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

To learn characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development, refer to the new 4-H online resource: https://unl.box.com/s/eoiqrsug67vv4q1def160mmjuhorvck – What It Takes To Be Your Teen Babysitter. In addition another resource that will assist youth in understanding young children is the Nebraska Early Learning Guidelines – http://www.education.ne.gov/OEC/elg.html.

Information Sheets - Each exhibit in 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:
1) Where did I get the idea for this exhibit?
2) What decisions did I make to be sure exhibit is safe for child to use?
3) What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 mos.; Toddlers, 18 mos.-3 yrs or Middle Childhood, 6-9 yrs.) 4-H’ers must give at least two examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals).
4) How is the toy, game or activity intended to be used by this child?

Information sheet for Class 8 should include:
1) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
2) What will the child learn or what skills will they gain by using the kit?
3) What item(s) were made by the 4-H’er? 4-H’er should make one or more items in the kit, but purchased items are also allowed. (It is highly suggested that an inventory list of items in the kit be included.

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

Division 200 - Human Development
Pay Category #4

Exhibitors in the Human Development project area are to focus on designing toys that meet the needs of children. Categories are based on the Early Learning Guidelines in Nebraska which identify the important areas 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. http://www.education.ne.gov/OEC/elg.html

4-H’ers taking I Have What It Takes to be a Babysitter may enter: Toy, game, or activity made for a selected and identified age group. 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 2.

C-200-001 Social Emotional Development (SF30)
C-200-002 Language and Literacy Development (SF30)
C-200-003 Science (SF30)
C-200-004 Health and Physical Development (SF30)
C-200-005 Math (SF30)
C-200-006 Creative Arts (SF30)
C-200-007 Activity With a Younger Child-Poster or scrapbook showing 4-H’er working with a child ages 0 to 8 years. May show making something with the child, or childcare or 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. (SF115)
C-200-008 Babysitting Kit-Purpose of the kit is for the 4-H’er to take this with 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’er 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. 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’er. Most importantly the kit should serve a defined purpose, not just be a catch all for several items. (Scoresheet –SF85)

4-H’ers taking any projects in Department C-200 may enter:

C-200-009 Family Involvement Entry. Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feedbunk. 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. SF115

4-H'ers taking Growing All Together (2 or 3) may enter:

C-200-010 Growing With Others. Scrapbook or poster. 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. SF115


Department C – Clothing/Sewing

All clothing exhibits will be judged on Wednesday, July 18 at the Butler County Fairgrounds. Items must be preregistered at the extension office by June 15. Interview judging and modeling times will be first come, first served.

A. Number of Entries Per Individual - Each individual is limited to one exhibit per class number.

B. Entry Tags - Every clothing exhibit must be described on the appropriate entry tag accompanying it (for example: dark blue wool skirt and jacket, red and white figured blouse). Entry tag placement: as you look at the garment place the entry tag on the right side of the garment and the hook of the hanger to the left.

C. 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 the 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.

D. 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. Wool garments and garments with narrow straps hang better on other hangers, i.e., wooden or notched plastic hangers. As you look at the garment place the hooks of the hanger to the left. Use safety pins to fasten skirts, shorts, and pants to hangers. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties or rubber bands. All items need to be in clear garment bags.

E. General - Garments as listed may be made for self (4-H member) or another person. 4-H'ers enrolled in clothing projects should continue their skill development. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. Ex. Once you exhibit in STEAM Clothing 3, you are not eligible to exhibit in STEAM Clothing 2.

F. Criteria for Judging - Refer to the Nebraska 4-H website http://www.4h.unl.edu for current state fair score sheets. In addition, all entries must conform to rules and regulations as set forth in this Premium List.

Classes:

Division 900 – STEAM Clothing 1

Exhibits will be simple articles requiring minimal skills. Follow suggested skills in project manual. May exhibit one item per class number.

4-H'ers who have enrolled in or completed STEAM Clothing 2 project are not eligible to exhibit in STEAM Clothing 1.

*C-900-001 Clothing Portfolio – Complete at least three difference samples/activities from Chapter 2 OR Chapter 3 of the project manual. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover, dividers, and table of contents. (Additional pages can be added each year but should be dated.) See pages 9-10 for portfolio formatting.

*C-900-002 Sewing Kit – Include a list of sewing notions and purpose for each included. (pg. 12-17 in project manual)

*C-900-003 Fabric Textile Scrapbook – Must include at least 5 different textile samples. Use Textile Information Cards template on page 41 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.

*C-900-004 What’s The Difference – 4-H members enrolled in STEAM Clothing 1 may enter an exhibit (not to exceed 22” x 30”) a notebook, poster, small display sharing a project comparison and price point. See project manual, “What’s the Difference?” page 118-119. Exhibits should include pictures, NO actual pillows.

*C-900-005 Clothing Service Project – Can include pillows or pillow cases but are not limited to these items. Exhibit (not to exceed 22” x 30”) a notebook, poster, small display sharing information you generated in the project activity “Serving A Purpose” page 124 and 125.

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

*C-900-006 Pincushion
*C-900-007 Pillowcase
*C-900-008 Simple Pillow – No larger than 18” x 18”.
*C-900-009 Bag/Purse - No zippers or button holes
*C-900-010 Simple Top
*C-900-011 Simple Bottom – pants, shorts, or skirt
*C-900-012 Simple Dress
**C-900-013**  Other – Using skills learned in project manual. (apron, vest, etc.)

**C-900-014**  Upcycled Simple Garment – The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. A “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.

**C-900-015**  Upcycled Accessory – A wearable accessory made from a used item. The item used must be changed in some way in the “redesign” process. A “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.

**Division 220 – General Clothing**

Pay Category #4

C-220-001  Clothing Portfolio – SF20 - Complete at least four different samples/activities from Chapters 2, 3, or 4 of the project manual. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. Portfolio should be built upon itself each year (additional pages can be added each year, but should be dated.) See pages 9-11 STEAM Clothing 2. Simply Sewing project manual for portfolio formatting.

C-220-002  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 ½ x 11, 3 ring binder. Include an appropriate cover. Portfolio should be built upon itself each year (additional pages can be added each year, but should be dated.) See project manual for fabric suggestions.

C-220-003  Sewing for Profit – SF63 – Using page 161-167 in the STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your project. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 11” x 30”.

**Division 221 – Beyond The Needle**

Pay Category #4

*H* members must show their own original creativity.

**C-221-901**  Beginning Embellished Garment – Create a garment using beginning techniques as defined in the project manual. Designs are the original idea of the 4-H’er using the elements and principles of design to make an original statement.

**C-221-902**  Beginning Textile Clothing Accessory – Accessory is constructed and/or decorated using techniques as defined in the project manual. Entry examples include: hats, bags, scarves, gloves, apron, etc.

C-221-001  Design Portfolio – Complete at least three difference samples/activities from the project manual. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover, dividers, and table of contents. (Additional pages can be added each year but should be dated.) See pages 14-16 for portfolio formatting.

C-221-002  Color Wheel – Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22” x 30”.

C-221-003  Embellished Garment with Original Design – Create a garment using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H’er using the elements and principles of design to make an original statement. Scoresheet SF26

C-221-004  Original Designed Fabric Yardage - Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of at least one yard of finished fabric. Include information on how the fabric was designed – describe the process and materials used. If additional information is not included, exhibit will be lowered one ribbon placing. Scoresheet SF26

C-221-005  Item Constructed From Original Designed Fabric. – Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed – describe the process and materials used. If additional information is not included, exhibit will be lowered one ribbon placing. Scoresheet SF26

C-221-006  Textile Arts Garment or Accessory – A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing. Scoresheet SF25

C-221-007  Beginning Fashion Accessory-An Accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Example: shoes, bracelets, scarves, etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

C-221-008  Advanced Fashion Accessory – Not SF Eligible, SF23-An Accessory designed and/or constructed using elements and principles of design and advanced skills; can be textile or non-textile based. Example: peyote stitch, bead embroidery, advanced design on tennis shoes, metal stamping, riveting, resin, and etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

C-221-009  Wearable Technology Garment – Technology is integrated into the garment in some way (For example: LEDs, charging capabilities, sensors, and etc.)

C-221-010  Wearable Technology Accessory – Not SF Eligible. An accessory constructed integrating technology into the accessory (For example: Charging Backpack, Fitness Tracker, and etc.

**Division 222, UNIT 2 – STEAM Clothing 2 – Simply Sewing**

Pay Category #4

Exhibits entered in this project must reflect at least one new skill learned from this manual. (See project manual skill-level list)

Garments as listed below may be made from any woven or knit fabric appropriate to the garment’s design and should demonstrate sewing skills beyond STEAM Clothing 1.

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.

C-222-001  Design Basics, Understanding Design Principles - 4-H members enrolled in STEAM Clothing 2 may enter an exhibit sharing a learning experience from pages 17-20 in the project manual. Include answers to questions found on page 20 of the manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22” x 30”. (SF20)

C-222-002  Pressing Matters – 4-H Members enrolled in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25 “A Pressing Matter” in the project manual. Exhibit should include answers to lesson questions that are most appropriate to include.
Scoresheet SF28 for all classes
C-222-006 Top
C-222-007 Bottom
C-222-008 Skirt
C-222-009 Lined or Unlined Jacket
C-222-010 Dress (not formal wear) (State Fair Fashion Show eligible)
C-222-011 Romper or Jumpsuit (State Fair Fashion Show eligible)
C-222-012 Two-Piece Outfit (State Fair Fashion Show eligible)
C-222-013 Alter Your Pattern – 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, alternating a pattern for a women or kid material, adding a lining
C-222-014 Garment Constructed from Sustainable or Unconventional Fiber – 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 unconventional items themselves should be exhibited under Beyond the Needle.

Division 223 – STEAM Clothing 3 – A Stitch Further
Exhibits entered in this project must reflect at least one new skill learned from this manual. (See project manual skill-level list) Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of complete constructed garments only. Wool entries must have the fiber content listed on the identification label.

Scoresheet SF23 for all classes
C-223-004 Upcycled Garment – (Not State Fair Fashion Show eligible.) Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry. (SF21)
C-223-005 Upcycled Garment Accessory - (Not State Fair Fashion Show eligible.) A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry. (SF22)
C-223-006 Garment Constructed from Sustainable or Unconventional Fibers – 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 unconventional items themselves should be exhibited under Beyond the Needle.

Department C - Fiber Arts - Knitting and Crocheting

INFORMATION SHEET FOR KNITTING. Scoresheet SF60 for all classes. Each knitted exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing:
1. What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarn(s)?
2. What steps did you take as you worked toward your goal(s)?
3. What were the most important things you learned as you worked toward your goal(s)?
1. Gauge-Number of rows per inch; number of stitches per inch.
2. Size of needles, Finger knitted, arm knitted, loom or machine knitted.
4. Names of stitches used.
5. Copy of directions.

*C-225-901 Level 1 Knitted Clothing Item - Knitted items using stitches such as the knit stitch, purl stitch, garter stitch, or stockinette stitch.
*C-225-902 Level 1 Crochet using basic stitches such as chain stitch, single crochet and double crochet.
*C-225-903 Level 1 Other Crochet Item using beginning crochet stitches (see above).
*C-225-904 Level 2 Crocheted Clothing Item - Crocheted garment using Level 1 stitches (see above).
C-225-001 Level 2 Knitted Clothing Item - Knitted garment using pattern stitches such as diamond, block, twist or seed/moss stitches. Basis stitches (including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)) to form patterns.
C-225-002 Level 2 Knitted Home Environment Item - Knitted item or garment using pattern stitches (including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)) to form patterns.
*C-225-003 Arm or Finger Knitted Item (Clothing or Home Environment Item)
*C-225-004 Loom Knitted Item (Clothing or Home Environment Item)
C-225-005 Level 3 Knitted Clothing Item - Knitted item made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle, made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
C-225-006 Level 3 Knitted Home Environment Item - Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
*C-225-007 Level 3 Machine Knitting

Pay Category #4

Department C - Consumer Management

All items must be pre-entered at the Butler County Extension Office by June 15. All exhibits will be judged on July 17 at the Butler County Fairgrounds. All static exhibits must receive a purple ribbon at county fair to advance to the State Fair.

Classes (Scoresheet SF84 for all classes):

Division 240 - Shopping in Style
General Information for Shopping in Style

Posters should be on 14” x 22” poster board. Three-ring binders should be 8½”x 11”x 1”. Videos should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or QuickTime Player.
C-240-001 **Best Buy for Your Buck** – (Ages 10-13 before Jan. 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. In your binder include: a conclusion or summary statement(s) stating your final comments on why you selected your “best buy for your buck”. Do not include the Shopping in Style Show Information Sheet in your entry. SF 84

- Ages 10-13 Provide details about wardrobe inventory which indicates why you selected the garment you did, clothing budget, and cost of garment. Provide 3 color photos of you wearing the garment (front, side, back views).

C-240-002 **Best Buy for Your Buck** – (Ages 14-18 before Jan. 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. In your binder include: a conclusion or summary statement(s) stating your final comments on why you selected your “best buy for your buck”. Do not include the Shopping in Style Show Information Sheet in your entry. SF 84

- Ages 14-19 Provide details listed for those ages 10-13 plus include body shape discussion, construction quality details, design features that affected your selection, cost per wearing, and care of garment. Provide 3 color photos of you wearing the garment (front, side, back views).

C-240-003 **Revive Your Wardrobe** - Take at least two items in your wardrobe that still fit but that you don’t wear anymore and pair them with new garment(s) 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). SF 88

C-240-004 **Show Me Your Colors** - Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the manual page 23 for more information. Entry should be a poster (see general information). SF 89

C-240-005 **Clothing 1st Aid Kit** - Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put in appropriately sized box or tote with a lid. No larger than a shoe box. SF 64

C-240-006 **Mix, Match, & Multiply** - Using this concept from page 32 of the manual take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a clothes line, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video (see general information). SF 90

**Division 244 - Attention Shoppers**

**Pay Category #4**

**Ages under 12**

*C-244-001 Clothing Wardrobe Inventory.* List five items in your clothing wardrobe. What one garment would you add to your wardrobe that would help you to mix and match what you already have to extend your wardrobe? Explain what you need to think about and consider when you select this item. Consider creativity and style in your story. Your wardrobe inventory entry may be a picture poster, a video style show with explanation, a written story, an audio tape, etc.

*C-244-002 Clothing Interview.* A) Interview an older person and talk about the fads and fashion of the time when they were young. Or B) Interview a person from another culture and find out how their dress and fashions may differ at school, special occasions (such as weddings, graduations, birthdays, religious events, etc.) How do those items differ or are they the same as what you wear? Or C) Interview a person who wears special types of clothing for their job. Find out how these clothes differ from the ones they wear away from the job, what makes them different, why are they necessary to wear, etc. Consider creativity and style in your story. Include a picture of the person you interviewed in their special type of clothing. Your interview entry may be a picture poster, a written story, audio tape, video tape with explanation.

*C-244-003 Buymanship* - Experience buying a complete wearable outfit for less than $75. Your entry must include the hang tags (if available), information from fiber content and care labels and a story about what you considered when you purchased the outfit. Consider creativity and style in explaining your story. Do not include the clothing as part of your entry. Your buying experience may be a picture poster, a video tape, a written story or an audio tape, etc.

*C-244-004 You Be The Teacher* - Suggested ideas include: Sort before you wash, clothing first aid, fad or fashion, etc.

**Division 247 – My Financial Future**

**Pay Category #4**

**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.

C-247-001 **Write 3 SMART financial goals** for yourself (one should be short term, one intermediate, and one long term.) Explain how you intend to reach each goal you set.

C-247-002 **Income Inventory**—Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.

C-247-003 **Tracking Expenses**—Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.

C-247-004 **Money Personality Profile**—Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs.

C-247-005 **Complete Activity 8 “What Does It Really Cost?” on pages 39-40.**

C-247-006 **My Work; My Future** – Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were
there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?

Intermediate/Advanced

C-248-007 Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.
* What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)?
* What are some negative outcomes for getting paid the way you do?
* Does your pay keep pace with inflation? Why do you think this?
Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.

C-248-008 The Cost of Not Banking—Type your answers to the questions about Elliot on page 50.

C-248-009 Evaluating Investment Alternatives—complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

C-248-010 Understanding Credit Scores—Watch the video and read the resource listed on page 71.
Answer the following questions.
* Name 3 prudent actions that can reduce a credit card balance.
* What are the main factors that drive the cost of credit?
* List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.

C-248-011 You Be the Teacher—Create an activity, story board, game or display that would teach another youth about “Key Terms” listed on page 62. Activity/display must include at least five (5) of the terms.

Department C – Fashion Show

Department C, Division 410 - Fashion Show

All fashion show exhibits will be judged on Wednesday, July 17 at Butler County Fairgrounds. All entries must be pre-registered at the Extension Office by June 15. Exhibitor may model a maximum of three outfits. Limit of one entry per class number. 4-H’ers can model up to two outfits at the Public Style Show. Please mark on narration form which two outfits you wish to model at Public Style Show. Extra garments cannot be modeled. Only complete outfits can be modeled, except in Beginning Sewing/Clothing Level 1. Modeling time preferences will be filled on a first come, first served basis.

If 4-H’er is not modeling for judge, but wishes to have a construction time appointment, indicate such on narration form. Garments being modeled must be entered for construction judging. An outfit in either middle or advanced units is made up of 1, 2 or 3 articles that make a complete, wearable outfit.
The judges will choose two Grand Champions, one from the beginning unit, and one from the middle and advanced units. The judges will select state fair representatives and their alternates, who must be 10 years of age before January 1 of the current year. All judge’s decisions are FINAL.
The Public Style Show will be held during the Butler County Fair. You must model at the Public Style Show to receive your premium for fashion show classes. Scoresheet SF117 for all classes.

Division 410 – Beyond the Needle - Fashion Show Classes

4-H members must show their own original creativity. The exhibit must be a purchased, constructed, original design, or recycled garment to which surface embellishment has been applied or a garment in which the design is created through the structure such as color blocks, fabric strips, texturizing fabric pieces, etc.

*C-410-001 Embellished Garment
*C-410-002 Embellished Garment with Original Design
C-410-010 Embellished Garment(s) with an Original Design — Garment is created using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H’er using the elements and principles of design to make an original statement.
C-410-015 Modeled Beyond the Needle Garment Constructed from Original Designed Fabric — Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added.
C-410-020 Modeled Beyond the Needle Textile Arts Garment(s) — Garment is constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape.
C-410-025 Beyond the Needle Wearable Technology Garment — Garment has integrated technology into its design.

Division 410 – Steam Level 1

*C-410-011 Item from beginning level sewing project

Division 410 – Steam Level 2

C-410-030 Modeled Constructed Steam Level 2 Garment(s) - Possible types of garments include Dress; Romper or Jumpsuit; OR two-piece outfit (skirt with shirt, vest or jacket); jumper and shirt; pants or shorts Outfit (pants or shorts with shirt, vest or jacket). A purchased top can be worn to complete a skirt, pants, or shorts outfit with a vest or lined/unlined jacket.

Division 410 – Steam Level 3

C-410-040 Modeled Constructed Steam Level 3 (Garment(s) – Possible types of garments include: Dress or formal; Skirted Outfit (skirt with shirt, vest, or jacket OR jumper and shirt); Pants or Shorts Outfit (pants or shorts with shirt, vest, or jacket); Specialty Wear (swim wear, costumes, western wear-chaps, chinks, riding attire or hunting gear); OR Jacket (non-tailored).
- Tailored Coat, Blazer, Suit Jacket, or Outerwear. Additional pieces with coat, blazer, jacket or outerwear may be either constructed or purchased.

C-410-050 Modeled Knitted or Crocheted Clothing (Level 2 or 3)

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 advanced crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches. Garment needs to be a complete outfit as in a dress, coat, or two piece ensemble (bottom and top).

Division 410 - Attention Shoppers Fashion Show
*C-410-901 Modeled Attention Shoppers Purchased Garment and Written Report. Designed for youth ages 8-9 for introductory consumer skills when purchasing clothing.

Division 410 – Modeled Shopping Purchased Outfit and Written Report
C-410-060 Participants must be enrolled in the Shopping In Style 4-H Project to enter. This curriculum is developed and designed for youth ages 10 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. SF184.

Department C – Home Environment

A) HOME ENVIRONMENT EXHIBITS are evaluated by these criteria:
1. Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.).
2. Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday specific items are discouraged.
3. Items should show creativity and originality, along with the application of design principles and elements. (Ask yourself: How have I shown creativity and applied the design principles and elements in this accessory? Youth are required to include the design elements and principles they used along with simple directions for how they made 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.
6. All static exhibits must have received a purple ribbon at the county fair to advance to state fair.
7. Items should not be ones made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking). Exhibits from the beginning level, Design My Place, are county only and not state fair eligible.

B) Items should not be ones made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking).

C) ENTRY TAGS - An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color names or pattern/picture descriptions to aid in identification.

D) 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.

E) SUPPORTING INFORMATION - Supporting information is required for all home environment exhibits. Information must also include the elements and principles of design used and steps taken to complete project. Exhibits without supporting information will be dropped a ribbon placing.

Division 250 - Recycling Pay Category #4

Many items in the fairbook could be made of reduced, reused or recycled products. For each exhibit, include index card indicating plans, costs and what you learned.
*C-250-001 Item showing reduction
*C-250-002 Item showing reuse

*C-250-003 Item showing recycled product

Division 251 – Design My Space Pay Category #4

*C-251-001 Needlework Item, made with yarn or floss.
*C-251-002 Simple fabric accessory, like a pillow, laundry bag, pillow case, table runner, etc.
*C-251-003 Accessory made with original batik or tie dye
*C-251-004 Simple accessory made using wood
*C-251-005 Simple accessory made using plastic
*C-251-006 Simple accessory made with glass
*C-251-007 Simple accessory made with clay
*C-251-008 Simple accessory made with paper
*C-251-009 Simple accessory made using metal tooling or metal punch
*C-251-010 Storage item made or recycled
Division 256 - Heirloom Treasures/Family Keepsakes (Class 1: Scoresheet SF206; Classes 2-5: Scoresheet SF205) Pay Category #3

This project area is for items with historic, sentimental or antique value that are restored, repurposed or refinished to keep their original look and value. It is not for "recycled" items. For example, a bench would be considered an heirloom if the original finish is restored, but if decorated by painting it would be considered recycled. Entering highly valuable items (especially small ones) is discouraged, as exhibits are not displayed in closed cases. Note: new resources to support this project area are on the 4-H website.

Attach information:
1. List of steps taken to complete your project. Before and after pictures encouraged.
2. Keepsakes documentation: how you acquired the item and the history of the item – may be written, pictures, audio or video tape of interview with family member, etc.

C-256-001 Trunks, including doll-sized trunks or wardrobes
C-256-002 An Article - either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection.
C-256-003 Furniture - either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
C-256-004 Cleaned and Restored Heirloom Accessory or Furniture - A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not have to be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. (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. Consult extension publication CARE and CONSERVATION of HEIRLOOM TEXTILES, G1682 for information on textiles. (Refinished items go in classes 2-3.)
C-256-005 Family Keepsakes Documentation - exhibit should show how 4-H'er has documented family keepsakes. May include notebook with photo, description and history of items, videotape, photo album, audio tape of family relative discussion the item, written interview with family member, keepsake inventory.
C-256-006 Portfolio – Collection of pictures, drawings, samples, worksheets and ideas for a room or home, an exploration of career possibilities (ex. A preservationist), or another application of your project learning put to use. Non-competitive.
C-256-007 A Second Refinished or Renovated "Treasure"

Division 257 - Design Decisions Pay Category #3

Attach information to explain steps taken. Information must also include element or principle of design used.
Scoresheet SF201: Classes 1-4, 7 (if poster or CD), 2-7; Scoresheet SF202: Class 5; Scoresheet SF200: Classes 18, 23- 25, 26; Scoresheet SF207: Classes 19 & 20; ScoresheetSF203: Classes 21-22
C-257-001 Design Board for a Room - Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22 x 28, or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.
C-257-002 Problem Solved, Energy Savers, OR Career Exploration – Identify a problem (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.
C-257-003 Solar, Wind, or Other Energy Alternatives for the Home – Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home.
C-257-004 Technology in Design- Incorporate technology into a project related to home environment for example, using conductive thread to create a circuit that enhances a wall hanging.
C-257-005 Community Service Activity - Show what was done as a community service activity related to this project. In a notebook, photo story, or poster, show the purpose and results of that activity. Ex: painting a mural at a daycare or 4-H building, helping an elderly person paint or clean their home, etc. May be an individual or club activity. Non-competitive. Special recognition certificates will be awarded to participants.
C-257-006 Window Covering – May include curtains, draperies, shades, shutters, etc.
C-257-007 Floor Covering - May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).
C-257-008 Bedcover – May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No tied fleece exhibits.)
C-257-009 Accessory – Framed Original Needlework/Stitchery.
C-257-010 Accessory – Textile – 2D (table cloth or runner, dress shirt, wall hanging, etc. No tied fleece blankets or 10 minute table runners.)
C-257-011 Accessory – Textile – 3D (pillows, fabric bowls, etc. No fleece tied exhibits)
C-257-012 Accessory – 2D
C-257-013 Accessory – 3D (string art, wreaths, etc.)
C-257-014 Accessory – Original Floral Design.

For classes 15-18, determine entry by what medium was manipulated:
C-257-015 Accessory – Original made from Wood – burn, cut, shape or otherwise manipulate.
C-257-016 Accessory – Original made from Glass – etch, mosaic, stain, molten or otherwise manipulate.
Division 260 - Sketchbook Crossroads – Scoresheet SF200 Classes 1-9

Use techniques from manual or comparable techniques.

C-260-001 Original Pencil or Chalk Drawing ready to hang. Scratch art accepted here. (Crossroads pgs. 10-21).
C-260-002 Original Ink Drawing ready to hang. (Crossroads pgs.22-28).
C-260-003 Home Accessory made with fiber. (p. 29)
C-260-004 Home Accessory made with felted wool (Crossroads pgs. 29-33)
C-260-005 Home Accessory using cotton linter (Crossroads pgs. 34-36)
C-260-006 Home Accessory using Batik (Crossroads pgs. 37-39)
C-260-007 Home Accessory made by weaving on a loom (Crossroads pgs. 40-47)
C-260-008 Home Accessory made with fabric exhibitor has dyed (Crossroads pgs. 48-50)
C-260-009 Original Sculpted or Thrown Home Accessory made with clay (no purchased pots) (Crossroads pgs. 53-62)
C-260-010 Nebraska Life 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.

Division 261 - Portfolio Pathways

Use techniques from manual or comparable techniques. Attach information to explain steps taken. Information must also include element or principle of design used. Scoresheet SF200 Classes 1-6

C-261-001 Original Acrylic Painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 12-13)
C-261-002 Original Oil Painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 26-33)
C-261-003 Original Watercolor based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 14-17)
C-261-004 Original Sand Painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 20-21)
C-261-005 Original Encaustic Painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 34-35)
C-261-006 Home Accessory made with any printing technique in Pathways Unit 2. (Pathways pgs. 36-56)
C-261-007 Nebraska Life 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, 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.

Department C - Quilt Quest

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

In the Premier class, the 4-H’er has developed skills to be able to do all of the work by himself/herself. This includes pattern and fabric selection, cutting and sewing individual pieces, layering the quilt top/batting/backing together, and quilting. Quilting may be done by hand, by sewing machine or by a commercial-grade quilting machine. After quilting, the 4-H’er must finish the quilt by “squaring it up,” put binding on the edge, and placing a label on the quilt which provides details about the quilt making process for historical purposes.

All entry cards and support information must be attached using a safety pin. No straight pins.

When judging Quilt Quest exhibits, the judges consider SF209 “Standards for Judging Quilts and Quilted Items.”

For all classes, 4-H’ers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-H’ers may also use “fabric collections” offered by manufacturers in a particular designer or fabric line. Examples of fabric collections include:

- **Jelly Rolls** are made of (up to) 40 different strips of 2 ½” wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-H’ers 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.

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-H’er 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 tools for cutting the fabric and completing the quilt. Cutting into pattern pieces may include hand roller die cutting machines that cut particular shapes which can be appliqued to fabric. This is allowed in the construction of the quilt.

A quilted exhibit is made up of at least 3 layers. Quilts or quilted items 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.

Classes:

C-229-010 Exploring Quilts - Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to, language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math-conversion of quilt patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt such as Baltimore album quilts or Amish quilts. Exhibit may be a 14 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. SF208C Scoresheet for Education Exhibits and Computer Exploration. SF208C

C-229-020 Quilt Designs Other Than Fabric - Two or three dimensional item with quilt design made using medium other than fabric, such as stained glass, paper, etc. Supporting information is required. Must include elements of design used and steps taken to complete project. (Tag template is the Home Environment information sheet.) Exhibits with supporting information will be dropped one ribbon placing. SF208B

C-229-021 Barn Quilt created that is less than 4’x4’. Supporting information is required. Must include elements of design used and steps taken to complete project. (Tag template is the Home Environment information sheet.) Exhibits with supporting information will be dropped one ribbon placing.

C-229-022 Barn Quilt created that is 4’x4’ or larger. Supporting information is required. Must include elements of design used and steps taken to complete project. (Tag template is the Home Environment information sheet.) Exhibits with supporting information will be dropped one ribbon placing.

C-229-030 Computer Exploration - Poster or notebook with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information of 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. SF208C

C-229-040 Wearable Art - Quilted clothing or accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H member. On a half sheet of 8 ½ x 11 inch paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.

C-229-041 Inter-Generational Quilt - A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8 ½ x 11 inch paper, include an answering the following questions: A) How was the quilt planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? SF208E

C-229-042 Service Project Quilt - A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 ½ x 11 inch paper, include an explanation answering the following questions: A) Why was the quilt constructed and who will receive the donated quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? SF208D

Guidelines for entries in classes 50-83 Quilted Exhibits

- In classes 50–83, counties may enter a total of 3 items distributed within the classes as the county chooses.
- 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 ½ 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? SF208A

Sizes of Quilted Exhibits:

A) 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.

B) Medium - length + width = from 61” to 120”

C) Large - length + width = over 120”
Examples:
- Refer to project booklets.
- One kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior.

Level I quilted exhibits - Pieced quilts made up of squares and/or rectangles.
C-229-050 Small C-229-051 Medium C-229-052 Large

Level II quilted exhibits - In addition to squares and/or rectangles, quilts may have triangles, and/or may be embroidered.
C-229-060 Small C-229-061 Medium C-229-062 Large

Level III quilted exhibits - In addition to any of the methods in classes 50-62, quilts may have curved piecing, appliqué, Celtic style, stained glass style, paper piecing, art quilt style, or other non-traditional styles.
C-229-070 Small C-229-071 Medium C-229-072 Large

Premiere Quilt - Entire quilt is the sole work of the 4-H member, including quilting (hand or machine). Tied quilts are not eligible for this class.
C-229-080 Hand quilted C-229-081 Sewing machine quilted C-229-082 Long arm quilted – non computerized/hand-guided C-229-083 Long arm quilted – computerized

DEPARTMENT D - ENVIRONMENTAL EDUCATION/EARTH SCIENCES

Department D – Conservation & Wildlife

General Information
A. SHOW WHAT YOU DID & LEARNED - All exhibitors are encouraged to show evidence of their personal field experiences or observations that relate to their exhibit. This helps judges understand what the 4-H’er did and learned in the process that led to the exhibit.
B. PROPER CREDIT - Show proper credit by listing the sources of plans or other supporting information used in exhibits.
C. WHOSE EXHIBIT? - The exhibitor’s name, county, age and address must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.
D. WILDLIFE & WILDLIFE LAWS - "Animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or any of their parts.
E. 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), Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program).
F. BOARD AND POSTER EXHIBITS - These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on 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.
G. SCORING - Sample score sheets are available at the extension office and on the UNL 4-H web page (http://4h.unl.edu).

Division 340 - Wildlife and How They Live (Classes 1-4) Pay Category #4
D-340-001 Mammal Display
D-340-002 Bird Display
D-340-003 Fish Display
D-340-004 Reptile or Amphibian Display

Wildlife and How They Live (Classes 1-4) board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. 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. For more ideas, refer to project booklets.

D-340-005 Wildlife Connections - Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat.

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

D-340-006 Wildlife Tracks - Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are three options. For all options, include a brief description of your experiences in making the tracks so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred, but not required.

Options:
1. Option one should show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. (OR)