - (SF1051) - This project is a computer generated projected created using a laser cutter, vinyl cutter, heat press or CNC router. Vector or 3D based software such as Corel Draw or Fusion 360 would be an example of appropriate software used to create your finished project. Project should include a notebook with the following:

1. What motivated you to create this project
2. Software and equipment used
3. Directions on how to create the project
4. Prototype of plans
5. Cost of creating project
6. Iterations or modifications made to original plans
7. 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

**\*H860007 – 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.

#### Resources

**Computer Mysteries 1** - Learn about hardware and software; Discuss Internet safety; Create and save data

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/123](https://4hcurriculum.unl.edu/index.php/main/program_project/123) **Computer Mysteries 2** - Use Internet search engines; Take apart a computer; Participate in a chat room; Create a newspaper or magazine

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/124](https://4hcurriculum.unl.edu/index.php/main/program_project/124) **Computer Mysteries 3** - Build your own computer system; Design a Web site; Develop a multimedia presentation; Use spreadsheets

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/125](https://4hcurriculum.unl.edu/index.php/main/program_project/125)

## Division - SET Electricity

In this category 4-H'ers have the opportunity to create informational exhibits about the different aspects of electricity. Through involvement in this category 4-H'ers will be better educated about electricity and be able to present their knowledge to others. For more resources and materials in this category refer to the resource section at the bottom of the page.

#### Rules

**1.** 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 the exhibit may be identified if the entry tag is separated from the exhibit.

**2.** Several classes require a display board which should be a height of 24 inches and not to exceed 1/4-inch thickness. A height of 24 7/8 inches is acceptable to allow for the saw kerf (width) if two 24-inch boards are cut from one end of a 4 foot by 8-foot sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board.

(Example: Woodworking & Electricity.)

- 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 (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.

**Eligibility** - Exhibits must have received a purple ribbon at the county fair to advance to State Fair.

**Quota** - Maximum of 2 entries per class. Each individual is limited to one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4helectricity>.

**Special Awards** - Premier 4-H Science Award is available in this area. Please see [click here](#) for more details.

### **Class - Electricity - Wired for Power: Unit 3**

**\*H870001 - Electrical Tool/Supply Kit** - (SF224) - Create an electrical supply kit to be used for basic electrical repair around the house. Include a brief description of each item and its use. Container should be appropriate to hold items.

**\*H870002 - Lighting Comparison** - (SF225) - Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display, or an actual item.

**\*H870003 - Electrical Display/Item** - (SF226) - Show an application of one of the concepts learned in the Wired for Power project. Examples include re-wiring or building a lamp, re-wiring or making a heavy duty extension cord or developing an electrical diagram of a house. Exhibit could be a poster display, or an actual item

**\*H870004 - Poster** - (SF227) - Poster should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28" by 22".

### **Class -- Electronics: Unit 4**

**\*H870005 - Electrical/Electronic Part Identification** - (SF228) - Display different parts used for electrical/electronic work. Exhibit should show the part (either picture or actual item) and give a brief description, including symbol of each part and its function. Display should include a minimum of 10 different parts.

**\*H870006 - Electronic Display** - (SF229) - 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 Entering Electronics manual).

**\*H870007 - Electronic Project** - (SF230) - Exhibit an electronic item designed by the 4-H'er or from a manufactured kit that shows the electronic expertise of the 4-H'er. Examples include: a radio, a computer, or a volt meter.

**\*H870008 - Poster** - (SF231) - Poster should exemplify one of the lessons learned in the Entering Electronics Project. Posters can be any size up to 28" by 22".

#### **Resources**

**Electric Excitement 1** - Explore electrical insulation; Learn about the effects of magnetism; Build and electromagnet and electric motor **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/126](https://4hcurriculum.unl.edu/index.php/main/program_project/126)

**Electric Excitement 2** - Decode circuit diagrams; Build circuits and test voltages; Build a rocket launcher and a burglar alarm **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/127](https://4hcurriculum.unl.edu/index.php/main/program_project/127)

**Electric Excitement 3** - Measure electrical usage; Replace electrical switches; Evaluate light bulbs and test for electrical power **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/128](https://4hcurriculum.unl.edu/index.php/main/program_project/128)

**Electric Excitement 4** - 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""xplore LED's and SCR's **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/129](https://4hcurriculum.unl.edu/index.php/main/program_project/129)

### **Division - SET Energy**

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. For more resources and materials in this category refer to the resource section at the bottom of the page. For help getting started with this project contact your county 4-H office.

#### **Rules**

**1.** 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 the exhibit may be identified if the entry tag is separated

2. 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.

3. 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.

For General Rules [click here](#)

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota** - Maximum of 2 entries per class. Each individual is limited to one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hphysics-powerofwind>.

Renewable Energy Resources:

- United States Department of Energy: <https://www.energy.gov/clean-energy>
- U.S. Energy Information Administration: <https://www.eia.gov/energyexplained/renewable-sources/>
- Natural Resources Defense Council: <https://www.nrdc.org/stories/renewable-energy-clean-facts>

**Special Awards** - Premier 4-H Science Award is available in this area. Please see [click here](#) for more details.

## **Class - Energy**

**\*H900001 - Create and Compare Energy Resources Poster** - (SF307) - Poster should explore 2 alternative/renewable energy resources. Compare and contrast the 2 resources including two of the following information: amount of energy created, costs of production, usability of the energy, pros/cons of environmental impacts, etc. Posters can be any size up to 28" by 22."

**\*H900002 - Experiment Notebook** - (SF305) - Notebook will explore the scientific method involving alternative/renewable energy sources. Information required. 1.) Hypothesis 2.) Research 3.) Experiment 4.) Measure 5.) Report or Redefine Hypothesis.

**\*H900003 - Solar as Energy Display/Poster** - (SF308) - 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.

**\*H900004 - Water as Energy Display/Poster** - (SF308) - 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.

**\*H900005 - Wind as Energy Display/Poster** - (SF308) - 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.

**\*H900006 - Other Nebraska Alternative Energy** - (SF306) - 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.

### **Resources**

**4-Wheelin' Physics Fun** - Learn basic principles of physics, such as friction, energy, elasticity; Do experiments with a radio-controlled pickup

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/133](https://4hcurriculum.unl.edu/index.php/main/program_project/133)

**The Power of Wind** - 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 **URL:**

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/134](https://4hcurriculum.unl.edu/index.php/main/program_project/134)

## **Division - SET Geospatial**

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Rules

1. 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 the exhibit may be identified if the entry tag is separated from the exhibit.
2. 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.
3. Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
4. Please refer to the General Rules for the policy regarding the use of copywritten images.
5. Premier 4-H Science Award is available in this area.

For General Rules [click here](#) **Eligibility** -All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. **Quota** -Maximum of 2 entries per class. Each individual is limited to one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials** - and additional resources can be found at <https://go.unl.edu/ne4hgeo>.

## Class - Geospatial

- \***H880001 - Poster** - (SF299) - Create a poster (not to exceed 14" x 22") 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.
- \***H880002 - 4-H Favorite Places or Historical Site Poster** - (SF299) - 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".
- \***H880003 - GPS Notebook** - (SF300) - Keep a log of at least 5 places visited using a GPS enabled device. At least one site should be from a community other than where you live. For each site, record the latitude, longitude and elevation. Also include a description of the site, a paragraph explaining what was interesting about the site or finding it. Photos of each site and/or cache are optional but encouraged.
- \***H880004 - Geocache** - (SF301) - Assemble a themed geocache. Each geocache should be a water-tight container. It should include a logbook and pencil for finders to log their visits and may include small trinket, geo-coins, etc. for the finders to trade. Documentation should include a title, teaser description and the geographic coordinates of intended placement. Register the site at [geocaching.com](http://geocaching.com), include a print-out of its registry. The entry may include a photograph of the cache in its intended hiding place.
- \***H880005 - Agriculture Precision Mapping** - (SF302) - 4-Hers will assemble a notebook that will include a minimum of 2 digital copies of various data layers that can be used in precision agriculture to identify spatial patterns and/or correlations (printed copies of websites 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.
- \***H880006 - 4-H History Map/Preserve 4-H History (SF 303)** – 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%20Map). For a step-by-step video on nominating a point, please go to this link: <http://tinyurl.com/nominate4h>. Write a brief description of the historical significance of 4-H place or person. (a minimum of one paragraph)
- \***H880007 - GIS Thematic Map** (SF302) – Using any GIS software, create a thematic map. 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 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.
- \***H880008 - Virtual Geocache (SF300)** - Keep a log of at least 5 places visited using a virtual geocache platform. At least one site should be from a community other than where you live. For each site, record the latitude, longitude

and elevation. Also include a description of the site, a paragraph explaining what was interesting about the site or finding it. Photos of each site and/or cache are optional, but highly encouraged.

**Rules - 1.** Youth enrolled in Geospatial may exhibit in any class within this division.

**Resources Geospatial** - Learn about Geography; Learn about Geographic Information Systems (GIS); Learn about Global Positioning Systems (GPS) **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/132](https://4hcurriculum.unl.edu/index.php/main/program_project/132)

## **Division - SET Robotics**

This category involves 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. Involvements in SET Robotics give participants a first-hand experience in modern technology. For more resources and materials in this category refer to the resource section at the bottom of the page.

### **Rules**

1. 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 the owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. 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.
3. 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.

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Scoresheets, Forms, and Contest Study Materials** and additional resources can be found at <http://go.unl.edu/ne4hrobotics>.

## **Class - Robotics**

- \***H861001 - Robotics Poster** - (SF236) - Create a poster (28" X 22") communicating a robotics theme such as "Robot or Not", "Pseudocode", "Real World Robots", "Careers in Robots", "Autonomous Robotics", "Precision Agriculture" or a robotic topic of interest to the 4-H'er.
- \***H861002 - Robotics Notebook** - (SF237) – Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables or other evidence of the 4-H'ers learning experience. The notebook should contain at least three pages. Topics could include a programming challenge, programming skills, calibration, sensor exploration, or any of the topics suggested in Class 1.
- \***H861004 - Robotics /Careers Interview** - (SF239) – Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (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.
- \***H861005 - Robotics Sensor Notebook** - (SF241) – Write pseudo code which includes at least three sensor activity. Include the code written and explain the code function.
- \***H861007 - Kit Labeled Robot (cannot be programmed) and Notebook** - (SF243) – This class is intended for explorations of robotic components such as arms or vehicles OR educational kits marketed as robots that do not have the ability to be programmed to "sense, plan and act." The exhibit should include a notebook with the robot the youth has constructed. Included in the notebook 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. If robot is more than 15" inches wide and 20" inches tall they may not be displayed in locked cases.
- \***H861008 - 3D Printed Robotics Parts** - (SF244) - This class is intended for youth to create parts through 3D printing, that help create their robot or aid the robot in completing a coded function. Project should include notebook

describing the process used to create the project, describe the success of your designed piece (did it work), intended use of the product and the modifications made to the item.

**Z861001-** any lego project constructed w/a motor

### Rules

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

**Resources** **Junk Drawer Robotics 1** - Discover the design and functions of robotic arms; Build a robotic arm that moves **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/136](https://4hcurriculum.unl.edu/index.php/main/program_project/136) **Junk Drawer Robotics 2** - Explore robot movement, power transfer, and locomotion; Design and build machines the roll, slide, draw or move underwater **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/137](https://4hcurriculum.unl.edu/index.php/main/program_project/137) **Junk Drawer Robotics 3** Make the connection between the mechanical and electronic elements of robots; Explore sensors, write programs, build circuits and design your own robot **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/138](https://4hcurriculum.unl.edu/index.php/main/program_project/138) **Robotics Platforms** Use commercial robotics kits to explore the world of robotics; Learn to program your robot using sensors, loops and conditional statements **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/139](https://4hcurriculum.unl.edu/index.php/main/program_project/139) **Virtual Robotics** - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/214](https://4hcurriculum.unl.edu/index.php/main/program_project/214)

## **Division - SET Welding**

- This category helps 4-H'ers learn the basics of welding. In addition, 4-H'ers get the opportunity to present their knowledge on the topic and display what they have made. Involvement in SET Welding gives participants a first-hand experience in a skill that can be used for a lifetime. For help getting started with this project contact your county 4-H office.

### Rules

1. 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 the exhibit may be identified if the entry tag is separated from the exhibit.
2. All welds exhibited in class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent, so the judge can look at the bottom side of the weld when necessary. Each weld should be labeled with information stated 1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.) 2) kind of weld, 3) welder setting, 4) electrode/wire/rod size, and 5) electrode/wire/rod ID numbers. **Attach a wire to display board so it can be hung like a picture frame. No picture frame hangers accepted.**
3. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
4. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
5. 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 include 4-Her name and county, be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display.
6. If no plans are included with welding art, welding article, welding furniture or composite weld project item will be disqualified.
7. 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.

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota** - Maximum of 1 entry per class. Each individual is limited to one exhibit per class.

**Scoresheets, Forms, and Contest Study Materials** and additional resources can be found at <http://go.unl.edu/ne4hwelding>.

## **Class - Arcs and Sparks**

\***H920001 - Welding Joints** - (SF281) - a display of one butt, one lap and one fillet weld.

\***H920002 Position Welds** - (SF281) - a display showing three beads welded in the vertical down, horizontal and overhead positions.

\***H920003 – Welding Art – (SF283)** – any art created using tack welds to hold the metal pieces together (examples include horseshoe projects). Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have an appropriate outdoor finish.

\***H920004 - Welding Article** - (SF281) - any shop article where welding is used construction. 60% of the item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside.

\***H920005 - Welding Furniture** - (SF282) – any furniture with 75% welding is used in the construction. 60% of the item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. **Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article.** . Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because the project may be displayed outside.

\***H920006 - Plasma Cutter/Welder Design** - (SF279) – Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4-H members will create a notebook describing the design process to create the "artwork" to butt cut into metal. In the notebook include:

- 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.

\***H920007 - Composite Weld Project** - (SF280) - 60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. **Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article.** Protect plans with a cover. If project is designed to be outside, it is required to have an appropriate outdoor finish because the project may be displayed outside.

### **Rules**

#### **2. Class 1: 4-H Welding Project Tips and Suggestions**

1. All welds should be made with the same electrode/wire/rod size and number.
2. Welds should be made only on one side of metal so penetration can be judged.
3. Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.
4. It is suggested that all welds be of the same size and thickness as metal. These pieces, referred to as coupons, should be 1.5 to 2 inches wide and 3.5 to 4 inches long. A good way to get this size is to buy a new cold rolled strap iron and cut it to length. The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed. Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full-length bead.
5. Stick welding: Suggested coupon thickness - 1/4" if using 1/8" rod. Suggested rod-AC and DC straight or reverse polarity- first E-7014, second E-6013



6. MIG welding: Suggested coupon thickness - 1/4" if using .035 wire and 1/8" if using .023 wire

7. Oxy-Acetylene: Suggested coupon thickness - 1/8". Suggested rod– 1/8" mild steel rod 4-H

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

1. It is suggested that all welds be of the same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4" x 4" or on individual coupons that are about 2" x 4" inch 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.

2. Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

3. 4-H Welding Project Tips and Suggestions: Class 3 & 4 1. All welds should be cleaned and protected from rust with paint or light oil. Plans are to be complete enough that if they were given to a welding shop, the item could be made without further instructions. Bill of materials should include a cost for all items used including steel, electrodes, paint, wheels, etc.

**Resources** **ARC Welding** - Learn to cut metal with an arc solder; Weld high carbon, spring steel and alloy steels; Weld horizontal, vertical and overhead positions **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/143](https://4hcurriculum.unl.edu/index.php/main/program_project/143)

## Division - SET Woodworking

- 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. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Rules

1. 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 the exhibit may be identified if the entry tag is separated from the exhibit.

2. **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 how to build the project and 4-H'er's name & 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.

3. 4-H'ers must be in Unit 3 or Unit 4 for the exhibit to be considered for State Fair. All projects must have appropriate finish.

4. 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.

5. **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.**

**Eligibility** - All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota** - Maximum of 1 entry per class. Each individual is limited to one exhibit per class. **Scoresheets, Forms, and**

**Contest Study Materials** - and additional resources can be found at <http://go.unl.edu/ne4hwoodworking>.

## Class - Finishing Up: Unit 4

**\*H911006 - Woodworking Article** - (SF91) Item made using skills learned in the Finishing It Up Project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.

**\*H911008 - Recycled Woodworking Display** - (SF91) Article made from recycled, reclaimed, or composite wood. Article must be appropriately finished and/or sealed and utilize one or more woodworking techniques from page 2 of the Unit 4 manual. Exhibit must include the woodworking plan and a minimum one-page report of how the design and engineering process was used to develop the woodworking plan. 1. State the problem (Why did you need this item?) 2. Generate possible solutions (How have others solved the problem? What other alternatives

or designs were considered?) 3. Select a solution (How does your solution compare based on cost, availability, and functionality?) 4. Reason for article finish (What type of finish, how did you finish or why you choose this finish?) 5. Build the item (What was your woodworking plan, and what processes did you use to build your item?) 6. Evaluate (How does your item solve the original need?) 7. Present results (How would you do this better next time?)

### **Class - Nailing it Together: Unit 3**

- \***H911001. Woodworking Article** - (SF91) - Item should be made using either joints, hinges, dowels, or a dado joining made using skills learned in the Nailing It Together manual. Item is required to be appropriately finished. Examples include bookcase, coffee table or end table.
- \***H911003. Recycled Woodworking Display** - (SF95) – Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed and utilize one or more woodworking techniques from page 2 of the Unit 3 manual. Exhibit must include the woodworking plan and a minimum one-page report of how the engineering design process was used to develop the woodworking plan. Engineering Design Process 1. State the problem (Why did you need this item?) 2. Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?) \_ 3. Select a solution (How does your solution compare 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 choose this finish?) 6. Evaluate (How does your item solve the original need?) 7. Present results (How would you do this better next time?)
- \***H911004 - Composite Wood Project** - (SF96) - 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.
- \***H911005 - Outdoor Wood Project made with Treated Wood** - (SF97) - 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.

#### **Resources**

**Woodworking Wonders 1** - 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 **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/144](https://4hcurriculum.unl.edu/index.php/main/program_project/144) **Woodworking Wonders 2** - Measure , cut, sand, drill, and use advanced hand and power tools; Apply paint and use bolts and staples; Build a sawhorse, birdhouse, tool box, or a stool **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/145](https://4hcurriculum.unl.edu/index.php/main/program_project/145) **Woodworking Wonders 3** - Practice measuring angles, cutting dado and rabbet joints; Use a circular saw, a table saw, and a radial arm saw; Sand and stain wood **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/146](https://4hcurriculum.unl.edu/index.php/main/program_project/146) **Woodworking Wonders 4** - **URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/205](https://4hcurriculum.unl.edu/index.php/main/program_project/205)

**Cloverkid Projects - use the descriptions from the pages listed to get help on putting these exhibits together. For more information go to the page listed to find more out about the exhibit guidelines.**

**Beef** page 7

Bucket Calf

Z022902 (born between April & May)

**Steam Clothing I** page 26-32

Z901-113 Pin Cushion

Z901-114 Pillow Case

**Thrifty Threads** page 26-32

Z901-131 Clothing Selection

**Wildlife & How they Live** page 33-38

D340-006 Wildlife Tracks

**Wildlife Habitat** page 33-38

D342-001 Houses

**Making a Space for Me** page 26-32

Any of the items listed

**Visual Arts** page 45

C261-001 Acrylic Painting

**Sketchbook Crossroads** page 45

C260-001 – original pencil or chalk drawing (scratch art accepted)

**Heritage Level I** page 45

A101-001 Heritage Poster

**Design Decisions** page 51-52

C257-009 – needlework accessory

Z257-001 – Accessory made with legos

**Floriculture - Horticulture - houseplants** page 53-58

Any flower, vegetable, herb or fruit from these pages

**Focus On Photography** page 62-64

Z901-092 insect photo

Z901-093 flower photo

Z901-094 any other photo

**Aerospace** page 70

H850-001 rocket

H850-003 Rocket

# Photography Data Tags

## Level I Data Tag

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

Years in Photography: \_\_\_\_\_ Years in the Current Level: \_\_\_\_\_

Camera: \_\_\_\_\_

(brand make & model)

(digital or film)

Tell us about this photo (special equipment, techniques, subject, location, goals, etc.).

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Describe any edits or changes made to the picture using digital software.

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## Level 2 Data Tag

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

Years in Photography: \_\_\_\_\_ Years in the Current Level: \_\_\_\_\_

Camera: \_\_\_\_\_

(brand make & model)

(digital or film)

Focal Length: \_\_\_\_\_

Type/Source of light:

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Tell us about this photo. Include any special equipment or techniques used.

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Describe any edits or changes made to the picture using digital software.

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### Level 3 Data Tag

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

Years in Photography: \_\_\_\_\_ Years in the Current Level: \_\_\_\_\_

Camera: \_\_\_\_\_

(brand make & model)

(digital or film)

Focal Length: \_\_\_\_\_ Shutter Speed: \_\_\_\_\_ F Stop: \_\_\_\_\_ ISO: \_\_\_\_\_

Type/Source of light: \_\_\_\_\_

Identify advanced equipment, techniques, or manual adjustments used to capture this image.

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Tell us about this photo.

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Describe any edits or changes made to the picture using computer software.

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### Home Environment Supporting Information

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

Check elements and principles used in your exhibit

**Elements of Design**- The building blocks of design.

\_\_\_ Color \_\_\_ Texture

\_\_\_ Shape/Form \_\_\_ Line \_\_\_ Space

**Principles of Design**- How you used the elements to make your project.

\_\_\_ Rhythm/Repetition \_\_\_ Balance

\_\_\_ Emphasis \_\_\_ Unity \_\_\_ Proportion

**Steps taken to complete this exhibit:** (Use back of card)

