

CONSUMER & FAMILY SCIENCE *(continued)*

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

QUILT QUEST – Non-Sewn Exhibits

QUILT QUEST – ENTRIES TO BE EXHIBITED AT THE FAIR

Quilt Design other than Fabric and Barn Quilts (SF208B) – require supporting information for these exhibits.

Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on our website and the example is on page 40 of this book. Please note this is the Home Environment information sheet. Exhibits without supporting information will be dropped a ribbon placing.

SF) C229020 **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.

A Barn Quilt is a large piece of wood that is painted to look like a quilt block.

SF) C229021 **Barn Quilt** created that is less than 4' x 4'.

SF) C229022 **Barn Quilt** created that is 4' x 4' or larger.

MY FINANCIAL FUTURE

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.

Beginner/Intermediate (SF247 for all entries)

SF) C247001 **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.

SF) C247002 **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.

SF) C247003 **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.

SF) C247004 **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.

SF) C247005 **Complete Activity 8 “What Does It Really Cost?”** on pages 39-40.

SF) C247006 **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 (SF247)

SF) C247007 **Interview – 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.

SF) C247008 **The Cost of Not Banking**---Type your answers to the questions about Elliot on page 50.

SF) C247009 **Evaluating Investment Alternatives**— complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

SF) C247010 **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.

SF) C24711 **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.

C) C247901 **County Only** - Other Item Made in this Project

C) C247902 **County Only** - Other Item Made in this Project

PHOTOGRAPHY

Photography exhibitors are encouraged and invited to participate in the interview judging of 2 entries of their project. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. 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.

RULES

1. 4-H members are allowed to exhibit in only one photography unit. One entry per class
2. An image may only be used on one exhibit with the exception of the Portfolios which may include images entered in other classes.
3. Cameras- Photos may be taken with any type of film or digital camera, including phones, tablets, and drone
4. Photos must be shot by the 4-H member during the current project year with the exception of the Portfolios, which may include images captured and/or exhibited in previous years.
5. 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.
6. **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:
 - i. Printed portfolios should be presented in a 8.5" x 11" three-ring binder or similar book format. Recommended photo size 8" x 10". Matting is not necessary.
 - ii. Digital portfolios may be presented online and must be exhibited along with a single 8.5"x11" flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
7. **Display Exhibits** – Display exhibits are only accepted in Level I and II. Displays consist of three 4"x 6" 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)
8. **Print Exhibits** – Print exhibits must be 8" x 10" printed mounted in 11"x14" (outside size) cut matting with a sandwich mat board backing. Incorrect sizes will not be accepted **except** for Level 1 or county projects. 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)
9. **Entry Tags** – Entry tags should be securely attached to the upper right-hand corner of the exhibit.
10. **Data Tags** – Data Tags are required on all print and display exhibits. Data tags are not required for portfolios Each exhibit must have the appropriate number and level of data tags as outlined below. Data tags should be securely attached to the back of the exhibit. Current data tags and help sheets are available.
11. **Prints** – All Level 2 prints must have a Level 2 Data Tag. All Level 3 prints must have a Level 3 Data Tag.
12. **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.
13. **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 completion of their on-campus exhibition.

ADDITIONAL INFORMATION For County Only entries

1. Panorama Exhibit –

- a. The entry will consist of an arrangement of three or more pictures connected to show a wide angle of a subject.
- b. Panorama display must be mounted on a horizontal 14" x 22" poster.
- c. Pictures may have some overlap, (about ¼" – ½") but unwanted excess can be cropped (cut).
- d. Data Tag is required.

2. Photo Flop –

- a. Three pictures, each illustrating a different photography mistake.
- b. Below each picture describe the error in photography technique and how the picture could be improved.
- c. Mount pictures and description of error on 11" X 14" poster.
- d. Data tag is required.

3. County Projects – This year's theme- "Antiques"

- a. Photo may range in size from 4"x6" to 8"x10" mounted in appropriate size matting (no frame) with a sandwich mat-board backing; (not foam board): rectangular or oval inside matt opening.

LEVEL 1 PHOTOGRAPHY – Beginning

RULES

Displays – Displays exhibits are encouraged for Level 1 exhibitors. Displays consist of three 4x6 photos on a single horizontal 11x14 black or white poster or mat board. No foam core backing board is allowed. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distracting from the overall display. No titles, captions, or stick-on numbers are allowed. Photos may be mounted

vertically or horizontally. Data tags are required for each photo in the display. Use numbers to identify which photo each data tag corresponds with.

- C) **B180901 Fun with Shadows Display or Print**– Photos should capture interesting or creative use of shadows. (Activity 4)
- C) **B180902 Get in Close Display or Print** – Photo should capture an interesting viewpoint of the subject or object. (Activity 8)
- C) **B180903 Bird’s or Bug’s Eye View Display or Print** – Photo should capture an interesting viewpoint of a subject, either from above (bird’s eye view) or below (bug’s eye view). (Activity 10)
- C) **B180904 Tricks and Magic Display or Print** – Photos should capture visual trickery or magic. Trick photography requires creative compositions of objects in space and are intended to trick the person viewing the photo. For example, if someone is standing in front of a flower pot, the pot might not be visible, making it look as if the flowers are growing out of the person’s head. (Activity 11)
- C) **B180905 People, Places, or Pets with Personality Display or Print**–Photos should have a strong focal point, which could be people, places, or pets. Photos should capture the subject’s personality or character. Photos may be posed or un-posed. (Activity 13)
- C) **B180906 Black and White Display or Print**–Photos should create interest without the use of color. Photos should show strong contrast and/or textures. Photos may be captured in black and white or captured in color and edited to black and white. (Activity 15)
- C) **B180907 Telling a Story Display**–Exhibit will include three photos which tell a story without words. Photos may show something being created, destroyed, consumed, moving, or growing. Photos should capture the beginning, middle, and end of a single story, project, or event. Display will consist of three 4x6 photos mounted on a single horizontal 11x14 black or white poster or mat board. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distracting from the overall display. No titles, captions, or stick-on numbers are allowed. Photos may be mounted vertically or horizontally. Data tags are required for each photo in the display. (Activity 14)
- C) **B180911 My Favorite Other Picture Print** - (see EXHIBIT PRINT information above)
- C) **B180904 County Project** – this year’s theme is “Antiques”
- C) **B180905 Photo Flop** - (see PHOTO FLOP information above)
- C) **B180906 Panorama Exhibit** - (see PANORAMA EXHIBIT information above)

LEVEL 2: NEXT LEVEL PHOTOGRAPHY – Intermediate

- SF) **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
- SF) **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)
- SF) **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)
- SF) **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)
- SF) **B181050 Candid Photography Display or Print** – (SF87) – Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)
- SF) **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)
- C) **B181904 County Project** – this year’s theme is “Antiques”
- C) **B181905 Photo Flop** – (see PHOTO FLOP information above)

LEVEL 3: MASTERING PHOTOGRAPHY – Advanced

- SF) **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.

SF) 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)

SF) 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)

SF) 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)

SF) 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)

SF) 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)

C) B182904 County Project – this year’s theme is “Antiques”

C) B182905 Photo Flop – (see PHOTO FLOP information above)

NEW TAG – printable tags in which you can type-into can also be found on our Pre-Fair & Fair Resources webpage

Level 1 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.).

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

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

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

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.		

Tell us about this photo.		

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

Level 3 Data Tag

HERITAGE

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

- A. Please note- Exhibits are entered at 4-H'ers own risk. The Ag Society or the Extension Office will not be responsible for loss or damage to family heirloom items or any items in this department.
- B. 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" contact the extension office for approval. Pictures and other hanging items must have a wire hanger for display purposes. Display collections securely in an attractive container no larger than 22" x 28".
- C. Exhibits must include NAME, COUNTY, AGE & PAST EXPERIENCE (years in Explore Your Heritage, projects) on the back of the exhibit.

D. All entries must have documentation included.

LEVEL I – Beginning (1-4 years in project) (SF71)

- SF) A101001 **Heritage Poster or Flat Exhibit-** Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.
- SF) A101002 **Family Genealogy/History Notebook** – Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year’s work.
- SF) A101003 **Local History Scrapbook/Notebook-** Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- SF) A101004 **Framed Family Groupings** (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
- SF) A101005 **Other Exhibits depicting the heritage of the member’s family or community,** Exhibit must be supported by a written explanation. May include biographical album of themselves or another family member, family cookbooks, etc.
- SF) A101006 **4-H History Scrapbook** – A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H member, no club project. If multiple books included in exhibit, only bring book with most current year’s work.
- SF) A101007 **4-H History Poster** – Poster relating 4-H history of local club or county or individual.
- SF) A101008 **Story or illustration about a historical event.**
- SF) A101009 **Book Review** about local, Nebraska or regional history.
- SF) A101010 **Other Historical Exhibits** – Attach an explanation of historical importance.
- SF) A101011 **Family Traditions Book** – Exhibitor scrapbook depicting family traditions of the past.
- SF) A101012 **Family Traditions Exhibit** – Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.
- SF) A101013 **4-H Club/County Scrapbook** – 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.
- SF) A101014 **4-H Member Scrapbook** – Scrapbook relating to individual 4-H member’s 4-H history. If multiple books included in exhibit, only bring book with most current year’s work.
- SF) A101015 **Special Events Scrapbook** – A scrapbook relating to a 4-H special event, such as Congress or CWF or a person or family special event, such as a trip, family reunion, etc.
- C) A101901 **County Only** - Other Item made in this project
- C) A101902 **County Only** - Other Item made in this project

LEVEL II – Advanced (Over 4 years in the project) (SF71)

- SF) A102001 **Heritage poster or flat exhibit** – Entries may be pictures, posters, items, etc., that depict family heritage. Exhibits must be supported by a written explanation.
- SF) A102002 **Family Genealogy/History Notebook** – Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year’s work.
- SF) A102003 **Local History Scrapbook/Notebook** – Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- SF) A102004 **Framed Family Groupings** (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
- SF) A102005 **Other Exhibits depicting the heritage of the member’s family or community.** Exhibit must be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
- SF) A102006 **4-H History Scrapbook** – A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H member, no club project. If multiple books included in exhibit, only bring book with most current year’s work.
- SF) A102007 **4-H History Poster** – Poster relating 4-H history of local club or county or individual.
- SF) A102008 **Story or Illustration about a historical event.**
- SF) A102009 **Book Review** about local, Nebraska or regional history.
- SF) A102010 **Other Historical Exhibits** – Attach an explanation of historical importance.
- SF) A102011 **Exhibit** depicting the importance of a community or Nebraska historic landmark.
- SF) A102012 **Community Report** documenting something of historical significance from past to present.
- SF) A102013 **Historic Collection** (displayed securely and attractively in a container no larger than 22” x 28”).
- SF) A102014 **Video Documentary** of a family or a community event. Must be produced and edited by a 4-H member.(must be entered as a DVD or USB)
- SF) A102015 **4-H Club/County Scrapbook** – 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.
- SF) A102016 **4-H Member Scrapbook** – Scrapbook relating to individual 4-H member’s 4-H history. If multiple books included in exhibit, only bring book with most current year’s work.
- SF) A102017 **Special Events Scrapbook** – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal family special event, such as trip, family reunion, etc.
- C) A102901 **County Only** - Other Item made in this project
- C) A102902 **County Only** - Other Item made in this project

- C) C259903 Leather or Metal
- C) C259904 Nature Projects and Corn Shucks
- C) C259905 Pigment/Water Color
- C) C259906 Holiday Ornament
- C) C259907 Ceramic
- C) C259908 Textiles
- C) C259909 Bead Work

- C) C259910 Wood
- C) C259911 Recycled item
- C) C259912 County Only - Other Item Made in this Project
- C) C259913 County Only - Other Item Made in this Project
- C) C259914 Model Kit
- C) C259915 2022 Winter Take it & Make it – Pizza Pan
- C) C259916 2022 Spring Take It and Make It –Gumball

COUNTY CHALLENGE – LEGOS

- C) C259901 4-H members are invited to show their creativity by creating an interesting fair exhibit with Legos. The exhibit must be age appropriate. Bring the exhibit at your own risk. Make sure the lego exhibit is sturdy and will withstand people viewing it. May be enclosed in clear plastic or glass container. The 4-H Council and Fair Board are not responsible if something happens to the exhibit. A \$10.00 cash award will be given to the best entry.

Principles Of Design

The principles of design are how we use the tools. Learning and using the elements and principles of design will help youth in creation and discussion of artwork.

Repetition: Repeated use of one shape, color or element, making the artwork seem active, creating unity. A “visual echo” reinforcing aspects of the piece.

Proportion: All parts of an artwork are relative in size; for example, the size of the head compared to the rest of the body.

Unity: A feeling of harmony among all parts of the artwork, creating a sense of completeness.

Variety: Differences among elements (varying shapes, colors, etc.) to hold one’s attention and add interest.

Emphasis: A point differing in size, color, texture, shape, etc., contrasting with the other elements to make it dominant, to catch the viewer’s eye.

Balance: How elements are arranged. Symmetrical: elements have equal weight. Asymmetrical: sides vary but work together. Radial: based on a circle.

Pattern: A combination of elements repeated in an ordered arrangement.

Movement: Use of lines, edges, shape and color to indicate movement, action, direction; guides a viewer’s eye through the artwork.

Rhythm: Repeated or alternating elements arranged to create beats as with music and a sense of movement.

Elements Of Design

The arrangement or way of organizing what the eye sees and the brain decodes—line, form, color, space, shape and texture (the tools) in an artwork.

Line is a continuous mark with greater length than width. Lines can be horizontal, vertical, diagonal, straight, curved, zigzag, thick, thin, smooth or jagged.

Forms are three-dimensional shapes, expressing length, width, and depth like sphere, cube, pyramid, cone and cylinder. Forms can be seen from more than one side.

Color is light reflected off objects. Color has three main characteristics: hue (red, blue, yellow, green, etc.), value (light or dark), and intensity (bright or dull).

Shape is a closed line that can be geometric (squares, triangles and circles) or organic (free formed). Shapes are flat but can show length and width.

Space is the area between and around objects. Negative space is often around or behind the objects. Space can give the feeling or illusion of depth.

Texture is surface quality that can be seen with the eyes (visual) or felt by touch (tactile). Texture can be rough, smooth, soft or hard.

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University of Idaho
Extension



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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)	

printable tags in which you can type-into can also be found on

our Pre-Fair & Fair Resources webpage

Supporting information is required for all State Fair (SF) eligible Home Environment exhibits. This includes Design Decisions and Heirloom Treasures. Sketchbook Crossroads and Portfolio Pathways have questions to answer.

County only (C) exhibits do not require the supporting information, but is encouraged.

INTERMEDIATE & ADVANCED PROJECTS

DESIGN DECISIONS

Attach information to explain steps taken. Information must also include element or principle of design used.

- SF) C257001** **Design board for a room (SF201)** – 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.
- SF) C257002** **Problem solved, Energy savers OR Career exploration (SF201)** – 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. (p. 74-93)
- SF) C257003** **Solar, wind, or other energy alternatives for the home (SF201)** – Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (p. 74-93)
- SF) 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.
- SF) C257006** **Window Covering (SF200)** – May include curtains, draperies, shades, shutters, etc.
- SF) C257007** **Floor covering (SF200)** – May be woven, braided, painted floor cloth, etc.
- SF) C257008** **Bedcover (SF200)** – May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No tied fleece blankets.) (p. 50-53)
- SF) C257009** **Accessory (SF200)** – Original Needlework/Stitchery.
- SF) C257010** **Accessory (SF200) – Textile – 2D** - table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning/10 minute table runners.
- SF) C257011** **Accessory (SF200) – Textile – 3D** - pillows, pillow shams, fabric bowls, etc. No fleece tied exhibits
- SF) C257012** **Accessory (SF200) – 2D**
- SF) C257013** **Accessory (SF200) – 3D** - string art, wreaths, etc.
- SF) C257014** **Accessory (SF200) – Original Floral Design**
- For classes 15-18, determine entry by what medium was manipulated**
- SF) C257015** **Accessory (SF200) – Original made from Wood** – burn, cut, shape or otherwise manipulate.
- SF) C257016** **Accessory (SF200) – Original made from Glass** – etch, mosaic, stain, molten or otherwise manipulate.
- SF) C257017** **Accessory (SF200) – Original made from Metal** –cut, shape, punch, sculpt, reassemble or otherwise manipulate.
- SF) C257018** **Accessory (SF200) – Original made from Ceramic or Tile** – Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
- SF) C257019** **Accessory (SF207) – Recycled/Upcycled Item for the home** – reuse a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.
- SF) C257020** **Furniture (SF207) – Recycled/Remade**, made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.
- SF) C257021** **Furniture (SF203) –Wood Opaque finish** such as paint or enamel.
- SF) C257022** **Furniture (SF203) – Wood Clear finish** showing wood grain.

- SF) C257023 **Furniture (SF200) – Fabric Covered** - May include stool, chair seat, slip-covers, headboard, etc.
- SF) C257024 **Furniture (SF200) – Outdoor Living** - Furniture made/refurbished suitable for outdoor use. (NOTE: May be displayed outside). Include description of what was done to recycle or reuse item in your attached information.
- SF) C257025 **Accessory (SF200) – Outdoor Living. Accessory** made/refurbished by 4-H member suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information.
- C) C257901 **County Only** - Other Item Made in this Project.
- C) C257902 **County Only** - Other Item Made in this Project.
- C) C257903 **County Only** - Other Item Made in this Project

HEIRLOOM TREASURES/FAMILY KEEPSAKES

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 including:

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.

- SF) C256001 **Trunks (SF206)** – Including doll-sized trunks or wardrobe
- SF) C256002 **Article (SF205)** – 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.
- SF) C256003 **Furniture (SF205)** – Either a repurposed “treasure” from an old item or an old “treasure” refinished or renovated. May include doll-sized furniture.
- SF) 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 or 3) This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.
- C) C256901 **County Only** - Other Item Made in this Project.
- C) C256902 **County Only** - Other Item Made in this Project

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.

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. Display - Items should be ready for display, framed, 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.
3. Entries per Exhibitor: 4-H members may enter one exhibit per class.
4. Entry Descriptions: Entry tags should include a clear, visual description of the exhibit, such as colors, size, or subject to aid in identification.
5. Supporting Information: Supporting information is required for all Visual Arts exhibits. Information must include responses to at least two reflection questions and steps taken to complete the project. Supporting Information tag templates can be found at <https://go.unl.edu/ne4hvisualarts> Exhibits without supporting information will be dropped a ribbon placing

Answer two of the four following questions:

1. Discuss your use of the elements (color, texture, pattern, shape, form, line, space) and principles (rhythm/repetition, balance, emphasis, unity, proportion) in this piece. What elements and principles did you put particular emphasis on while planning and creating this piece? Why did you focus on those elements and principles? What elements or principles would you like to explore more or use differently next time?
2. Where/How did you find the inspiration for your artwork, and what did you do to make this piece unique and original?
3. What do you think you have done particular well, and what would you like to do differently next time?
4. What challenges did you face while completing this piece, and how did you respond and overcome those challenges(s)?
Process: Steps taken to complete this exhibit. Include any special or unique materials, tools, or techniques you used during those steps.

INTERMEDIATE & ADVANCED PROJECTS

SKETCHBOOK CROSSROADS

Classes 1-12: (SF200)

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

- SF) C260001 **Original Pencil or Chalk Drawing** – framed ready to hang. Scratch art accepted here. (p. 10 - 21)
- SF) C260002 **Original ink drawing**- framed and ready to hang (p. 22-28).
- SF) C260003 **Original Fiber Art** (p. 29)
- SF) C260004 **Original Felted Wool Art** (p. 29-33)
- SF) C260005 **Original Cotton Linter Art** (p. 34-36)
- SF) C260006 **Original Batik Art** (p. 37-39)
- SF) C260007 **Original Weaved Art** (p. 40-47)
- SF) C260008 **Original Dyed Fabric Art** (p. 48-50)
- SF) C260009 **Original Sculpture or Pottery** (no Purchased items) (p. 53-62)
- SF) C260010 **Nebraska Life Exhibit** -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 Nebraska life.
- C) C260901 **County Only** - Other Item Made in this Project
- C) C260902 **County Only** - Other Item Made in this Project
- C) C260903 **County Only** - Other Item Made in this Project

PORTFOLIO PATHWAYS

Classes 1-6: Score sheet SF200

Use techniques from manual or comparable techniques. Attach information to explain steps taken. Information must also include element or principle of design used. (p. 8-9)

- SF) C261001 **Original acrylic painting** – based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang (p. 12 -13)
- SF) C261002 **Original oil painting** –based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang (p. 26 - 33)
- SF) C261003 **Original watercolor** –based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang (p. 14-17)
- SF) C261004 **Original sand painting** – based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang (p. 20-21)
- SF) C261005 **Original encaustic painting** –based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang (p. 34-35)
- SF) C261006 **Home accessory** made with any printing technique in Pathways Unit II (p. 36-56)
- SF) C261007 **Original mixed media accessory**- An art exhibit using a combination of two or more different media or materials. One media must be included in another Portfolio Pathways class. (ex. Watercolor and graphite)
- SF) C261008 **Nebraska Life Exhibit** - 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; 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 life in Nebraska.
- C) C261901 **County Only** - Other Item Made in this Project
- C) C261902 **County Only** - Other Item Made in this Project
- C) C261903 **County Only** - Other Item Made in this Project

HUMAN DEVELOPMENT

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

Rules – Exhibitors in the Human Development project area will be asked to focus on designing toys/games/activities that meet the different needs of children.

Categories – are based on the Early Learning Guidelines of 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/>

Information sheets for 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 make sure exhibit is safe for child to use?

- 3) What age is this toy, game, or activity appropriate for and why? (Infant, Birth-18 months; Toddlers, 18 months-3yrs; Preschoolers, 3-5 yrs. Or Middle Childhood, 6-9 yrs.) 4-H'er must give 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals).
- 4) How is the toy, game or activity intended to be used by the child?

Information sheet for Class 8 (Babysitting Kit) should include:

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

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 to each class. For example a game that is developed to help youth learn language and literacy skills would be an exhibit for C200002. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

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

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

SF) C200003 **Science - (SF30)**

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

SF) C200005 **Math - (SF30)**

SF) C200006 **Creative Arts - (SF30)**

SF) C200007 **Activity with a Younger Child - (SF 115)** – Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child or other child care or child interactions. May include photos, captions, story, or essay. Size of exhibit is your choice. Other people may take photos so that 4-H'er can be in the photo. 4-H'er must make the poster or scrapbook. No information sheet is needed for class 7.

SF) C200008 **Babysitting Kit - (SF 85)** – The purpose of the kit is for the 4-H'er to take it with them when they baby sit in someone else's home. Do not make the 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 a box or bag suitable for what it contains. Approximate size not larger than 12" x 15" x 10". 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.

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

SF) C200009 **Family Involvement Entry - (SF 115)** – 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.

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

SF) C200010 **Growing with Others Scrapbook or Poster - (SF 115)** 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 interest.

SF) C200011 **Growing in Communities - (SF 115)** – 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. Playgrounds safety check.

C) C200901 **County Only - Other Item Made in this Project**

C) C200902 **County Only - Other Item Made in this Project**