

DEPARTMENT C - CLOTHING & TEXTILES EXHIBITS

All items must be on wire hangers or swivel hook hangers.

Members may exhibit only one entry per class number. The same article may not be entered in more than one class. Please double check specific instructions in each area regarding exhibits, labeling, supporting information, etc. No information sheets are needed except for knitting and crochet.

All clothing entries (including Sewing for Fun, Clothing, Knitting, Crocheting and Beyond the Needle) must be labeled with name of exhibitor, age as of January 1, county, number of years exhibitor is enrolled in project exhibited, project name and class in which garment is entered. Labels are available from the Extension Office. Labels should be attached using safety pins or basting to the back of the neckline or back waistband of each garment. **DO NOT USE STRAIGHT PINS TO ATTACH LABEL, ENTRIES NOT PROPERLY LABELED WILL NOT BE ACCEPTED.** Place label separately from your entry tag. SF indicates eligibility for State Fair Competition.

All clothing exhibits will be judged on Wednesday, July 14. Clothing exhibits must be entered between 9:00 a.m. - 1:00 p.m. Entries will not be accepted after 1:00 p.m. Exhibitors may only interview judge three clothing/textile items.

DEPARTMENT C, DIVISION 220 - GENERAL CLOTHING Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

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

CLASS 1 - Clothing Portfolio - Complete at least four different samples/activities from Chapters 2, 3 OR 4 of the project manual. The Portfolio should be placed in an 8 1/2 x 11, 3 ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year, but should be dated.) See pages 9-11 in STEAM Clothing 2: Simply Sewing project manual for portfolio formatting. SF

CLASS 2 - Textile Science Scrapbook - Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 1/2 x 11, 3 ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year, but should be dated). See project manual for fabric suggestions. SF

CLASS 3 - Sewing For Profit - Using pages 161-167 in the STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your product. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30". SF

DEPARTMENT C, DIVISION 221 - BEYOND THE NEEDLE Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

4-H members must show their own original creativity. **All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before**

deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 1 - Design Portfolio - A portfolio consisting of at least three design samples or activities. Refer to the project manual for activity ideas. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 for portfolio formatting. SF

CLASS 2 - 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". SF

CLASS 3 - 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. (Tie Dye Shirts are entered into this class.) SF

CLASS 4 - Original Designed Fabric Yardage - Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of at least one yard of finished fabric. Include information on how the fabric was designed - describe the process and materials used and how the fabric will be used. If additional information is not included, exhibit will be lowered on ribbon placing. SF

CLASS 5 - Item (garment or non-clothing item) Constructed from Original Designed Fabric - Fabric yardage is designed first, then an item 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. SF

CLASS 6 - 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. SF

CLASS 7 - Beginning Fashion Accessory - An accessory designed and/or constructed using elements and principles of design and basic skills; can be textile or non-textile based. Examples: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, 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. SF

CLASS 8 - Advanced Fashion Accessory - 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. SF

CLASS 9 - Wearable Technology Garment -Technology is integrated into the garment in some way (For example: LEDs, charging capabilities, sensors, and etc.) SF

CLASS 10 - Wearable Technology Accessory - An accessory constructed integrating technology into the accessory (For example: Charging Backpack, Fitness Tracker, and etc.) SF

CLASS 11 - Embellished Garment - Any surface embellishment that is applied to a purchased or constructed garment such as ribbon, lace, embroidery, applique, braid, buttons, fabric pieces. May

use patterns or ideas from magazines. Commercial iron-on appliques or any prepackaged item where the materials are predetermined by the manufacturer will not be accepted.

CLASS 12 - Wearable Textile & Art Accessory - Accessory is constructed from fiber or non-fiber based materials. Examples include shoes, hats, bags, flip flops, barrettes, headbands, scarves, gloves, aprons, etc.

DEPARTMENT C, DIVISION 231 - CROCHET (BEGINNING UNIT)

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

ONLY ONE EXHIBIT PER CLASS NUMBER. Use basic stitches. **All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.**

WEARABLE ARTICLES

CLASS 1 - Garment (ex. sweater, vest, cape)

CLASS 2 - Two or more coordinated articles (ex. cap, scarf, mittens)

CLASS 3 - Accessory (ex. a hat and/or purse)

CLASS 4 - Other

NON-WEARABLE ARTICLE

CLASS 5 - Afghan or bedspread

CLASS 6 - Pillow or doily

CLASS 7 - Rug or toys

CLASS 8 - Hanging towel

CLASS 9 - Other

DEPARTMENT C, DIVISION 226 - CROCHET (MIDDLE UNIT)

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

ONLY ONE EXHIBIT PER CLASS NUMBER. Each Crocheted exhibit must include the following information with the entry tag. 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)? 4) Gauge and size of hook or type of crocheting tool 5) Kind of yarn - weight and fiber content or other material used 6) Names of stitches used 7) Copy of directions.

Wearable Articles - Use basic stitches including chain, single, double, half-double, treble to form patterns.

A crocheted garment or accessories to wear. Garments include a sweater, vest or jacket. Accessories include a set of items such as a scarf and mittens, cap and mittens, cap and scarf. A pair of slippers or suspenders will not be accepted. Only human wearing apparel will be accepted in classes 1 - 4.

All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H

member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 5 - Two or more coordinated articles (ex. cap, scarf, mittens). SF

CLASS 6 - Garment (ex. sweater, vest). SF

CLASS 7 - One accessory (ex. a hat). SF

CLASS 8 - Other. SF

Non-wearable articles - Use basic stitches including chain, single, double, half-double, treble to form patterns.

CLASS 9 - Afghan or bedspread. SF

CLASS 10 - Pillow or doily. SF

CLASS 11 - Rug or toy. SF

CLASS 12 - Other. SF

DEPARTMENT C, DIVISION 226 - CROCHET (ADVANCED UNIT)

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

ONLY ONE EXHIBIT PER CLASS NUMBER. Each Crocheted exhibit must include the following information with the entry tag. 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)? 4) Gauge and size of hook or type of crocheting tool 5) Kind of yarn - weight and fiber content or other material used 6) Names of stitches used 7) Copy of directions.

Wearable Articles - Use stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs and multiple pattern stitches.

A crocheted garment or accessories to wear. Garments include a sweater, vest or jacket. Accessories include a set of items such as a scarf and mittens, cap and mittens, cap and scarf. A pair of slippers or suspenders will not be accepted. Only human wearing apparel will be accepted in classes 11- 14.

All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 13 - Two or more coordinated articles (ex. cap, scarf, mittens). SF

CLASS 14 - Garment (ex. sweater, vest). SF

CLASS 15 - One accessory (ex. a hat). SF

CLASS 16 - Other. SF

Non-wearable articles - Use stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs and multiple pattern stitches.

CLASS 17 - Afghan or bedspread. SF

CLASS 18 - Pillow or doily. SF

CLASS 19 - Rug or toy. SF

CLASS 20 - Other. SF

DEPARTMENT C, DIVISION 232 - KNITTING (BEGINNING UNIT)

Premiums: Purple - \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

ONLY ONE EXHIBIT PER CLASS. Use basic stitches. All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 1 - Slippers

CLASS 2 - Head hugger or long scarf

CLASS 3 - Mittens

CLASS 4 - Non-wearable article

CLASS 5 - Other

DEPARTMENT C, DIVISION 225 - KNITTING (MIDDLE UNIT)

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

ONLY ONE ENTRY PER CLASS NUMBER. Each knitted exhibit must include the following information with the entry tag. 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)? 4) Gauge - Number of rows per inch; number of stitches per inch 5) Size of needles, finger knitted, arm knitted, loom or machine knitted 6) Kind of yarn - weight and fiber content 7) Names of stitches used 8) Copy of directions.

Possible stitches for knitted items entered in the middle unit include pattern stitches such as diamond, block, twist or seed/moss stitches.

A knitted garment or accessories to wear. Garments include a sweater, vest or jacket. Accessories include a set of items such as scarf and mittens, cap and mittens, cap and scarf. A pair of slippers or suspenders will not be accepted.

All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 1 - Knitted Clothing - Knitted item or garment using pattern stitches such as diamond, block, twist or seed/moss stitches. Basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form pattern. SF

CLASS 2 - Knitted Home Environment Item - Knitted Item using basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form pattern. SF

CLASS 3 - Arm or Finger Knitted Item (Clothing or Home Environment Item). SF

CLASS 4 - Loom Knitted Item (Clothing or Home Environment Item). SF

DEPARTMENT C, DIVISION 225 - KNITTING (ADVANCED UNIT)

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

ONLY ONE ENTRY PER CLASS NUMBER. Each knitted exhibit must include the following information with the entry tag. 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)? 4) Gauge - Number of rows per inch; number of stitches per inch 5) Size of needles, finger knitted, arm knitted, loom or machine knitted 6) Kind of yarn - weight and fiber content 7) Names of stitches used 8) Copy of directions.

Possible stitches for knitted items entered in the advanced unit include 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.

A knitted garment or accessories to wear. Garments include a sweater, vest or jacket. Accessories include a set of items such as scarf and mittens, cap and mittens, cap and scarf. A pair of slippers or suspenders will not be accepted.

All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 5 - Knitted Clothing - Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle. Made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting. SF

CLASS 6 - 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. SF

CLASS 7 - Machine Knitting SF

DEPARTMENT C, DIVISION 230 - SEWING FOR FUN

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

ONLY ONE ENTRY PER CLASS NUMBER. Use patterns in project manual (except for class 21). Not eligible for State Fair. Sergers cannot be used in Sewing for Fun. WOVEN OR FELT FABRICS ONLY. Wool, knits or comparable fabrics will NOT be accepted. These exhibits are due on Wednesday, July 14.

All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H

member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 11 - Square Pincushion

CLASS 12 - Needlebook

CLASS 13 - Tote bag

CLASS 14 - Patchwork pillow

CLASS 15 - Striped pillow

CLASS 16 - Laundry bag

CLASS 17 - Diagonal patchwork pillow

CLASS 18 - Pillowcase

CLASS 19 - Rail fence pillow

CLASS 20 - You Be the Teacher Exhibit. Share with others what you learned in this project. Exhibit may be poster or foam core board (not to exceed 22" x 30"), a notebook or a small display of an educational nature. Examples include: information on textile fibers, illustrate art elements (line, shape, space, texture and color), art principals (proportion, balance, rhythm, emphasis and unity), coordinating a wardrobe, seam finishes, press testing, shrink testing of fabrics, knit stitches, crochet stitches, gauge, etc.

CLASS 21 - Any simple sewing item (no clothes). You do not need to use patterns in manual for this class.

DEPARTMENT C, DIVISION 227 - STEAM CLOTHING 1 - FUNDAMENTALS
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

Exhibits will be simple, articles requiring minimal skills.

All garments must be made by the exhibitor. 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.

All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

CLASS 1 - Clothing Portfolio - Complete at least three different samples/activities from Chapter 2 OR Chapter 3 of the project manual. The Portfolio should be placed in an 8 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.

CLASS 2 - Sewing Kit - Include a list of sewing notions and purpose for each included (pages 12-17 in project manual).

CLASS 3 - 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.

CLASS 4 - 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.

CLASS 5 - Clothing Service Project - Can include pillows or pillow cases but are not limited too. Exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing information you generated in the project activity "Serving A Purpose" page 124 & 125.

CLASS 6 - Simple Top.

CLASS 7 - Simple Bottom - pants, shorts or skirt.

CLASS 8 - Simple Dress.

CLASS 9 - Other - Using skills learned in project manual (apron, vest, etc.).

CLASS 10 - Upcycled Simple Garment - The original used item must be redesigned (not just decorate) in some way to create a new wearable piece of clothing. A "before" picture and a description of the redesign process **must** accompany the entry or it will be disqualified.

CLASS 11 - 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.

DEPARTMENT C, DIVISION 222 - STEAM CLOTHING 2 - SIMPLY SEWING
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

Exhibits entered in this project must reflect at least one new skill learned from this manual. 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.

LIMIT OF 1 ENTRY PER CLASS NUMBER. All garments must be made by the exhibitor. **All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.**

CLASS 1 - Design Basics, Understanding Design Principles. 4-H members enrolled in STEAM Clothing 2 may enter an exhibit sharing a learning experience from pages 17-20 in the project manual. Include answers to questions found on page 20 of the manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30". SF

CLASS 2 - Pressing Matters. 4-H Members enrolled in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25 "A Pressing Matter" in the project manual. Exhibit should include answers to lesson questions that are most appropriate to include. SF

CLASS 3 - Upcycled Garment. 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. SF

CLASS 4 - Upcycled Clothing Accessory. 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. SF

CLASS 5 - Textile Clothing Accessory. Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.). SF

CLASS 6 - Top (vest acceptable). SF

CLASS 7 - Bottom (pants or shorts). SF

CLASS 8 - Skirt. SF

CLASS 9 - Lined or Unlined Jacket. SF

CLASS 10 - Dress (not formal wear). SF

CLASS 11 - Romper or Jumpsuit. SF

CLASS 12 - Two-Piece Outfit. SF

CLASS 13 - 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, altering a pattern for a woven or knit material, adding a lining. SF

CLASS 14 - Garment Constructed from Sustainable or Unconventional [natural or synthetic] 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 the unconventional items themselves should be exhibited under Beyond the Needle. SF

DEPARTMENT C, DIVISION 223 - STEAM CLOTHING 3 - A STITCH FURTHER
Premiums: Purple, \$5.00; Blue, \$5.00; Red, \$4.00; White, \$3.00

All entries must include pictures of assembly and/or 4-H member wearing clothing item(s) or holding non-clothing item(s). Items made from new bolt material need pictures of 4-H member wearing or holding finished product. If item is an upcycled garment, 4-H member must include pictures of the item before deconstruction, during construction and of final product worn or held by the 4-H member.

Exhibits entered in this project must reflect at least one new skill learned from this manual.

Garments as listed may be made for self or another person. They 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 sewing label. ONE ENTRY PER CLASS NUMBER.

CLASS 1 - Upcycled Garment - 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. SF

CLASS 2 - Upcycled Clothing Accessory - 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. SF

CLASS 3 - Textile Clothing Accessory. Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.). SF

CLASS 4 - Dress or Formal SF

CLASS 5 - Skirted Combination. (skirt with shirt, vest or jacket OR jumper and shirt) SF

CLASS 6 - Pants or Shorts Combination. (pants or shorts with shirt, vest or jacket) SF

CLASS 7 - Romper or Jumpsuit. SF

CLASS 8 - Specialty Wear. (includes: swim wear, costumes, hunting gear, or chaps) SF

CLASS 9 - Lined or Unlined Jacket. (non-tailored). SF

CLASS 10 - Coat, Blazer, Suit Jacket or Outerwear. A tailored blazer or suit jacket or coat. Wool entries must have the fiber content listed on the identification label. SF

CLASS 11 - Alter/Design 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 3 include: moving darts, adding a zipper, merging two patterns together, altering a pattern for a woven or knit material, adding a lining, designing your own pattern. SF

CLASS 12 - Garment Constructed from Sustainable or Unconventional [natural or synthetic] 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 the unconventional items themselves should be exhibited under Beyond the Needle. SF

DEPARTMENT C, DIVISION 229 - QUILT QUEST

Premiums: Purple, \$5.00; Blue, \$5.00; Red, \$4.00; White, \$3.00

Quilt Quest exhibits should be entered Wednesday, July 14, from 9:00 a.m. - 1:00 p.m.

A quilted exhibit is made up of at least 3 layers. Quilts or quilted items must be quilted or tied through all layers. No fleece blankets, please. Quilts must have a permanent label on the back in the bottom right corner with quilter’s name and date of completion.

CLASS 10 - Exploring Quilts - Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to, language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math conversion of quilt patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt (such as Baltimore album quilts or Amish quilts). Exhibit may be a 14"x22" poster, notebook, CD, PowerPoint (slides printed on paper), Prezi, DVD, YouTube, or other technique. All items must be attached to the exhibit and labeled. NO quilted items should be entered in this class. SF

CLASS 20 - Quilt Design Other Than Fabric. Two or three dimensional item with quilt design made using medium other than fabric - such as wooden quilt block, stained glass, paper, etc.

Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website, please note this is in the Home Environment information sheet: <http://4h.unl.edu/fairbook#tab3>. Exhibits without supporting information will be dropped a ribbon placing. SF

CLASS 21 - Barn Quilt created that is less than 4' x 4'. A barn quilt is a large piece of wood that is painted to look like a quilt block. Supporting information is required for this class. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website, please note this is in the Home Environment information sheet: <http://4h.unl.edu/fairbook#tab3>. Exhibits without supporting information will be dropped a ribbon placing. SF

CLASS 22 - Barn Quilt created that is 4' x 4' or larger. A barn quilt is a large piece of wood that is painted to look like a quilt block. Supporting information is required for this class. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website, please note this is in the Home Environment information sheet: <http://4h.unl.edu/fairbook#tab3>. Exhibits without supporting information will be dropped a ribbon placing. SF

CLASS 30 - Computer Exploration. Notebook or poster with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information on type of program used, process used to generate designs, or how you used color to create different quilt designs. Size of poster or notebook to be suitable for the exhibit. SF

CLASS 40 - Wearable Art. Quilted clothing or clothing accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H member. On a half sheet of 8 ½ x 11 inch paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc. SF

CLASS 41 - Inter-Generational Quilt. A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8½ x 11 inch paper, include an explanation answering the following questions: a) How was the quilt planned and who did what in the construction of the quilt? b) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? c) What did you learn that you can use on your next project? SF

CLASS 42 - Service Project Quilt. A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8½ x 11 inch paper, include an explanation answering the following questions: a) Why was the quilt constructed and who will receive the donated quilt? b) How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc.? c) What did you do and what was done by others? d) What did you learn that you can use on your next project? SF

Guidelines for classes 50 - 83 Quilted Exhibits:

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 three or more layers. All quilted exhibits must be quilted (hand or machine) 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. All quilted exhibits must have a

permanent label on the back in the bottom right corner with quilters name and date of completion.

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?

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 = 61" to 120"
- c. Large: length + width = over 120"

QUILTED EXHIBITS:

Classes 50-52 - Pieced quilts made up of squares and/or rectangles. SF

CLASS 50 - Small

CLASS 51 - Medium

CLASS 52 - Large

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

CLASS 60 - Small

CLASS 61 - Medium

CLASS 62 - Large

Classes 70-72 - In addition to any of the methods in classes 50 - 62, quilts may have curved piecing, applique, Celtic style, stained glass style, paper piecing, art quilt style (An art quilt is an original exploration of a concept or idea rather than the handing down of a "pattern". It experiments with textile manipulation, color, texture and/or a diversity of mixed media. An Art Quilt often pushes quilt world boundaries), or other non-traditional styles. SF

CLASS 70 - Small

CLASS 71 - Medium

CLASS 72 - Large

PREMIER QUILT:

Classes 80-83 - Entire quilt is the **sole work** of the 4-H member, including quilting (hand or machine). The youth may receive guidance but no one else may work on the quilt. No tied quilts in this class. SF

CLASS 80 - Hand quilted

CLASS 81 - Sewing machine quilted

CLASS 82 - Long arm quilted - non computerized/hand guided

CLASS 83 - Long arm quilted - computerized

DEPARTMENT C, DIVISION 240 - SHOPPING IN STYLE
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

A fun and educational project for all teens who buy clothing. Workmanship of clothing, fit, evaluating present wardrobe to determine needs, comparison shopping and much more is

considered in the exhibits in this project. This project is for 4-H'ers 10 years and over. These exhibits are due on Wednesday, July 14.

If an exhibit is a poster it should be on 14" x 22" poster board. If a three-ring binder is used it should be 8 ½" x 11" x 1". Video exhibits should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or Quick Time Player.

CLASS 1 - Best Buy for Your Buck (Ages 10-13 before January 1 of the current year) - Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see general information above). Do not include the Shopping in Style Fashion Show Information Sheet in your entry for this class. Although both entries do share some information, there are differences in content and format for this class.

Provide details about wardrobe inventory which indicates the following: 1) Why you selected the garment you did 2) Clothing budget 3) Cost of garment 4) Conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck". Provide 3 color photos of you wearing the garment (front view, side view, back view). SF

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

Provide details listed for those ages 10-13 plus include the following additions: 1) Body shape discussion 2) Construction quality details 3) Design features that affected your selection 4) Cost per wearing 5) Care of garment 6) Conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck". Provide 3 color photos of you wearing the garment (front view, side view, back view). SF

CLASS 3 - 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 a new garment or garments to make them wearable once again. Create a photo story which includes before and after photos and a description of what was done. Put in a binder, poster, or video (see general information). SF

CLASS 4 - 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

CLASS 5 - 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

CLASS 6 - 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 the 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

DEPARTMENT B - PHOTOGRAPHY

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

Please note: Photography exhibits (except Clover Kids) are to be entered on Wednesday, July 14.

4-H Photography Units II and III will be allowed to exhibit at the State Fair. 4-H'ERS ARE ALLOWED ENTRIES IN ONLY ONE UNIT OF COMPETITION. 4-H'ers who win a purple at the State Fair are encouraged to advance to the next Unit level the following year.

An image may only be used on one exhibit with the exception of Portfolios which may include images entered in other classes. Photos may be taken with any type of film or digital camera, including phones, tablets, and drones. Photos must be shot by the 4-H member during the current project year with the exception of Portfolios which may include images captured and/or exhibited in previous years.

Do not use photo corners, borders or place coverings over the exhibits. **Securely attach photos with rubber cement.** No back hangers.

TAGS:

Entry tag should be stapled securely to the upper right hand corner of Picture Displays. Exhibit prints should have entry tags scotch taped to the upper right hand corner.

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. Data tags should be securely attached to the back of the exhibit. Tags are available at the Extension Office or on our website at <http://colfax.unl.edu>, under the Colfax County 4-H tab.

Interview judging for all photography exhibits will be available Wednesday, July 14. Interview judging is not required but members are encouraged to participate.

DEPARTMENT B, DIVISION 180 - PHOTOGRAPHY BASICS (UNIT 1)

All Unit I entries require Unit I Data Tag. Tags are available at the Extension Office or on our website at <http://colfax.unl.edu>, under the Colfax County 4-H tab.

Picture Displays:

- Three 4x6 photos mounted on a single horizontal 11" x 14" poster board. Use black or white poster board. No foam board backing should be used.
- Every photo in the picture display must be numbered using a pencil below the picture (for judge's reference only). Numbers should be readable but not distract from the overall display.
- No titles, captions, or stick-on numbers will be allowed.
- Individual photos may be cropped either horizontally or vertically with straight edged scissors. No decorative cuts. Corners must be 90°.
 - Photos must be mounted vertically or horizontally.
- Unit 1 Data Tags are required for each photo in the display. Use numbers to identify which photo each data tag corresponds with. Data tags should be securely attached to the back of the exhibit.

Unit I Challenging Photo Exhibit: (Class 7) - This class is intended to encourage creativity, problem-solving skills, and deeper exploration of the use of photography. This class requires taking and exhibiting multiple photos in a single exhibit. Photos should be attached to a single poster board. No foam core backing. Appropriate data tags are required. Each photo of the Level 1 Challenging Exhibit should have a separate Level 1 Data Tag. Data Tags should be numbered with

the corresponding photo's number.

CLASS 1 - Fun with Shadows Display or Print - Photos should capture interesting or creative use of shadows. (Activity 4)

CLASS 2 - Get in Close Display or Print - Photo should capture a close-up view of the subject or object. (Activity 8)

CLASS 3 - Bird's or Bug's Eye View Display or Print - Photo should capture an interesting viewpoint of a subject, either from above (bird's eye view) or below (bug's eye view). (Activity 10)

CLASS 4 - 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 in the image, making it look as if the flowers are growing out of the person's head. (Activity 11).

CLASS 5 - People, Places, or Pets with Personality Display or Print - Photos should have a strong focal point, which could be people, places, or pets. Photos should capture the subject's personality or character. Photos may be posed or un-posed. (Activity 13)

CLASS 6 - 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)

CLASS 7 - Challenging Photo Exhibit: 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 board. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distracting from the overall display. No title, 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).

CLASS 8 - Picture Display - Entry will consist of three pictures. 4-H member will exhibit ONE PICTURE FROM THREE DIFFERENT CATEGORIES. Categories to be selected from include: 1) animal, 2) building, 3) people, 4) landscape, 5) sports.

CLASS 9 - Building Picture Display - An entry will consist of three pictures of three different subjects which include buildings.

CLASS 10 - Landscape Picture Display - An entry will consist of three pictures of three different subjects which include landscapes.

CLASS 11 - My Favorite Other Picture - Any other favorite photo. Exhibit must be an 8"x10" mounted in appropriate size cut matting (no frames) with a sandwich backing.

CLASS 12 - Then & Now Photo Display - Choose an old photo (at least 20 years old). Find the location and/or subject of the photo and re-enact the old photo. Include old and new photo in the exhibit. The old photo can be a copy rather than the original. Mount on poster board or put in a frame.

DEPARTMENT B, DIVISION 181 - NEXT LEVEL PHOTOGRAPHY (UNIT II)

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

Unit II entries require Unit II Data Tags. Tags are available at the Extension Office or on our website at <http://colfax.unl.edu>, under the Colfax County 4-H tab.

Portfolios - All portfolios must include the following information:

- 1) One 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
- 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:

- 1) Printed portfolios should be presented in a 8.5"x11" three-ring binder or similar book format. Recommended photo size is 8"x10". Matting is not necessary.
- 2) Digital portfolios may be presented online and must be exhibited along with a single 8.5x11 flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.

Unit II Display Exhibit:

- Three 4"x6" photos mounted on a single horizontal 11"x14" black (preferred) or white poster board. No foam board backing should be used.
- Every photo in the display must be numbered using a pencil below the picture (for judge's reference only). Numbers should be readable but not distract from the overall display.
- No titles, captions, or stick-on numbers will be allowed.
 - Photos must be mounted vertically or horizontally.
- Each photo of the display must include a separate Unit II Data Tag. Data Tag should be numbered with the corresponding photo's number. Data Tags should be securely attached to the back of the exhibit.

Unit II Print Exhibits:

- All exhibit prints must be 8"x10" prints mounted in 11"x14" (outside size) cut matting with a sandwich mat-board backing. 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.
 - All Unit II prints must have a Unit II Data Tag securely attached to the back of the exhibit in the upper right-hand corner.

CLASS 10 - Level 2 Portfolio - Level 2 portfolios should represent the photographer's best work and must include 5-7 different images from the 4-H member's photography career. At least 2 images must have been taken during the current year. The remaining images may have been taken

at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 2 classes during the same year. Portfolios must include: 1) One 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

CLASS 20 - Creative Techniques & Lighting Display or Print - Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections, or another lighting technique covered in Book 2 Next Level Photography (Activity 3, 4, 5) SF

CLASS 30 - Creative Composition Display or Print - Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle or another composition technique covered in Book 2 Next Level Photography. (Activity 6, 7, 8, 9) SF

CLASS 40 - Abstract Photography Display or Print - Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer's attention. (Activity 11) SF

CLASS 50 - Candid Photography Display or Print - Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10) SF

CLASS 60 - Expression Through Color Display or Print - Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary, or tertiary. (Activity 13) SF

CLASS 80 - Framing and Leading Lines Display - An entry will consist of three pictures of three different subjects which include framing (objects such as trees, arches or anything not related to the subject around the top, sides or bottom of photo to direct eye to the well placed subject) or leading lines (any obvious line from the picture edge to a well placed subject), two photos using one technique and one photo using the other technique. (A center/point of interest should be incorporated into the design.)

CLASS 90 - Patterns and Textures Display - Entry will consist of three pictures of three different subjects which include patterns (the repetition of shapes and lines) or textures (shows hidden lines or shapes, patterns or perspectives of objects not generally noticed). Two photos will use one technique and one photo will use the other technique. Special lenses may be used. (A center/point of interest should be incorporated into the design.)

CLASS 100 - Then & Now Photo Display - Choose an old photo (at least 20 years old). Find the location and/or subject of the photo and re-enact the old photo. Include old and new photo in the exhibit. The old photo can be a copy rather than the original. Mount on poster board or put in a frame.

CLASS 110 - My Favorite Other Picture - Any other favorite photo. Exhibit must be an 8"x10" mounted in appropriate size cut matting (no frames) with a sandwich backing.

DEPARTMENT B, DIVISION 182 - MASTERING PHOTOGRAPHY (UNIT III)

Level 3 photographers should be exploring and experimenting with advanced techniques. This may include but does not necessarily require using an SLR camera, manual adjustments, or other

advanced equipment. Level 3 photographers should be utilizing all the skills and techniques they have developed throughout their photography career, especially topics covered in Photography Basics, Next Level Photography and Mastering Photography.

All Unit III entries require the Unit III Data Tag. Tags are available at the Extension Office or on our website at <http://colfax.unl.edu>, under the Colfax County 4-H tab.

Unit III Exhibit Prints:

- All exhibit prints must be 8"x10" prints mounted in 11"x14" (outside size) cut matting with a sandwich mat-board backing. 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.
- All Unit III prints must have a Unit III Data Tag securely attached to the back of

the

exhibit in the upper right-hand corner.

Portfolios - All portfolios must include the following information:

- 1) One 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
- 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:

- 1) Printed portfolios should be presented in a 8.5"x11" three-ring binder or similar book format. Recommended photo size is 8"x10". Matting is not necessary.
- 2) Digital portfolios may be presented online and must be exhibited along with a single 8.5x11 flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.

CLASS 10 - Level 3 Portfolio - 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) One 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

CLASS 20 - Advanced Techniques & Lighting Print - Photos should show an experimentation or exploration of advanced lighting, such as low-light or silhouette photography or another advanced photography technique, such as astrophotography, underwater photography, or infrared photography. (Activity 3, 4, 5 or 12) SF

CLASS 30 - Advanced Composition Print - Photos should show advanced compositions, such as

using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewer's eye through a scene; breaking the rule of thirds to compose a discordant image; or another advanced composition technique covered in Book 3 Mastering Photography. (Activity 6, 7) SF

CLASS 40 - Portrait Print - A great portrait captures not only a person's physical image, but also something of the person's character or personality. Photos may be either formal or informal, but must be of one or more human subjects. (Activity 9) SF

CLASS 50 - Still Life Print - Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8) SF

CLASS 60 - Freeze/Blur The Moment Print - Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11). SF

CLASS 80 - Framing/Leading Lines/Patterns/Textures Exhibit Print - Enlargement subject may feature framing (objects such as trees, arches or anything not related to the subject around the top, sides or bottom of photo to direct eye to the well placed subject) or leading lines (any obvious line from the picture edge to a well placed subject) or patterns or textures. A center/point of interest should be incorporated into the design.

CLASS 90 - Advanced Action Exhibit Print - Enlargement will feature advanced skill level used to capture action of 4-H'ers subject choice. Subject must show motion.

CLASS 100 - Special Effects Exhibit Print - Selection of special effects. Explain briefly how you took the photo, skills used, techniques used, etc. in order to create the special effect(s).

CLASS 110 - Newsprint/Advertising/Commercial Exhibit Print - Enlargement of newsworthy subject. Copy of appropriate cut line (2-3 sentence description of the photo explaining who, what, where, when, why, or how) for newspaper article, program, annual, advertisement, commercial business project, etc. where photo may appear MUST BE ATTACHED to the front of the lower portion of the mat.

CLASS 120 - My Favorite Other Picture - Any other favorite photo. Exhibit must be an 8"x10" mounted in appropriate size cut matting (no frames) with a sandwich backing.

CLASS 130 - Then & Now Photo Display - Choose an old photo (at least 20 years old). Find the location and/or subject of the photo and re-enact the old photo. Include old and new photo in the exhibit. The old photo can be a copy rather than the original. Mount on poster board or put in a frame.

DEPARTMENT E - FOODS, NUTRITION & FOOD PRESERVATION

Members may exhibit only in classes under projects carried this year. Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place the food on the appropriate size disposable plate. Put exhibit in a self sealing bag. Attach entry tag and recipe at the corner of the bag on the outside. Include name of exhibitor on bottom of plate or on another appropriate place of the exhibit. For non-food items attach entry tag to the upper right hand corner of the entry. Additional information including recipes and supplemental information should be identified with 4-H'ers name and county.

Since the exhibits are on display several days, it is necessary to limit exhibits to products which hold up well. Items that require refrigeration will not be accepted, judged or displayed. Food products must be unquestionably safe to eat when they are entered, whether tasted or not. Egg glazes on yeast breads and pie crusts BEFORE baking are acceptable. Glazes, frostings, and other sugar based toppings are also considered safe due to the high sugar content. Eggs incorporated into baked goods or crusts and cheeses mixed into bread doughs are considered safe. Uncooked fruit is not allowed in any exhibit due to spoilage (i.e. fresh fruit tart). All fruit fillings must be cooked. Egg or cream cheese may be baked into your product, but not used as fillings and/or frostings. Meat, dried meat, meat substitute pieces (bacon bits, pepperoni, etc.) or melted cheese on top of food are not allowed in food exhibits. They may result in an unsafe food product by the time the item is judged due to unpredictable heat/and or weather conditions and will be disqualified.

All foods exhibited are to be made from basic ingredients, unless otherwise noted. Do not use a mix. Commercially prepared mixes are ONLY allowed in Cooking 201 Creative Mix Class (Class 2) exhibit and must show how the original product directions were changed to create the new baked food item. Warm foods will not be accepted. Exhibits that include alcohol in the recipe will not be accepted, this includes menu and recipe file exhibits.

DEPARTMENT E, DIVISION 350 - GENERAL

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

CLASS 1 - FOOD SCIENCE EXPLORATIONS - Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. Show the connection between food and science as it relates to food preparation, food safety, food preservation or food production. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity. SF

CLASS 2 - FOODS and NUTRITION Poster, Scrapbook, or Photo Display - Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation. This project should involve a nutrition or food preparation technique or explore a career related to the food industry (caterer, restaurant owner, food scientist, registered dietitian, etc.). This might contain pictures, captions, and/or a report to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer based presentation printed off with notes pages (if needed) and displayed in binder, an exhibit display, or a written report in portfolio or notebook. Consider neatness and creativity. SF

CLASS 3 - PHYSICAL ACTIVITY and HEALTH Poster, Scrapbook, or Photo Display - Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation. This project should involve a physical activity or explore a career related to physical activity or health (personal trainer, sports coach, physical therapist, etc.). This might contain pictures, captions, and/or a report to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" by 30"), computer based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, or a written report in a portfolio or notebook. Consider neatness and creativity. SF

CLASS 4 - COOKING BASICS RECIPE FILE - A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H'er is in the project, with year clearly marked on recipes. Display in a recipe file or binder. Be sure to include the number of servings or yield of each recipe. This may be a continued recipe file project from the previously used 4-H curriculum

before 2018. Exhibits that include recipes with alcohol (wine, beer, rum etc.) will be disqualified.
SF

DEPARTMENT E, DIVISION 400 - FOOD TRAIN WRECK

CLASS 1 - Food Train Wreck - Your 4-H food exhibit didn't come out as planned - bring it anyway. Items will not be judged but will receive recognition.

DEPARTMENT E, DIVISION 413 - OUTDOOR COOKING **Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50**

CLASS 1 - Biscuits - four on a small paper plate. Made from homemade biscuit mix and cooked outdoors over a fire. May be any shape.

CLASS 2 - Hiking Snack - One serving of a nutritious homemade snack, packaged so it is durable and can be easily carried or packed. Include recipe, cost per serving, and nutrient value.

CLASS 3 - Bar Cookie (any recipe) - 2 inches square. Uniced, four on a small paper plate.

DEPARTMENT E, DIVISION 401 - COOKING 101 **Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50**

CLASS 1 - Cookies (any recipe) - Four on a paper plate.

CLASS 2 - Muffins (any recipe) - Four on a paper plate. (No mini muffins.)

CLASS 3 - No Bake Cookie (any recipe) - Four on a plate.

CLASS 4 - Cereal Bar Cookie - any cereal based recipe made in a pan and cut into bars or squares for serving. Four on a plate.

CLASS 5 - Granola Bar (any recipe) - Four on a plate.

CLASS 6 - Brownies (any recipe) - Four on a plate.

CLASS 7- Snack Mix (any recipe) - (granola, trail mix, etc.) at least one cup of snack in self-sealing plastic bag.

DEPARTMENT E, DIVISION 410 - COOKING 201 **Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50**

CLASS 1 - Loaf Quick Bread - (Any recipe, at least $\frac{3}{4}$ of a standard loaf displayed on a paper plate.) Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately $8\frac{1}{2}$ " x $4\frac{1}{2}$ " or 9" x 5". SF

CLASS 2 - Creative Mixes (Any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan.) Baked item made from a mix (commercial or homemade mixes acceptable). Food product must have been modified to make a new or different baked item. (Ex. poppy seed quick bread from a cake mix, cake mix cookies, sweet rolls made from readymade bread dough, monkey breads from biscuit dough, Streusel Coffee Cake from a cake

mix, etc.) Write what you learned about making this product using a mix instead of a homemade recipe or recipe “from scratch”. Does it make it better or easier to use a convenience product or mix? Why or why not? SF

CLASS 3 - Biscuits or Scones - Four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled or dropped. Any recipe may be used, but it must be a non-yeast product baked from scratch. SF

CLASS 4 - Healthy Baked Product - (Any recipe, at least 3/4 of baked product or 4 muffins/cookies on a paper plate or in a disposable pan.) Recipe must contain a fruit or vegetable as part of the ingredients (Ex. banana bars, cantaloupe quick bread, zucchini muffins, etc.). SF

CLASS 5 - Coffee Cake - (Any recipe or shape, non-yeast product - at least 3/4 of baked product on a paper plate or in a disposable pan.) Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201. SF

CLASS 6 - Baking with Whole Grains - (Any recipe, at least 3/4 of baked product or 4 muffins/cookies on a paper plate or in a disposable pan.) Recipe must contain whole grains as part of the ingredients. (Ex. whole wheat applesauce bread, peanut butter oatmeal cookies, etc.) SF

CLASS 7 - Non-Traditional Baked Product - Exhibit must include a food product prepared using a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.) Entry must be at least 3/4 baked product, or 4 muffins or cookies on a paper plate or in a disposable pan. Entry must include supporting information that discusses alternative preparation method and how it compares with traditional method. SF

CLASS 8 - Unique Baked Product - (Any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or in a disposable pan.) Recipe must contain a surprise ingredient and MUST not use a mix (ex. cantaloupe quick bread, pork & bean bread, etc.) Write what you learned about making this unique item with an unusual ingredient. What was the anticipated outcome? Would you make it again?

DEPARTMENT E, DIVISION 411 - COOKING 301

Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

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

CLASS 1 - White bread (any yeast recipe) - At least 3/4 of a standard loaf displayed on a paper plate. SF

CLASS 2 - Whole Wheat or Mixed Grain Bread (any yeast recipe) - At least 3/4 of a standard loaf displayed on a paper plate. SF

CLASS 3 - Specialty Rolls - (any yeast recipe) 4 rolls on a paper plate. May be sweet rolls, English muffins, kolaches, bagels, or any other similar recipe that makes individual portions. SF

CLASS 4 - Dinner Rolls - (any yeast recipe) 4 rolls on a paper plate. May be clover leaf, crescent, knot, bun, bread sticks or any other type of dinner roll. SF

CLASS 5 - Specialty Bread - any yeast recipe, includes tea rings, braids, or any other full-sized specialty bread products. Must exhibit at least $\frac{3}{4}$ of a full sized baked product. SF

CLASS 6 - Shortened Cake - NOT FROM A CAKE MIX! At least $\frac{3}{4}$ of the cake. Shortened cakes use fat for flavor and texture and recipes usually begin by beating fat with sugar by creaming, and include leavening agents in the recipe. Cake may be frosted with a non-perishable frosting (No cream cheese or egg white based or seven minute frostings allowed.) SF

DEPARTMENT E, DIVISION 412 - COOKING 401
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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

CLASS 1 - Double Crust Fruit Pie - Made with homemade fruit filling. No egg pastries or cream fillings. No canned fillings or premade pie crusts. May be a double crust, crumb, cut-out, or lattice topping. Using an 8 or 9 inch disposable pie pan is recommended. SF

CLASS 2 - Family Food Traditions - (Any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan.) Any baked item associated with family tradition and heritage. Entry must include (A) recipe, (B) tradition or heritage associated with preparing, serving the food (C) where or who the traditional recipe came from. SF

CLASS 3 - Ethnic Food Exhibit - (Any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan.) The name of the country, culture or region should be included as part of the supporting information with the recipe, as well as some background information about the country or culture the food item is representing. SF

CLASS 4 - Candy - (Any recipe, 4 pieces of candy on a paper plate or $\frac{1}{2}$ cup.) No items containing cream cheese will be accepted (Example: cream cheese mints). Candy may be cooked or no cook; dipped, molded, made in the microwave or other methods of candy preparation. Recipe must be included. SF

CLASS 5 - Foam Cake - original recipe (no mixes) of at least $\frac{3}{4}$ of the cake. Foam cakes are cakes that have a high ratio of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed). SF

CLASS 6 - Specialty Pastry - (any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan.) Baked items such as pie tarts, puff pastry, phyllo doughs, biscotti, choux, croissants, Danish, strudels. Phyllo dough may be pre-made or from scratch. Pastries made with cream or egg based fillings will be disqualified. SF

DEPARTMENT E, DIVISION 300 - YOUTH IN MOTION
Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

CLASS 1 - YOUTH in Motion Poster, Scrapbook or Photo Display - Exhibit about the 4-H'er or the 4-H'ers family involved in a physical activity or concept/lesson involving this project. This might contain pictures, captions and/or reports about the physical activity the individual or family did as a result of taking this project.

CLASS 2 - Activity Bag - A duffle bag or backpack that a 4-H'er packs so that they are always prepared to be active and make healthy food choices. May include proper workout attire, a healthy beverage or snack, a notebook or goal sheet, etc. Make sure all items are clean, clearly labeled and an explanation of why it is included in the Activity Bag. **DO NOT** put valuable items (i.e. electronics) in Activity Bag, instead use a picture of the item or include in the listing of items.

CLASS 3 - YOUTH in Motion Healthy Snack Recipe File - Collection of 10 recipes from any source. Each recipe must accompany a complete snack menu in which the recipe is used following the idea that a healthy snack includes foods from at least two different food groups. An additional 10 recipes may be added each year 4-H'er is in project, with year clearly marked on recipes. Consider creativity and neatness. Display in recipe file or box or in a binder. Be sure to include the number of servings or yield of each recipe.

CLASS 4 - Healthy Lifestyle Interview - Interview someone in your life that you admire that is physically active or has a healthy lifestyle. Why do they enjoy their exercise program or lifestyle choices? What are their goals? Why do you admire them? Maximum of two pages, one sided write up of an interview with someone who has an active exercise program or has a healthy lifestyle. Consider creativity and neatness. Mount on colored paper or poster board, or display in a binder. Include a picture of the person interviewed. (May be laminated to preserve exhibit.) Overall size of mounted exhibit should be no larger than 9 x 12 inches.

CLASS 5 - Healthy Snack - see ideas for non-perishable snacks on page 36. Four cookies, bars, muffins, etc. on a paper plate or at least 1 cup of mix (examples might include; granola bars, homemade crackers or chips). Supporting information to include recipe and why this snack might be considered a healthy snack.

FOOD PRESERVATION

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

Food preservation projects are open to youth of all ages.

Processing Methods - Current USDA processing methods and altitude adjustments must be followed for all food preservation. Jams, preserves and marmalades, fruit, tomatoes and pickled products must be processed in a boiling water bath. Tomatoes may be processed either in boiling water bath (bottled lemon juice must be added) or in a pressure canner. All non-acid vegetables and meats must be processed in a pressure canner. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed container disqualifies entry.

Jars - Jars do not need to be the same brand. Half pint jars may be used for jellies and preserves. The jars are not to be decorated by the exhibitor in any way. Canning jars must be used - others will be disqualified. No one fourth pint jars allowed. Leave jar rings on for fair display; it helps protect the seal. No zinc lids.

Labeling - **Jars should be labeled with the name of the food item, name of the 4-**

H'er, county, date of processing and paste or tape securely on the bottom of all jars. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H'er, county and drying date. Multiple dried food exhibits should be secured by a rubber band, or "twisty" to keep exhibit containing the 3 self-sealing bags together.

Recipe/Supporting Information - **Recipes can come from any source but current USDA guidelines for food preservation methods MUST be followed.** See <http://food.unl.edu/web/preservation/home> for current USDA guidelines, how to find your Nebraska altitude (the altitude of Colfax County is between 1000 and 2000 feet), and proper procedures for food preservation. Commercially prepared seasoning mixes are not allowed (Example: Mrs. Wages). **ALL FOOD PRESERVATION ENTRIES MUST INCLUDE RECIPE AND SOURCE OF RECIPE.** Recipe may be handwritten, photocopied or typed.

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

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

All canning must be the result of this year's 4-H project, since September 1, 2020.

DEPARTMENT E, DIVISION 406 - UNIT 1 FREEZING

CLASS 1 - Baked Item Made with Frozen Produce - (Any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or in a disposable pan.) Recipe **MUST** include a food item preserved by the freezing method done by the 4-H'er. (Ex. Peach pie, blueberry muffins, zucchini bread, etc.). Supporting information must include both the recipe for the produce that was frozen as part of this project **AND** the baked food item. SF

DEPARTMENT E, DIVISION 407 - UNIT 2 DRYING

CLASS 1 - Dried Fruits - Exhibit 3 different examples of 3 different dried fruits. Place each dried fruit food (6-10 pieces of fruit, minimum of 1/4 cup) in small separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together. Attach label to each bag. SF

CLASS 2 - Fruit Leather - Exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit leather together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together. Attach label to each bag. SF

CLASS 3 - Vegetable Leather - Exhibit 3 different examples of 3 different vegetable or vegetable/fruit leather combo. Place a 3-4" sample of each leather together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together. Attach label to each bag. SF

CLASS 4 - Dried Vegetables - Exhibit 3 different samples of 3 different dried vegetables. Place

each food (1/4 cup of each vegetable) in a separate small self-sealing bag. Use a rubber band “twisty” to keep exhibit together. Attach label to each bag. SF

CLASS 5 - Dried Herbs - Exhibit 3 different samples of 3 different dried herbs. Place each food (1/4 cup of each herb) in a separate self-sealing bag. Use a rubber band or “twisty” to keep exhibit together. Attach label to each bag. SF

CLASS 6 - Baked Item Made with Dried Produce/Herbs - (Any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or in a disposable pan.) Recipe MUST include a dried produce/herb item made by the 4-H'er. (Ex. Granola bar made with dried fruits, dried cranberry cookies, Italian herb bread, lemon thyme cookies.) Supporting information must include both the recipe for the dried produce/herb AND the baked food item. SF

DEPARTMENT E, DIVISION 408 - UNIT 3 BOILING WATER CANNING

CLASS 1 - 1 Jar Fruit Exhibit - Exhibit one jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations. Attach label. SF

CLASS 2 - 3 Jar Fruit Exhibit - Exhibit 3 jars of different canned fruits. May be three different techniques for same type of product, ex. Applesauce, canned apples, apple pie filling, etc. Entry must be processed in a boiling water bath according to current USDA recommendations. Attach label to each jar. SF

CLASS 3 - 1 Jar Tomato Exhibit - Exhibit one jar of a canned tomato product. Entry must be processed in the boiling water bath according to current USDA recommendations. Attach label to jar. SF

CLASS 4 - 3 Jar Tomato Exhibit - Exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.) Entry must be processed in a boiling water bath according to current USDA recommendations. Attach label to jar. SF

CLASS 5 - 1 Jar Pickled Exhibit - One jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations. Attach label to jar. SF

CLASS 6 - 3 Jar Pickled Exhibit - Exhibit 3 jars of different kinds of canned pickled and/or fermented products. Entry must be processed in a boiling water bath according to current USDA recommendations. Attach label to jar. SF

CLASS 7 - 1 Jar Jelled Exhibit - Exhibit one jar of jam, jelly or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations. Attach label to jar. SF

CLASS 8 - 3 Jar Jelled Exhibit - Exhibit 3 different kinds of jelled products. Entry may be made up of either pints or half pints. Entry must be processed in a boiling water bath according to current USDA recommendations. Attach label to each jar. SF

DEPARTMENT E, DIVISION 414 - UNIT 4 PRESSURE CANNING

CLASS 1 - 1 Jar Vegetable or Meat Exhibit. Exhibit one jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA

recommendations. Attach label to jar. SF

CLASS 2 - 3 Jar Vegetable Exhibit. Exhibit 3 jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to USDA recommendations. Attach label to each jar. SF

CLASS 3 - 3 Jar Meat Exhibit. Exhibit 3 jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations. Attach label to jar. SF

CLASS 4 - Quick Dinner - Exhibit a minimum of 3 jars to a maximum of 5 jars plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on a 3" x 5" file card and attach to one of the jars. Entry must be processed according to current USDA recommendations. Attach label to each jar. SF

CLASS 5 - 1 Jar Tomato Exhibit - Exhibit one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations. Attach label to jar. SF

CLASS 6 - 3 Jar Tomato Exhibit - Exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.) Entry must be processed in a pressure canner according to current USDA recommendations. Attach label to jar. SF

DEPARTMENT E - CAKE DECORATING

Members enrolled in Cake Decorating may exhibit in any class. Only one entry per class number. ALL CAKES WILL BE TASTED.

All cake decorating entries must include recipes for cake and frosting. Cakes can be made from scratch or a box mix. Frosting must be made from scratch. ALL DECORATIONS MUST BE EDIBLE.

**DEPARTMENT E, DIVISION 420 - CAKE DECORATING
Premiums: Purple \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50**

CLASS 1 - One layer, 8 or 9 inch (square, round, heart, etc.) cake iced and decorated with confections. Place cake on a foil covered cardboard that is 2-3 inches bigger than the cake.

CLASS 2 - An item or cake decoration made using confections.

JUNIOR DIVISION (age 11 and under)

CLASS 3 - Cupcake Creation. At least 8 cupcakes decorated using 2 tips: #4 and either #16, #17 or #18. Form a design with the decorated cupcakes or decorate each cupcake individually. Place cupcakes on a tray or covered board.

CLASS 4 - One layer, 8 inch round cake, iced and decorated with your choice of one tip, numbers 16, 17 or 18. A #4 tip may be used as your second tip. Place cake on a 10 inch, foil covered cardboard circle. Allow cake board to extend a full inch around the cake.

CLASS 5 - Panoramic sugar mold such as Easter Egg, Snowball or Pumpkin.

CLASS 6 - Floral arrangement or figure piping on an 8 or 9 inch one layer cake.

CLASS 7 - Decorated cookie or cardboard circle, 4 inches in diameter, showing use of frosting and decorating tips and techniques. Cookie can be homemade or purchased.

CLASS 8 - Create-a-Party Cake. Created from a cake baked in square, round, heart, bell or 9 x 13 pan, and cut or shaped to make another design. Decorated with your choice of tips.

CLASS 9 - Cookie Creations. One plate of decorated cookies 4 to 6 in number, showing at least 3 different decorating techniques learned in the project.

CLASS 10 - Fun with Form Pans. One original cake design, baked in a form pan, and decorated in a creative way to show second use of the form pan. Decorated with your choice of tips.

CLASS 11 - Two layer decorated cake, made from scratch or commercial mix, using 3 different (not same size) decorating tips.

CLASS 12 - Two layer, decorated cake showing the use of 4 different (not sizes) tips. Any shape of cake and decorating techniques may be used.

SENIOR DIVISION (12 years and over)

CLASS 14 - Two layer, 8 inch round cake, iced and decorated with your choice of one tip, numbers 16, 17 or 18. A #4 tip may be used as your second tip (a leaf tip may also be used). Place cake on a 10 inch, foil covered cardboard circle. Allow cake board to extend a full inch around the cake.

CLASS 15 - Panoramic sugar mold such as Easter Egg, Snowball or Pumpkin.

CLASS 16 - Floral arrangement or figure piping on an 8 or 9 inch two layer cake that may include lattice work.

CLASS 17 - Create-a-Party Cake. Create at least a two layer cake from a cake baked in square, round, heart, bell or 9 x 13 pan, and cut or shaped to make another design. Decorate with your choice of tips.

CLASS 18 - Fun with Form Pans. One original cake design, baked in a form pan, and decorated in a creative way to show second use of the form pan. Decorated with your choice of tips.

CLASS 19 - Tiered Cake Artistry. A two-tiered cake with or without separators. Cakes should show at least two of the following: Advanced borders, lattice work, basket weave, or flowers.

CLASS 20 - Shaped Cake Class. Create a cake to form a different shape than the cake was baked in. Describe the source of the design, problems encountered while shaping and decorating, and techniques used to create the cake.

**DEPARTMENT E, DIVISION 420 - CAKE DECORATING
(SPECIAL DECORATED EXHIBITS)**

Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

4-H'ers enrolled in Cake Decorating are eligible to exhibit in the following classes.

CLASS 21 - Decorated Gingerbread Creation such as a house, sleigh. Decorate with frosting, candies, cookies or other edible items.

CLASS 22 - Decorated Gingerbread People - Two gingerbread people, decorated with frosting and candies.

CLASS 23 - Decorated Gingerbread Cookie - Four cookies, any shape, made of gingerbread. Decorate with frosting and candies.

CLASS 24 - Decorated House - Made of food items such as graham crackers, vanilla wafers, etc. Decorate with frosting, candies, cookies or other edible items.

CLASS 25 - Create-A-Cake or Cupcake - Use skills learned in the project to create-a-cake or cupcake. Exhibits that do not fit in other cake decorating categories should be entered here.

DEPARTMENT E - CANDY MAKING

DEPARTMENT E, DIVISION 421 - FUN WITH CANDY MAKING

Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

No items containing cream cheese will be accepted (Example: Cream Cheese Mints).

INCLUDE RECIPES.

CLASS 3 - No cook candy. Four on a plate or 1/2 cup.

CLASS 4 - Dipped candy. Four on a plate.

CLASS 5 - Molded candy. Four on a plate.

CLASS 6 - Cooked candy. Four on a plate.

CLASS 7 - Microwave candy. Four on a plate or 1/2 cup.

CLASS 8 - Other candy (does not fit in above categories). Four on a plate or 1/2 cup.

DEPARTMENT C - HOME ENVIRONMENT

All Home Environment exhibits will be judged on Wednesday, July 14. Home Environment exhibits must be entered between 9:00 a.m. - 1:00 p.m. Entries will not be accepted after 1:00 p.m.

Home Environment exhibits must be no taller than 7 feet and no wider than 6 feet in order to qualify for State Fair.

ALL HOME ENVIRONMENT ENTRIES:

Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.). Exhibiting delicate, breakable, or valuable items is highly discouraged.

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.

Items should be ready for display in the home: pictures framed, wall hangings and pictures ready to hang etc. No single matboard 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.

Items should show creativity and originality, along with the application of design elements and principles. Ask yourself: How have I shown creativity and applied the design elements and principles in this accessory? Youth are required to include the design elements and principles they used along with simple explanation of how they designed their project with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.

Members may exhibit only in classes under projects carried this year. One entry per class. 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. SF indicates that this exhibit may be eligible for State Fair competition.

The entries must be an item for the home; for example, wearing apparel and toys are not accepted. Prepackaged kits will NOT be accepted. Kits are defined as any prepackaged item where the materials and the design are predetermined by the manufacturer. Articles that use patterns or pictures from magazines as starting points for designs are acceptable. **Exhibits may not use copyrighted materials such as cartoon characters or commercial product names unless it is a purchased fabric.**

When selecting a class, ask yourself what medium was changed or manipulated? What medium is the majority of your exhibit made from?

SUPPORTING INFORMATION - Supporting information is required for ALL Home Environment exhibits. Information must include the elements or principles of design used and steps taken to complete project. Example of supporting information is below. Forms are available at the Extension Office or you can make your own. (Yard Art, Division 262, does not need supporting information.)

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)

DEPARTMENT C, DIVISION 250 - A SPACE FOR ME
Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

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

CLASS 1 - Decorative storage box or container

CLASS 2 - Collage

CLASS 3 - Laundry Bag

CLASS 4 - Wastebasket

CLASS 5 - Bulletin Board

CLASS 6 - Other Exhibit

DEPARTMENT C, DIVISION 251 - DESIGN MY PLACE
Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

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

CLASS 1 - Needlework item - made with yarn or floss.

CLASS 2 - Simple fabric accessory - pillow, laundry bag, pillow case, table runner, etc.

CLASS 3 - Batik/Tie Dye - accessory made with original batik or tie dye.

CLASS 4 - Simple accessory made using wood.

CLASS 5 - Simple accessory made using plastic.

CLASS 6 - Simple accessory made using glass.

CLASS 7 - Simple accessory made using clay.

CLASS 8 - Simple accessory made using paper.

CLASS 9 - Simple accessory made using metal tooling or metal punch.

CLASS 10 - Storage item made or recycled.

CLASS 11 - Bulletin or message board.

CLASS 12 - Problem solved - Use a creative method to show how you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)

DEPARTMENT C, DIVISION 260 - SKETCHBOOK CROSSROADS
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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

CLASS 1 - Original pencil or chalk drawing ready to hang. Scratch art is accepted here. (pgs. 10-21) SF

CLASS 2 - Original ink drawing ready to hang. (pgs. 22-28) SF

CLASS 3 - Home accessory made with fiber. (pg. 29) SF

CLASS 4 - Home accessory made with felted wool. (pgs. 29-33) SF

CLASS 5 - Home accessory made with cotton linter. (pgs. 34-36) SF

CLASS 6 - Home accessory using batik. (pgs. 37-39) SF

CLASS 7 - Home accessory made by weaving. (pgs. 40-47) SF

CLASS 8 - Home accessory made with fabric exhibitor has dyed. (pgs. 48-50) SF

CLASS 9 - Original sculpted or thrown home accessory made with clay (no purchased items). (pgs. 53-62) SF

CLASS 10 - 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 life in Nebraska. SF

CLASS 11 - Recycle: home accessory made with boxes or sculpted cardboard. (pgs. 63-66)

DEPARTMENT C, DIVISION 261 - PORTFOLIO PATHWAYS
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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

CLASS 1 - Original acrylic painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (pgs. 12-13) SF

CLASS 2 - Original oil painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (pgs. 26-33) SF

CLASS 3 - Original watercolor based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (pgs. 14-17) SF

CLASS 4 - Original sand painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (pgs. 20-21) SF

CLASS 5 - Original encaustic painting based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (pgs. 34-35) SF

CLASS 6 - Home accessory made with any printing technique in Pathways Unit II. (pgs. 36-56) SF

CLASS 7 - 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

CLASS 8 - 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 Nebraska life. SF

DEPARTMENT C, DIVISION 257 - DESIGN DECISIONS
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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

CLASS 1 - 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. SF

CLASS 2 - 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. (pgs. 74-93) SF

CLASS 3 - Solar, wind, or other energy alternatives for the home - Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item

could be used in or on exterior of home. (pgs. 74-93) SF

CLASS 4 - Technology in Design - Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging. SF

CLASS 5 - 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. SF

CLASS 6 - Window Covering - May include curtains, draperies, shades, shutters, etc. SF

CLASS 7 - Floor Covering - May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD). SF

CLASS 8 - Bedcover - May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No-sew fleece blankets should be entered here for county but they are not eligible for state fair.) (pgs. 50-53) SF

CLASS 9 - Accessory - Original Needlework/Stitchery. SF

CLASS 10 - Accessory - Textile - 2D (table cloth or runner, dresser scarf, wall hanging, etc.) No tied fleece blankets or beginning/10 minute table runners. SF

CLASS 11 - Accessory - Textile - 3D (pillows, pillow shams, fabric bowls, etc.) No-sew fleece pillows should be entered here for county but they are not eligible for state fair. Pillows made from Sewing for Fun patterns can be exhibited for county exhibit only. SF

CLASS 12 - Accessory - 2D SF

CLASS 13 - Accessory - 3D (string art, wreaths, etc.) SF

CLASS 14 - Accessory - Original Floral Design. SF

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

CLASS 15 - Accessory - Original made from Wood - burn, cut, shape or otherwise manipulate. SF

CLASS 16 - Accessory - Original made from Glass - etch, mosaic, stain, molten or otherwise manipulate. SF

CLASS 17 - Accessory - Original made from Metal - cut, shape, punch, sculpt, reassemble or otherwise manipulate. SF

CLASS 18 - Accessory - Original made from Ceramic or Tile. Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient. SF

CLASS 19 - Accessory - 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

CLASS 20 - Furniture - Recycled/Remade, made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information. SF

CLASS 21 - Furniture - Wood Opaque finish such as paint or enamel. SF

CLASS 22 - Furniture - Wood Clear finish showing wood grain. SF

CLASS 23 - Furniture - Fabric Covered - May include stool, chair seat, slip-covers, headboard, etc. SF

CLASS 24 - Furniture - Outdoor Living - Furniture made/refurbished suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information. SF

CLASS 25 - Accessory - 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. SF

**DEPARTMENT C, DIVISION 255 - FURNISHINGS ON A SHOESTRING
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00**

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

CLASS 1 - A Low Cost Article - made or finished by the member that solved a home environment problem by using a common object or material in a creative way. Could be made from reused or recycled products. Include the cost of money spent to make the item and estimated savings.

CLASS 2 - A Low Cost Piece of Furniture - made or finished by the member that solved a home environment problem by using a common object or material in a creative way. Include the cost of money spent to make the item and estimated savings.

**DEPARTMENT C, DIVISION 256 - HEIRLOOM TREASURES/PRESERVING
HEIRLOOMS**

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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.

Attach this information to the article:

1. List of steps taken to complete your project. Before and after pictures are encouraged.
2. Keepsakes documentation: how you acquired the item and the history of the item.

CLASS 1 - Trunks - including doll sized trunks or wardrobes. SF

CLASS 2 - An Article - either a repurposed "treasure" (accessory) from an old item or an old

"treasure" (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection. SF

CLASS 3 - Furniture - either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll sized furniture. SF

CLASS 4 - Cleaned and Restored Heirloom Accessory OR Furniture. A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles for information on textiles. This publication can be found in the Digital Commons at: <https://go.unl.edu/gcnh> (Refinished items go in classes 2-3.) This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project. SF

DEPARTMENT C, DIVISION 262 - YARD ART

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

This class is open to anyone enrolled in a home environment project. Examples of yard art are stepping stones, mailbox, gourds, furniture. Exhibits are to be used outside, not in the house.

CLASS 1 - Yard Art

PLANT SCIENCE

DEPARTMENT D - FORESTRY

The official reference for all forestry projects is Tree Identification Manual (4-H 332). Other helpful forestry references include Trees of Nebraska (EC 92-1774-X) and Leafing Out (4H-431).

Display "boards" must be made from wood or wood composite i.e. plywood, fiberboard, or masonite, 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated e.g. painted or varnished on both sides to prevent warping.

Display "posters" must be made from a material, e.g. foam board or poster board, that will stand upright without buckling, and be no larger than 24" x 24".

Display "books" must measure no more than 16" x 16".

At least 5 of the 10 samples in Classes 2, 3, 4, and 5 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e. *Acer platanoides*. All samples must be from trees, NO shrubs. If more than 10 samples are included in a display, only the first 10 samples from the current year will be judged. **Due to emerald ash borer infestation, no true ash species (Green Ash, White Ash, Black Ash, or Blue Ash) may be included in any collections. Inclusion of a true ash species will result of the project being disqualified.**

Remember that other general labeling standards apply. For example, scientific names are

always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names, (e.g. Norway Maple) even when “variety names” are included. For example, the scientific name of Emerald Queen Maple is Acer platanoides and the common name is Norway maple. “Emerald Queen” may be included as the variety name, but variety names are not required.

DEPARTMENT D, DIVISION 320 - FORESTRY
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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

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

Collection: Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. Leaf samples should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection. All collection must be done by the exhibitor.

Mounting: Leaves may be displayed in a notebook or on a display board. Any method may be used to mount the leaves, e.g. wire, glue, tape, staples, plastic bags, but be sure all their features can be clearly identified.

Labeling: The label for each sample must include: 1) common name, 2) scientific name, 3) leaf type, 4) leaf arrangement (for broadleaf trees) 5) leaf composition (for broadleaf trees), 6) collector’s name, 7) collection date, 8) collection location (be specific, including county, state and other relevant information).

If a twig is included with a sample, indicate “twig included” on the label. For example, the twig may be included with an eastern red cedar sample because the leaves are very small and difficult to remove from the twig.

Supplemental information, e.g. general uses, common products, fall color, etc. may be included with the display to enhance its educational value.

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

Collection: Twig samples should be collected during the dormant season (November-April) when the buds are mature. Twig samples must be at least 6 inches long and exhibit buds. Leaves must

be removed and side branches must be trimmed to less than 1 inch in length. All collection must be done by the exhibitor.

Mounting: Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, etc., may be used to mount twigs, but be sure all features can be clearly identified. The non-terminal end must be cut at a slant so the pith can be seen.

Labeling: The label for each sample must include: 1) common name, 2) scientific name, 3) leaf arrangement (for broadleaf trees), 4) collector's name, 5) collection date, 6) collection location (be specific, including county, state and other relevant information).

Supplemental information, e.g. general uses, tree characteristics, etc., may be included with the display to enhance its educational value.

CLASS 4 - Seed Display - The seed display must include seed samples from at least 10 different tree species. SF

Collection: Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while red oak acorns do not mature until September. Seed samples should be free of insect or disease symptoms. Remember to display seeds not fruit. For example, the seed of honey locust is enclosed in a pod. Remove and display the seed, not just the pod. It is acceptable to display the fruit with the seed, but clearly label each. All collection must be done by the exhibitor.

Mounting: Seeds may be displayed in a variety of ways, e.g. mounted on a display board, displayed in jars in a rack, etc. but they must be securely mounted and easily viewed. Be as creative as you like.

Labeling: The label for each sample must include: 1) common name, 2) scientific name, 3) type of fruit, if known (e.g. samara, pod, nut, legume, etc.), 4) collector's name, 5) collection date, 6) collection location (be specific, including county, state and other relevant information).

Supplemental information, e.g. maturity date, average number of seed in the fruit, etc., may be included with the display to enhance its educational value.

CLASS 5 - Wood Display - The wood display must include wood samples from at least 10 different tree species. SF

Preparation: Samples may be of any shape, e.g. sections from a board, wood cylinders turned on a lathe, horizontal or vertical cross sections of a small log with bark attached, etc., but all samples should be the same shape, e.g. all wood cylinders or all sections of a board. Each sample can be no larger than 4 inches by 4 inches by 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. All collection must be done by the exhibitor.

Mounting: Samples may be displayed in a variety of ways, e.g. mounted on a display board, displayed in a box or rack, etc. but they must be securely mounted and easily viewed. Be as creative as you like.

Labeling: The label for each sample must include: 1) common name, 2) scientific name, 3) wood type (softwood or hardwood), 4) collector's name, 5) collection date, 6) collection location (be specific, including county, state and other relevant information).

Supplemental information: e.g. common products, wood density, etc., may be included with the display to enhance its educational value.

CLASS 6 - Cross Section Display - A disc cut from a tree species listed in 4H 332. The sample must be collected, by the exhibitor, within one year of the state fair judging day (August 25, 2021). The disc must measure 6 to 12 inches in diameter and 1 to 3 inches thick. The bark should be firmly attached, which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. The disc may be treated with a clear finish, but treat both sides to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed. SF

Labeling: The following parts must be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification: a) pith, b) heartwood, c) sapwood, d) one growth ring (beginning and end), e) cambium, f) bark. A separate label attached to the back of the disc must include: 1) common name, 2) scientific name, 3) tree classification (softwood or hardwood), 4) age (of the cross section), 5) collector's name, 6) collection date, 7) collection location (be specific, including county, state and other relevant information).

CLASS 7 - Parts of a Tree - This project is only for ages 8-11. Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree: a) trunk, b) crown, c) roots, d) leaves, e) flowers, f) fruit, g) buds, h) bark. Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith, etc. is optional. Attach a separate label on the back of the poster that includes the exhibitor's name and age. SF

CLASS 8 - Living Tree - Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old on state fair judging day (August 25, 2021). The display container must contain at least 8 inches of soil (potting mix or suitable natural soil), have drainage hole(s), and a drain pan to catch drainage water. SF

Labeling: A waterproof label must be attached and include: 1) common name, 2) scientific name, 3) seed treatments (if any) 4) planting date 5) emergence date, 6) collector's name.

Supplemental information about the tree: e.g. where the seed was collected, growth measurements, uses for that species, etc. may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging.

CLASS 9 - Educational Exhibit - prepare an educational exhibit informing the viewer about trees or forests. Exhibitors may use whatever means is most effective to show their key points. Photographs, drawings, samples, charts, posters, etc., may be used. The display should fit into an area no larger than 24"x24"x24". Enough information should be included to adequately explain the exhibit to the viewer. Be creative!

DEPARTMENT D - RANGE MANAGEMENT

Each exhibit must be properly identified with Unit and Class.

All plant displays and display covers must be the result of the current year's work.

Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, and grass like plants) can be found in the Range Judging Handbook and Contest Guide

(EC 150), Common Grasses of Nebraska (EC 170) and Common Forbs and Shrubs of Nebraska (EC 118).

DEPARTMENT D, DIVISION 330 - RANGE MANAGEMENT
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

Guidelines for Books (Classes 1-6):

A) For books, plants must be mounted on sheets that are no larger than 14" wide x 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root, as well as stem and leaf tissue.

B) Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements.

C) Each completed mount must have the following information in the lower right corner of the mounting sheet: 1) Scientific name (in italic or underlined), with authority 2) Common name 3) County of collection 4) Collection date 5) Collector's name 6) Personal collection number, indicating order that plants were collected in your personal collection 7) Other information, depending on class selected, i.e. value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

CLASS 1 - Value and Importance for Livestock Forage and Wildlife Habitat and Food Book - A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide, Appendix Table 1 (EC150, Revised July 2016) starting on page 42. Plants can consist of any combination of grasses, grass like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas; Livestock Forage, Wildlife Habitat, Wildlife Food. SF

CLASS 2 - Life Span Book - a collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs. SF

CLASS 3 - Growth Season Book - a collection of 6 cool season grass mounts and 6 warm season grass mounts. SF

CLASS 4 - Origin Book - a collection of plant mounts of 6 native range grasses and 6 introduced grasses (introduced grasses are not from North America and often used to seed pastures). SF

CLASS 5 - Major Types of Range Plants Book - a collection of plant mounts of 3 grasses, 3 forbs, 3 grasslike and 3 shrubs. SF

CLASS 6 - Range Plant Collection Book - A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them. SF

Guidelines for Displays (Class 7):

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

CLASS 7 - Parts of a Range Plant Poster - Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner, including the scientific and common name of the plant. Put your name and 4-H county on the back of the poster. SF

Guidelines for Boards: (Classes 8-9)

Boards should be no larger than 30" wide by 36" tall. Boards should be adequately labeled.

CLASS 8 - Special Study Board - A display of the results of a clipping study, a degree of use study, range site study etc. A short essay must accompany the display to explain the reason for the study, what was learned and study results and should be placed in a sheet cover attached to the board. SF

CLASS 9 - Junior Rancher Board - This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc. SF

DEPARTMENT G - AGRONOMY

DEPARTMENT G, DIVISION 750 - FIELD CROPS

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.

Individuals in the crop production, field crops project may exhibit grain or plants or prepare an educational display representing their project.

Grain or Plant Exhibits (Classes 1-5): A completed Crop Production Worksheet (available at: <https://cropwatch.unl.edu/Youth/Documents/Crop%20Production%20Project%20Worksheet%20Final.pdf>) must accompany grain and plant exhibits or it will automatically be deducted one ribbon placing. The worksheet must include the exhibitors name, address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects. **The worksheet also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis.** Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc), any observations made during the growing season, and what you learned from your crops project. The worksheet counts as 50% of the total when judged. Worksheet must be the original work of the individual exhibitor or it will be deducted one ribbon placing. Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit.

Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g. corn or soybeans) may be from the previous year's project.

Plant exhibits, with the exception of ears of corn, must be the result of the current year's project.

- Corn 10 whole ears or 3 stalks (cut at ground level with no roots or soil and bound together);
- Grain Sorghum - 4 stalks (cut at ground level and bound together);
- Soybeans - 6 stalks (cut at ground level and bound together);
- Small Grains (oats, barley, wheat, triticale) - sheaf of heads 2 inches in diameter at top tie with stems about 24" long.
- Other crops (alfalfa, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

CLASS 1 - Corn (includes yellow, white, pop, waxy or any other type). SF

CLASS 2 - Soybeans SF

CLASS 3 - Oats SF

CLASS 4 - Wheat SF

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

Guidelines for all Displays (Classes 6-10): The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" wide by 28" tall on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Consider creativity and neatness.

Each display must have a one page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside. If display does not have an essay, it will automatically be deducted one ribbon placing.

CLASS 6 - Crop Production Display - The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, pest management, etc. SF

CLASS 7 - Crop Technology Display - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc. SF

CLASS 8 - Crop End Use Display - Display information about the final product or end uses for a crop such as food, feed, fuel or other products. (i.e. corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into bio-diesel, pet bedding, crayons, oil, etc.) This should not be about the process of crop production, but focus on an end product(s). SF

CLASS 9 - Water or Soil Display - Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources. SF

CLASS 10 - Career Interview Display - The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview 1 person that works with crops about such topics as, what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture of the person interviewed. SF

CLASS 11 - Special Agronomy Project - Educational Exhibit - Educational exhibit based on what was learned from the project. Present information on a poster 14" X 22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, full address, and county must be on the back of the poster or report cover. Each display must have a one-page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. SF

CLASS 12 - Special Agronomy Project - Video Presentation - 4-H exhibitor designs a multimedia presentation related to the crop. This could include narration of the growing process, presenting facts about the crop or any other innovative multimedia practices. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. Any of the following file formats will be accepted: mp4, .mov, .ppt, or .avi. SF

CLASS 13 - Special Agronomy Project (Freshly Harvested Crop) Plant exhibits must be the result of the current year's project. For 2021 Teosinte: Corn - 10 ears or 3 stalks (cut at ground level with no roots or soil and bound together). SF

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

- Economic Analysis and/or research that supports feasibility of this crop in Nebraska or how the crop has evolved over time.
- Other topics to discuss are past/current commercial production of this crop. This includes: the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season about this crop and what you learned from your crops project. This ½ to 1-page summary counts as 50% of the total when judged.
- In addition to the summary, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit.

CLASS 14 - Largest Corn Ear - Display one corn ear either from previous years crop or current crop. Ear will be judged for total number of kernels. Not eligible for State Fair. No essay needs to be included. Please include a 3" x 5" card indicating exhibitors name, address and hybrid.

CLASS 15 - Farm to Table - The exhibit will include a grain plus a baked product using that type of grain. For example, if oats are the grain, then the baked product might be oatmeal muffins. The exhibit should include: 1) One quart of grain, 2) baked product using the type of grain in display (e.g. 3/4 loaf of bread, 4 muffins), 3) recipe, and 4) 1 page or less essay about the grain and the baked product. Include info such as how the grain is produced, why you chose the grain or the baked product, etc.

**DEPARTMENT G, DIVISION 751 - WEED SCIENCE
(WEEDS & GRASSES)**

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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

Great Plains (1994) or Weeds of the Great Plains (2003).

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

Guidelines for books (Classes 1-2): Plants must be mounted on sheets that are no larger than 14" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Each completed mount must have the following information in the lower right corner of the mounting sheet: 1) scientific name (in italic or underlined), with authority, 2) common name, 3) county of collection, 4) collection date, 5) collector's name, 6) Personal collection number, indicating the order that plants were collected, in your personal collection. 7) other information depending on class selected, i.e. noxious, life form. This information should be typed or printed very neatly.

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

CLASS 2 - Life Span Book - A collection of 7 perennials, 1 biennial, and 7 annual weeds. SF

Guidelines for all Displays (Class 3): The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

CLASS 3 - Weed Display - The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide resistant weeds, what makes a weed a weed, or uses for weeds. SF

DEPARTMENT G - FLOWERS & PLANTS

Premiums: Purple \$4.00; Blue \$3.00; Red \$2.50; White \$2.00

The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor. Identify the cultivar or variety before you bring your exhibit to fair. Be sure to mark your exhibit with your name (this is separate from the entry tag).

Exhibitors must be enrolled in either The World of Flowers or Annual Flowers to exhibit in classes 1-53. Exhibitors may enter one, or up to a maximum of five different flowers from classes 1-53. One entry per class.

Cut flowers: All 3 or 5 stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. Foliage will be considered when exhibit is judged. A perennial is defined as a plant of which the crown overwinters. An annual is a plant that grows from seed

each season, whether self-seeded or planted by the gardener. A biennial is a plant that germinates, grows and overwinters as a crown, blooms the following year and dies. Use plain jars or bottles for cut flower entries. Use appropriate size containers (jar size, opening). Use paper punch on entry card and then attach entry card to jar with string. Each exhibit must also be labeled with name. This labeling should be separate from the entry card.

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

Follow the guidelines in 4-H "Preparing Cut Flowers for Exhibits" 4H227 (revised 2016) (Free Download - <https://unl.box.com/s/2f3a785c67p7qhqasevp6gu6adf3ugon>) when preparing entries for the fair. Copies are available at the Extension Office.

DEPARTMENT G, DIVISION 770 - FLOWERS

- CLASS 1** - Aster SF
- CLASS 2** - Bachelor Button SF
- CLASS 3** - Bells of Ireland SF
- CLASS 4** - Browallia SF
- CLASS 5** - Calendula SF
- CLASS 6** - Celosis (crested or plume) 3 stems SF
- CLASS 7** - Cosmos SF
- CLASS 8** - Dahlia SF
- CLASS 9** - Dianthus SF
- CLASS 10** - Foxglove SF
- CLASS 11** - Gladiolus (3 stems) SF
- CLASS 12** - Gomphrena SF
- CLASS 13** - Hollyhock (3 stems) SF
- CLASS 14** - Marigold SF
- CLASS 15** - Pansy SF
- CLASS 16** - Petunia SF
- CLASS 17** - Salvia SF
- CLASS 18** - Snapdragon SF
- CLASS 19** - Statice SF
- CLASS 20** - Sunflower (under 3" diameter-5 stems, 3" or more in diameter-3 stems) SF
- CLASS 21** - Vinca SF
- CLASS 22** - Zinnia SF
- CLASS 23** - Any other annual or biennial (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) (do not duplicate entries in classes 1-22) SF

Cut Flower Perennials - 5 stems from a single variety (cultivar) unless otherwise noted in parenthesis.

- CLASS 30** - Achillea/Yarrow SF
- CLASS 31** - Chrysanthemum SF
- CLASS 32** - Coneflower SF
- CLASS 33** - Coreopsis SF
- CLASS 34** - Daisy SF
- CLASS 35** - Gaillardia SF
- CLASS 36** - Helianthus SF
- CLASS 37** - Hydrangea (3 stems) SF
- CLASS 38** - Liatris (3 stems) SF

CLASS 39 - Lilies (3 stems) (not Daylilies) SF
CLASS 40 - Platycodon SF
CLASS 41 - Rose (3 stems) SF
CLASS 42 - Rudbeckia/Black-eyed Susan SF
CLASS 43 - Sedum SF
CLASS 44 - Statice SF
CLASS 45 - Any other perennial (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems)
(Do not duplicate entries in classes 30-44) SF

CLASS 46 - 4-H Flower Garden Collection of 5 different flowers. Display in a box or other holder not more than 18" in any dimension. Each flower in the collection should be exhibited with the number specified for classes 1-45. Do not duplicate entries in classes 1-45 with any in the group collection. SF

CLASS 47 - Perennials - a mixed arrangement consisting of two stems from each of three types of perennials for a total of 6 stems.

CLASS 48 - Fresh Floral Arrangement - Floral arrangement of annual, biennial, or perennial flowers in any choice of design or vase. Flowers may be grown or purchased by the exhibitor. Should not exceed 24" in height or diameter. Not eligible for State Fair.

DEPARTMENT G, DIVISION 770 - FLOWER NOTEBOOKS & POSTERS

Exhibitors must be enrolled in either The World of Flowers, Annual Flowers or Growing Great Houseplants to exhibit in classes 50-53.

CLASS 50 - Flower Notebook - exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. 4-H'ers may show more than one cultivar of the same species, but they will only count as one species. The notebook must be the result of the current year's work. Pictures from garden catalogs, hand drawn pictures, or photographs may be used. Each species/cultivar must be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should also be labeled as spring or summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the notebook. SF

CLASS 51 - Flower Garden Promotion Poster - individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayon, etc. as long as they are not 3-dimensional. Posters using copyrighted material will not be accepted. Entry card must be stapled to the upper right hand corner. 4-H members name, age, full address, county and years in the project(s) must be on the back of poster. SF

CLASS 52 - Educational Flower Garden Poster - prepare a poster 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flower or houseplant project. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled to upper right hand corner. 4-H members name, age, full address, county, and years in the project(s) must be on the back of the poster. SF

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

DEPARTMENT G, DIVISION 770 - CONTAINER GROWN PLANTS

Exhibitors must be enrolled in Growing Great Houseplants project to exhibit in classes 60-68.

Container Grown Plants - The choice of container and soil quality will be considered in judging. Each plant must be identified by listing the names on the entry tag or on a card attached to the container. Plants should be grown in display container for a minimum of six (6) weeks. Plants grown as houseplants must be used in classes 60-66. NebGuide G2205 "Guide to Growing Houseplants" and NebGuide G837 "Guide to Selecting Houseplants" includes a listing of common houseplants. Annual flowers or annual plants (i.e. petunias, geraniums, impatiens) need to be entered in class 67. Entries must have been designed and planted by the 4-H member. Container grown plants shall be in pots no greater than 12 inches in diameter (inside opening measurement). Dish gardens, fairy or miniature gardens, desert gardens and terrariums may be up to 12 inches in diameter (inside opening measurement). Any container grown plant in classes 60-66 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing. Classes 60-65 & 67-68 exhibitors must have and provide a saucer to catch drainage water. The 4-H members name, age, full address, county and years in project(s) must be on the bottom or back of the container and saucer. The exhibit (container plus plants should weigh no more than 10 pounds).

CLASS 60 - Flowering Potted Houseplant(s) that are blooming for exhibition (non blooming plants will be disqualified). SF

CLASS 61 - Foliage Potted Houseplant(s) of all the same variety. SF

CLASS 62 - Hanging Basket of flowering and/or foliage houseplants. SF

CLASS 63 - Dish Garden - an open/shallow container featuring a variety of houseplants excluding cacti and succulents. SF

CLASS 64 - Fairy or Miniature Garden - A miniature "scene" contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bath tub, etc. SF

CLASS 65 - Desert Garden - an open/shallow container featuring cacti and/or succulents grown as houseplants. SF

CLASS 66 - Terrarium - a transparent container, partially or completely enclosed; sealed or unsealed. SF

CLASS 67 - Container grown plant or hanging basket for outside. (No state fair exhibit)

CLASS 68 - Unique Container - Container must be unusual, or not generally used for holding plants. Container uniqueness, as well as plant appearance and design will be judged. (No state fair

exhibit)

DEPARTMENT G - GARDENING

Premiums: Purple \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

Exhibitors must be enrolled in Everyone a Gardener project to exhibit in classes 201-294.

Garden displays must be made up according to "Selecting and Preparing Vegetables, Herbs & Fruits for Exhibit," 4-H 226 (revised 2013) (Free Download – <http://4h.unl.edu/4hcurriculum/preparingvegetabesherbmandfruit>). There can be no duplications of vegetables. **No canned or dried vegetables or herbs (with the exception of dry beans) will be accepted. Cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing.**

Proper identification is the responsibility of the exhibitor. Identify the cultivar or variety before you bring your exhibit to the fair.

DEPARTMENT G, DIVISION 773 - VEGETABLES

Exhibitors may enter up to five different individual entries from classes 201-256 (vegetables).

Vegetable gardening (individual classes). Only fresh vegetables will be accepted. Display vegetables on a paper plate (classes 201-252).

(No. of items in exhibit in parenthesis)

CLASS 201 - Lima Beans (12) SF
CLASS 202 - Snap Beans (12) SF
CLASS 203 - Wax Beans (12) SF
CLASS 204 - Beets (5) SF
CLASS 205 - Broccoli (2) SF
CLASS 206 - Brussels Sprouts (12) SF
CLASS 207 - Green Cabbage (2) SF
CLASS 208 - Red Cabbage (2) SF
CLASS 209 - Carrots (5) SF
CLASS 210 - Cauliflower (2) SF
CLASS 211 - Slicing Cucumbers (2) SF
CLASS 212 - Pickling Cucumbers (5) SF
CLASS 213 - Egg Plant (2) SF
CLASS 214 - Kohlrabi (5) SF
CLASS 215 - Muskmelon/Cantaloupe (2) SF
CLASS 216 - Okra (5) SF
CLASS 217 - Yellow Onions (5) SF
CLASS 218 - Red Onions (5) SF
CLASS 219 - White Onions (5) SF
CLASS 220 - Parsnips (5) SF
CLASS 221 - Bell Peppers (5) SF
CLASS 222 - Sweet (Non-Bell) Peppers (5) SF
CLASS 223 - Jalapeno Peppers (5) SF
CLASS 224 - Hot (Non-Jalapeno) Peppers (5) SF

CLASS 225 - White Potatoes (5) SF
CLASS 226 - Red Potatoes (5) SF
CLASS 227 - Russet Potatoes (5) SF
CLASS 228 - Other Potatoes (5) SF
CLASS 229 - Pumpkins (2) SF
CLASS 230 - Miniature Pumpkins [Jack Be Little] (5) SF
CLASS 231 - Radish (5) SF
CLASS 232 - Rhubarb (5) SF
CLASS 233 - Rutabaga (2) SF
CLASS 234 - Green Summer Squash (2) SF
CLASS 235 - Yellow Summer Squash (2) SF
CLASS 236 - White Summer Squash (2) SF
CLASS 237 - Acorn Squash (2) SF
CLASS 238 - Butternut Squash (2) SF
CLASS 239 - Buttercup Squash (2) SF
CLASS 240 - Other Winter Squash (2) SF
CLASS 241 - Sweet Corn [in husk] (5) SF
CLASS 242 - Swiss Chard (5) SF
CLASS 243 - Red Tomatoes [2" or more in diameter] (5) SF
CLASS 244 - Roma or Sauce-type tomatoes (5) SF
CLASS 245 - Salad Tomatoes [under 2" in diameter] (12) SF

CLASS 246 - Yellow Tomatoes [2" or more in diameter] (5) SF

CLASS 247 - Turnips (5) SF

CLASS 248 - Watermelons (2) SF

CLASS 249 - Dry Edible Beans (1 pint) SF

CLASS 250 - Gourds, mixed type (5) SF

CLASS 251 - Gourds, single type (5) SF

CLASS 252 - Any other vegetable 2, 5 or 12 (do not duplicate entries in classes 201-251) that doesn't fit in any other class. SF

CLASS 255 - Vegetable Garden Collection of Five (5) Kinds of Vegetables. Display Garden Collection in a box not more than 24" in any dimension. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit box. Remember each vegetable in the collection should be exhibited with the number specified for classes 201 to 252. Do not duplicate entries in classes 201-252 with any in the group collection. Only fresh vegetables grown during the current season will be accepted. SF

CLASS 256 - 4-H Cultivar Vegetable Collection. Vegetables entered in the collection are 5 cultivars from a single exhibit; for example 5 cultivars of all types of peppers or squash or onions or tomatoes, etc. Display in a box not more than 24" in any dimension. Showmanship will be considered in judging; but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). SF

DEPARTMENT G, DIVISION 773 - HERBS

Exhibitors may enter up to five different individual entries from classes 260-269 (herbs).

Herbs will be judged using same general criteria used for vegetables. Those grown mainly for their seed such as dill and caraway should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a glass container of water. Potted herb plants will be disqualified and will not be judged.

CLASS 260 - Basil (5) SF

CLASS 261 - Dill (dry) (5) SF

CLASS 262 - Garlic (5 bulbs) SF

CLASS 263 - Mint (5) SF

CLASS 264 - Oregano (5) SF

CLASS 265 - Parsley (5) SF

CLASS 266 - Sage (5) SF

CLASS 267 - Thyme (5) SF

CLASS 268 - Any other Herb (5) (Do not duplicate entries in classes 260-267) SF

CLASS 269 - Herb Garden - Display of 5 different cut herbs (not 5 different herbs planted in a pot). Displayed in a box or other holder not more than 18" in any dimension. Each herb in the collection should be exhibited with the number specified for classes 260-268. Do not duplicate entries in classes 260-268 with any in the group collection. SF

DEPARTMENT G, DIVISION 773 - FRUITS

Exhibitors may enter up to five different individual entries from classes 280-286 (fruits).

Fruits will be judged using the same general criteria used for vegetables. Fruit will be judged

for the stage of maturity normal for that season and growing location. Emphasis will be placed on how well fruit approaches market quality.

CLASS 280 - Strawberries [everbearers] (1 pint) SF

CLASS 281 - Grapes (2 bunches) SF

CLASS 282 - Apples (5) SF

CLASS 283 - Pears (5) SF

CLASS 284 - Wild Plums (1 pint) SF

CLASS 285 - Other small fruit or berries (1 pint) (do not duplicate entries in classes 280-284) SF

CLASS 286 - Other fruits OR nuts (5) (do not duplicate entries in classes 280-284) SF

DEPARTMENT G, DIVISION 773 - EDUCATIONAL EXHIBITS

CLASS 290 - Garden Promotion Poster - individual poster promoting vegetable or herb gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium so long as they are not 3-dimensional. Posters using copyrighted materials will not be accepted. Entry card must be stapled in the upper right hand corner. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster. SF

CLASS 291 - Educational Vegetable or Herb Garden Poster - prepare a poster 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project the 4-H'er has done or learned about in a 4-H vegetable gardening project. One might show a special technique used or equipment incorporated in the garden (e.g. drip irrigation system, composting, or special techniques learned). Refer to 4-H horticulture project manuals, but use your own creativity. Entry tag must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster. SF

CLASS 292 - Vegetable &/or Herb Gardening History Interview - Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the report cover. SF

CLASS 293 - Vegetable Seed Display - Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (Pea) families plus representatives from 5 other families. Group the seeds by family and type. Glue seeds or otherwise fasten clear containers of seeds to a board or poster mat board no larger than 22" x 24". Label each group and each individual vegetable type with the common and scientific names. Use only one variety or cultivar of each vegetable, except for beans where several examples of beans may be shown. Attach a card to the back of the display explaining why and how it is important to know which vegetables are related, and cite references on where the scientific name information was found. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the display. SF

CLASS 294 - World of Vegetables Notebook - Choose a favorite foreign cuisine and learn what vegetables and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.). Include a report telling about a minimum of 5 vegetables and/or herbs from each country chosen. Include the scientific and common names, pictures of plants from your garden or seed catalogs, tell how they are grown; and how the foods are used. Also list a source for buying the seed or plants.

Favorite recipes using some or all of the vegetables described may be included. Give proper credit by listing the source of pictures and information used. Protect in a clear report cover or 3-ring notebook. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the report cover or notebook. SF

DEPARTMENT D - CONSERVATION & WILDLIFE

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

The word "Animal" or "Wildlife" in the following classes includes wild fish, amphibians, reptiles, birds or mammals. Please make sure you are following all appropriate wildlife laws. Exhibitor's name, county, age must be on the back or bottom of all displays. For guidelines on specific projects, refer to appropriate project booklets. Displays should be made self-explanatory as possible so that viewers understand the educational points or what the exhibit is all about. All exhibitors will show evidence of their personal field experiences, research 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. Show proper credit by listing the sources of plans or other supporting information used in exhibits. 4-H'ers enrolled in projects such as Bird Behavior, Fishing for Adventure, Amphibians, Wildlife Conservation, Exploring your Environment series and Shooting Sports can enter these classes.

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 1/4" plywood, masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22" x 28") but half size, 22" x 14", is recommended.

DEPARTMENT D, DIVISION 340 - CONSERVATION & WILDLIFE

Classes 1-4 are 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. SF

CLASS 1 - Mammal Display SF

CLASS 2 - Bird Display SF

CLASS 3 - Fish Display SF

CLASS 4 - Reptile or Amphibian Display SF

CLASS 5 - Wildlife Connections - Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat. Examples: 1) Food chain display. Use pictures, drawings or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the directions of energy (food) flow. 2) Show the role of predators, scavengers, insect eaters, or others in nature. 3) Show how wildlife numbers (populations) change through the year. 4) Show predation, competition, or other behavioral interactions of wildlife. 5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw. SF

CLASS 6 - 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 judge can better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred, but not required. 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 2) Option two should show two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal. OR 3) Option three should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to picture or illustration of the animal. SF

CLASS 7 - Wildlife Knowledge Check - Use electrical circuits, pictures or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches. SF

CLASS 8 - Wildlife Diorama - Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show a large unbroken grassland or prairie for species such as meadowlarks, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats. SF

CLASS 9 - Wildlife Essay - Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on the farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. The essay is between 100 and 1000 words long and typed, double spaced on 8 1/2 x 11 paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them. SF

CLASS 10 - Wildlife Values Scrapbook - Make a scrapbook about the various values of wildlife following guidelines in the Wildlife Conservation project booklet (4-H 125). SF

CLASS 11 - Wildlife Arts - The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show). SF

DEPARTMENT D, DIVISION 342 - WILDLIFE HABITAT

CLASS 1 - Houses - Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house; no insect houses. Make a house functional so that dimensions, hole size, etc. are appropriate to fit the intended species' needs. Include the

following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use, and 3) any seasonal maintenance needed. Tips: check NebGuide on bird houses and shelves. SF

CLASS 2 - Feeders/Waterers - Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Indicate the kinds of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information: 1) where and how the feeder or waterer should be located for best use and 2) how it should be maintained. Tips: check NebGuide on feeding birds. SF

CLASS 3 - Wildlife Habitat Design - Board or poster exhibit. Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. SF

DEPARTMENT D, DIVISION 343 - HARVESTING EQUIPMENT

CLASS 1 - Fish Harvesting Equipment - Board Exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where each item is used in relation to other equipment, and 3) any personal experiences you've had with the item(s). SF

CLASS 2 - Build a Fishing Rod - Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches length. Exhibit must be mounted on a board and labeled with the member's name, county and class number.

Include with the exhibit the following items as a brief attachment: Explanation of cost of materials/components, where materials/components were purchased and how many numbers of hours required for construction.

Identify all parts. Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon or silk thread.

Exhibit will be judged on: workmanship, labeling of parts (guides, etc.), correct information, and neatness. SF

CLASS 3 - Casting Target - Make a casting target for exhibit and use, following guidelines on the reference sheet. Target must be under 36" x 36". The bullseyes/rings must be 1 foot in diameter and can have up to 3 rings. They must be easy to store, durable and weather resistant. SF

CLASS 4 - Wildlife Harvesting Equipment Board Exhibit - Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where it is used in relation to other equipment, and 3) any personal experiences you've had with the item(s). SF

CLASS 5 - Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory - Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Share your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype and any adjustments you made. SF

DEPARTMENT D, DIVISION 346 - TAXIDERMY

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

DEPARTMENT D, DIVISION 347 - 4-H SHOOTING SPORTS

4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, blackpowder/muzzleloader, and/or hunting skills.

No firearms can be entered as an exhibit, nor live ammunition; however, information can be shared through pictures. Classes 4-9 can be entered by anyone in the conservation and wildlife area.

CLASS 1 - Shooting Aid or Accessory - Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, or plans you adapted, what the item is and used for. SF

CLASS 2 - Storage Case - Any item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows. Examples: soft sided shotgun case, quivers, firearm safe, include your design, or plans you adapted. Explain how the storage case is used. SF

CLASS 3 - Practice Game or Activity - Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members. SF

CLASS 4 - Science, Engineering, Technology Advancements of Shooting Sports, Conservation or Wildlife Essay or Display - Choose a specific area of shooting sports and share how it has advanced. Include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½ x 11 paper. SF

CLASS 5 - Healthy Lifestyles Plan - Include a shooter's (hiker's, camper's, angler's) diet and exercise plan, and how the 4-H member will benefit or improve from following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan. SF

CLASS 6 - Citizenship/Leadership Project - Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports, Conservation or Wildlife. Examples could be range development,

conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results. SF

CLASS 7 - Career Development/College Essay, Interview or Display - Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers. SF

CLASS 8 - Community Vitality Display - Explore the difference shooting sports, conservation, fishing and hunting make in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for the public to learn from. SF

CLASS 9 - Ag Literacy-Value Added Agriculture Interview or Research Project - Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present findings in an interesting way for the public to learn from. SF

DEPARTMENT D, DIVISION 361 - OTHER NATURAL RESOURCES

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

DEPARTMENT H, DIVISION 800 - ENTOMOLOGY

Premium: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

Specimens in display collections should be mounted properly and labeled with location and date of collection, name of collector, and order name. Follow mounting and labeling instructions in the Nebraska 4-H Entomology Manual. All specimens must be from the collector.

Boxes are preferred to be 12" high x 18" wide and landscape orientation. Purchase of commercially made boxes is allowed.

4-H'er may enter only ONE of these classes: class 1, 2 or 3. All 4-H'ers in entomology may enter classes 4-8.

CLASS 1 - Entomology Display (1st Year Project) collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box. SF

CLASS 2 - Entomology Display (2nd Year Project) collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit 2 boxes. SF

CLASS 3 - Entomology Display (3rd Year or more Project) collection to consist of a minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted

specimens. At least 25 species must be present from after July 1 of the previous year. Limit of 3 boxes. SF

CLASS 4 - Special Interest or Advanced Insect Display. Educational display developed according to personal interests and/or advanced identification capability. This also is an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host, subject or habitat (e.g. insect pests of corn, aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators, etc.). SF

CLASS 5 - Insect Habitats. Habitats consist of any hand-crafted objects, made of natural or artificial materials which are placed outdoors, and which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report describing activities must accompany the exhibit. SF

CLASS 6 - Macrophotography. Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be either 8" x 10" or 8½" x 11" and mounted on rigid, black 11" x 14" poster or mat board. Either orientation is acceptable. No frames or mat board framing is allowed. A caption of a few sentences should explain the subject and be printed on white paper and glued below the print on the poster board. SF

CLASS 7 - Insect Poster/Display Exhibits. Exhibits can be posters or three-dimensional displays, and artistic creativity is encouraged. Posters should be no larger than 22" x 28". They should be instructional and can be attractive and have pictures, drawings, charts, or graphs. Posters and displays may show any aspect of insect life, habitat, or related conservation or management. Examples include life history and other facts about an insect; insect anatomy; how to manage insects in a farm, home, lawn, or garden setting; experiences rearing one kind of insect; survey of an important insect; insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes) and what insects are found there, etc. Three-dimensional displays, such as dioramas, sculptures, models or decorative boxes should have a page of explanatory information accompanying them and fit within a 22" x 28" area. SF

CLASS 8 - Reports or Journals. Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or, it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs and images are helpful to include. A journal is an observational study over a period of time with personal impressions. It may cover watching changes in kinds of butterflies over the summer, rearing a specific insect from egg to adult, managing a bee hive, observations of insects in a specific habitat, accounts of insect behavior in a forest or flower garden, etc. SF

DEPARTMENT H, DIVISION 840 - VETERINARY SCIENCE
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

The purpose of the Veterinary Science exhibit is to inform the public about a common health problem of animals or a veterinary science principle. Do not confuse veterinary science

exhibit topics with animal husbandry, history or production topics. A veterinary science exhibit may consist of a poster, notebook or a display.

If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate. For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown, for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.

First Aid Kits: Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, animal first aid kits containing any drugs or medications will be immediately disqualified and not displayed. First Aid kits wishing to include medication information should instead utilize written descriptions, photographs, drawings, computer generated print-outs, or empty packaging or pharmaceuticals.

Veterinary Science Posters - This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal. All references and information needs to be properly cited.

Veterinary Science Displays - A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example skeleton; teeth; samples of leather, fur, or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22" x 28" or on 1/4" plywood or equivalent that does not exceed 24" high or 32" wide or in a three ring binder or another bound notebook format.

Appropriate Veterinary Science Topics: Maintaining health, specific disease information, photographic display of normal and abnormal characteristics of animals, animal health or safety, public health or safety, proper animal management to ensure food safety and quality, efficient and safe livestock working facilities, or a topic of the exhibitors choosing related to veterinary medicine or veterinary science.

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

CLASS 1 - 4-H Veterinary Science Large Animal Poster, Notebook or Display. SF

CLASS 2 - 4-H Veterinary Science Small Animal/Pet Poster, Notebook or Display. SF

DEPARTMENT H, DIVISION 850 - AEROSPACE
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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

One entry per each class. The name and county of each exhibitor should appear separately on the back of each board, poster or articles and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.

Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned). All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

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

Fabricated board such as plywood, composition board or particle type lumber may be used for demonstration displays.

Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.

Demonstration boards should include an overall title for the display, plus other necessary labeling.

General Instructions - Rockets must be supported substantially to protect the rocket from breakage. Rockets are to be mounted on a base that has dimensions equal or less than 12" x 12" and the base should be 3/4 inch thick (no metal base). If the rocket fins extend beyond the edges of the required base (12" x 12"), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins. The base and rocket should be proportionate. The rocket **MUST BE MOUNTED VERTICALLY**. Please do not attach side boards or backdrops to the display. In addition a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rockets engine mount to give added stability. Rockets must be equipped as prepared for launching, with wadding and parachute or other recovery system. Rockets entered with "live" engines, wrong base size or sideboards will be **DISQUALIFIED**.

A report, protected in clear plastic cover, must be included describing:

- (1) rocket specification (include original or photo of manufacture packaging stating rocket skill level)
- (2) a flight record for each launching (weather, distance, flight height),
- (3) number of launchings
- (4) flight pictures
- (5) safety (how did you choose your launch site? Document safe launch, preparations and precautions)
- (6) objectives learned and
- (7) conclusions.

The flight record should describe engine used, what rocket did in flight and recovery success. Points will not be deducted for launching, flight or recovery failures described. This includes any damage that may show on the rocket.

Complete factory assembled rockets will not be accepted at the State Fair. At County Fair plastic fins can be entered in class 7. Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, number of times launched and report. Three launches are required to earn the maximum launch points given on the score sheets. Only actual

launches count, misfires will not count towards one of the required three launches.

For self designed rockets only, please include digital recorded copy of one flight. In the documentation please include a description of stability testing before the rocket was flown.

Skill level of project is not determined by number of years in project. Skill level is determined by the level listed on the manufacturing packaging.

4-H rocket project levels are not intended to correspond to National Association of Rocketry model rocket difficulty ratings or levels.

High power rockets (HPR) is similar to model rocketry with differences that include the propulsion power and weight increase of the model. They use motors in ranges over "G" power and/or weigh more than laws and regulations allow for unrestricted model rockets. These rockets are NOT appropriate for 4-H projects and will be disqualified.

Aerospace/Rockets

CLASS 1 - Rocket - Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or air brush. SF

CLASS 2 - Aerospace Display - Poster or display board that displays or exemplifies one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, explains the parts of a NASA rocket or shuttle, interview of someone in the aerospace field, or kite terminology. Include notebook containing terminology (definition), and what was learned. Display can be any size up to 28" by 22". SF

CLASS 3 - Rocket - Any Skill level Rocket with wooden fins and cardboard body tubes painted using commercial application for example, commercial spray paint. SF

CLASS 7 - Rocket - Any Skill level Rocket with plastic fins and cardboard body tubes painted using commercial application for example, commercial spray paint.

Self-Designed Rocket

CLASS 4 - Rocket - Any self-designed rocket with wooden fins and cardboard body tubes. SF

Drones

(Anyone enrolled in Aerospace can enter these classes)

CLASS 5 - Drone Poster - Exhibit must be designed to educate yourself and others on one or more of the following topics: drone technologies, uses of drones, the different types of drones, types of training needed to operate drones, and the laws and regulations users must follow. Posters can be any size up to 28" by 22". SF

CLASS 6 - Drone Video - Exhibit must demonstrate how the drone interacts with the outside world. Examples include field scouting, surveying damage from natural disasters, drones used in commercial applications and settings, drones used for structural engineering. Video should not exceed 5 minutes. (Videos need to be submitted to Amy Timmerman at atimmerman2@unl.edu by August 16, 2021 if chosen for State Fair). SF

DEPARTMENT H, DIVISION 860 - COMPUTERS

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

One entry per each class. The name and county of each exhibitor should appear separately on the back of each poster or article and on the front cover of the notebooks so owner of exhibit may be identified if the entry tag is separated from the exhibit.

Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned). All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

Team Entries: To qualify for entry at the Nebraska State Fair team materials entered in Class 8 - Digital Fabrication must clearly be the work of a team instead of an individual and must have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H members on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing.

Computer Mysteries - Unit 1

CLASS 15 - Computer Designed Greeting Card - Exhibit will consist of six greeting cards, each for a different occasion/holiday. Cards should be created on 8 1/2" x 11" page using commercially available graphics program and either single color or color printer/plotter. The cards should vary in folds and design. Tell which software program was used. Prefabricated cards from commercially available card programs will NOT be accepted. No theme required. Put cards in some type of protective cover.

CLASS 16 - Internet Exploration - Exhibit will be a notebook consisting of the following: 1) print-out of five web sites, 2) what you liked and did not like about each website and 3) how you will use the internet in the future.

CLASS 17 - 4-H Promotional Flyer - Exhibit should be created on 8 1/2" x 11" page using a commercially available graphics software package. Flyer can be color or black and white. Flyers can be a whole page or a folded flyer. Put exhibit in protective cover.

CLASS 18 - Computer Art Poster (Color) - Exhibit should be created on at least an 8 1/2" x 11" page using a commercially available graphics software package and color printer/plotter. No theme required.

Computer Mysteries - Unit 2

CLASS 1 - Computer Application Poster - 4-H exhibitor should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following: greeting card (5 different cards such as a birthday, wedding, anniversary, sympathy, get well or other); a business card (3 cards for 3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (I-book); promotional flyer (3 flyers promoting 3 different events); newsletter (minimum 2 pages); or other: examples such as precision farming or family business logo etc. This exhibit consists of a notebook (8.5x11 inches) which should include a (1) a detailed report describing: (a) the task to be completed, (b) the computer application software required to complete the task, (c) specific features of the computer application software necessary for completing the task (2) print out of your project. Project may be in color or black and white. SF

CLASS 2 - Produce a Computer Slideshow Presentation - Using presentation software.

Slideshow should include a minimum of 10 slides and no more than 25. Incorporate appropriate slide layouts, graphics, animations and audio (music or voice and transition sounds do not count). Each slide should include notes for a presenter. All slideshows must be uploaded. A notebook with a printout of all the slides should be submitted. If chosen for state fair, slide show should be emailed to Amy Timmerman atimmerman2@unl.edu before August 15. Files must be saved in a PC compatible format with county name and last name of participant before emailing. SF

Computer Mysteries - Unit 3

CLASS 3 - Produce an Audio/Video Computer Presentation - Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or QuickTime Player. SF

CLASS 4 - How to STEM (Science, Technology, Engineering and Math) Presentation - Youth design a fully automated 2 to 5 minute 4-H "how to" video. Submissions should incorporate a picture or video of the 4-Her, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Videos should be designed for web viewing. Any of the following formats will be accepted; .mpeg, .rm, .wmv, .mp4, .mov, .ppt, or .avi. SF

CLASS 5 - Create a Web Site/Blog or App - Design a simple Web site/blog or app for providing information about a topic related to youth using either software programs such as an HTML editor like Microsoft's FrontPage or Macromedia's Dreamweaver, and image editor like IrfanView or GIMP OR online using a WIKI such as Google Sites. If the Website, Blog, or App isn't live include all files comprising the Web site, Blog or App should be submitted on a CD-ROM in a plastic case along with the explanation of why the site was created. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created. SF

CLASS 6 - 3D Printing Unique Items - 3D printing uses plastic or other materials to build a three-dimensional (3D) object for a digital design. Youth may use original designs or someone else's they have re-designed in a unique way. Exhibits will be judged based on the motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering project or cookie cutter. Must include design notebook with motivation or problem statement the prototype was 3D printing will include a notebook with the following: a) Define motivation/problem solved, b) Software used, c) Document purpose of material and print settings, d) Material choice (PLA, PVA, ABS, etc.), e) In-fill density, f) Moving parts. SF

CLASS 7 - 3D Pen Creation - 3D pens rapidly melt and cool plastic filament allowing the 4-H member to draw in 3D. Youth may use original designs or use a template to create their 3D item. Exhibits will be judged based on the complexity of the design and shape. 3D pen creation will include a notebook with the following: a) Copy of the template if used and description of any changes the youth created, b) If no template used - an explanation of how the creation was built, c) Must include paragraph of what the youth learned while creating their project (i.e. way to improve their next creation), d) Paragraph on how 3D pens impact science, engineering and technology. SF

CLASS 8 - Maker Space/Digital Fabrication - This project is a computer generated projected created using a laser cutter, vinyl cutter, heat press or CNC router. Vector or 3D based software

such as Corel Draw or Fusion 360 would be an example of an appropriate software used to create your finished project. Project should include a notebook with the following: a) What motivated you to create this project, b) Software and equipment used, c) Directions on how to create the project, d) Prototype of plans, e) Cost of creating project, f) Iterations or modifications made to original plans, g) Changes you would make if you remade the project. SF

DEPARTMENT H, DIVISION 865 - DIGITAL VIDEO PRO
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

CLASS 1 - Video. Exhibit will be a video using skills learned in the project. Include written information on how you made the video and how you edited the video.

DEPARTMENT H, DIVISION 870 - ELECTRICITY
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

One entry per each class. The name and county of each exhibitor should appear separately on the back of each board, poster or articles and on the front cover of the notebooks so owner of exhibit may be identified if the entry tag is separated from the exhibit.

Display board should be a height of 24 inches and not to exceed 1/4 inch in thickness. A height of 24 7/8 inches is acceptable to allow for the saw kerf (width) if two 24 inch boards are cut from one end of a 4' x 8' sheet of plywood. **NOTHING SHOULD BE MOUNTED WITHIN 3/4 INCH OF THE TOP OR BOTTOM OF THE BOARD.** Fabricated board such as plywood, composition board, or particle type lumber may be used for demonstration displays. Demonstration boards should be sanded and finished to improve their appearance. The finish on the demonstration board will be judged as a woodworking exhibit. Board should include an overall title for the display, plus other necessary labeling.

Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned). All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

Magic of Electricity - Unit 1

CLASS 11 - Bright Lights - Create your own flash light using items found around your house. Flash lights should be made out of items that could be recycled or reused. No kits please.

CLASS 12 - Control the Flow - Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5 volt light bulb, bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close.

CLASS 13 - Conducting Things - Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You must find five items that are conductors and five items that are insulators. Create a table that illustrates your results.

CLASS 14 - Is There a Fork in the Road - Use the following items to construct one parallel and one series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5 volt light bulb.

Investigating Electricity - Unit 2

CLASS 15 - Case of the Switching Circuit - Use the following items: two D cell batteries, two battery holders, light bulb, bulb holder, a 3 inch by 6 inch piece of cardboard, six brass paper fasteners and approx. two feet of 24 gauge insulated wire to build a three way switch. Write a short essay or create a poster that illustrates how three way switches function.

CLASS 16 - Rocket Launcher - Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4 inches by 8 inches, single pole switch, single throw switch, normally open push button switch, 40 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2 by 6 board (6 inches long), 1/8 inch diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8 inch and 1/4 inch drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must successfully build a rocket launcher and light two rocket igniters with your launcher. You DO NOT have to actually fire a rocket off of the launcher. Create a poster using photographs to show the "step by step process" you used to build your launcher.

CLASS 17 - Stop the Crime - Build an ALARM using the following materials: On-off push button switch, mercury switch, buzzer-vibrating or piezoelectric, 9 volt battery, 9 volt battery holder, 4 inch by 4 inch by 1/8 inch Plexiglas board to mount circuit on; rosin core solder, soldering gun/iron, two feet of 22 gauge wire, wire strippers, hot glue sticks, hot glue gun and a plastic box with a lid to mount your alarm circuit on. Create a poster using photographs to show the "step by step process" you used to build your alarm.

Wired for Power - Unit 3

CLASS 1 - Electrical Tool/Supply Kit - Create an electrical supply kit to be used for basic electrical repair around the house. Include a brief description of each item and its use. Container should be appropriate to hold items. SF

CLASS 2 - Lighting Comparison - Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display or an actual item. SF

CLASS 3 - Electrical Display/Item - Show an application of one of the concepts learned in the Wired for Power project. Examples include: re-wiring or building a lamp, re-wiring or making a heavy duty extension cord or developing an electrical diagram of a house. Exhibit could be a poster display or an actual item. SF

CLASS 4 - Poster - Should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28" by 22". SF

Electronics - Unit 4

CLASS 5 - Electrical/Electronic Part Identification - Display different parts used for electrical/electronic work. Exhibit should show the part (either picture or actual item) and give a brief description, including symbol of each part and its function. Display should include a minimum of 10 different parts. SF

CLASS 6 - Electronic Display - Show an application of one of the concepts learned in the Electronics project. Examples include: components of an electronic device. (Refer to page 35 of the Electronic manual) SF

CLASS 7 - Electronic Project - Exhibit an electronic item designed by the 4-H'er or form a manufactured kit that shows the electronic expertise of the 4-H'er. Examples include: a radio, a

computer, or a volt meter. SF

CLASS 8 - Poster - Should exemplify one of the lessons learned in the Entering Electronics Project. Posters can be any size up to 28" x 22". SF

DEPARTMENT H, DIVISION 900 - PHYSICS/POWER OF WIND
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

One entry per each class. The name and county of each exhibitor should appear separately on the back of each poster or articles and on the front cover of the notebooks so owner of exhibit may be identified if the entry tag is separated from the exhibit.

Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned). All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

CLASS 1 - Create and Compare Energy Resources Poster - Poster should explore 2 alternative/renewable energy resources. Compare and contrast the 2 resources including two of the following information: amount of energy created, costs of production, usability of the energy, pros/cons of environmental impacts, etc. Posters can be any size up to 28" by 22." SF

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

CLASS 3 - Solar as Energy Display - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar ovens, solar panels, etc. SF

CLASS 4 - Water as Energy Display - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of water. SF

CLASS 5 - Wind as Energy Display - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of wind. SF

CLASS 6 - Other Nebraska Alternative Energy - Notebook should explore Nebraska an alternative energy source besides wind, water, and solar power. Include information on type of power chosen, infrastructure for distribution, what resources are needed to create this alternative resource, cost of production, and potential uses of bio-products. SF

DEPARTMENT H, DIVISION 911 - WOODWORKING
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

One entry per each class. The name and county of each exhibitor should appear separately on the back of each board, poster or articles and on the front cover of the notebooks so

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

Several classes require a display board which should be a height of 24 inches and not to exceed 1/4 inch in thickness. A height of 24 7/8 inches is acceptable to allow for the saw kerf (width) if two 24 inch boards are cut from one end of a 4' x 8' sheet of plywood. **NOTHING SHOULD BE MOUNTED WITHIN 3/4 INCH OF THE TOP OR BOTTOM OF THE BOARD.** Fabricated board such as plywood, composition board, or particle type lumber may be used for demonstration displays. Demonstration boards should be sanded and finished to improve their appearance. The finish on the demonstration board will be judged as a woodworking exhibit. Board should include an overall title for the display, plus other necessary labeling.

Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned). All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

Requirements: All articles exhibited must include a plan (with drawings or sketch or blueprints) stating dimensions and other critical instructions a builder would need to know how to build the project. Plans may include narrative instructions in addition to the dimension drawings and include any alterations to the original plan. Part of the score depends on how well the project matches the plans. If plans are modified, the changes from the original need to be noted on the plans. All plans used for making the article must be securely attached and protected by a clear plastic cover. Include a copy of the plans even if using plans from the manual.

All projects must have appropriate finish.

One article from each of the following classes may be exhibited in the project taken. Label according to class number.

Measuring Up - Unit 1

CLASS 9 - Woodworking Article - Item made using skills learned in the Measuring Up project. Examples include: flower box, letter or napkin holder, picture frame or other. Plan used must be attached to article.

CLASS 10 - Woodworking Display - Display exemplifying one of the principles learned in the Measuring Up project. Examples include: butt joint, measuring, sanding.

Making The Cut - Unit 2

CLASS 11 - Woodworking Article - Item made using skills learned in the Making The Cut project. Examples include: letter or napkin holder, birdhouse, foot stool or other. Plan used must be attached to article.

CLASS 12 - Woodworking Display - Display exemplifying one of the principles learned in the Making The Cut project. Examples include: wood types, angle cutting, liquid finisher.

Nailing It Together - Unit 3

CLASS 1 - Woodworking Article - Item should be made using either joints, hinges, dowels, or a dado joining made using skills learned in the Nailing It Together manual. Item is required to be appropriately finished. Examples include: bookcase, coffee table, end table or other. Plan used must be attached to article. SF

CLASS 2 - Woodworking Display - Display exemplifying one of the principles learned in the Nailing It Together project. Examples include: measuring angles, wood lamination and joint types. SF

CLASS 3 - Recycled Woodworking Display - Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed and utilize one or more woodworking techniques from **page 2 of the Unit 3** manual. Exhibit must include the woodworking plan and a minimum one page report of how the engineering design process was used to develop the woodworking plan. SF

Engineering Design Process:

- 1) State the problem (Why did you need this item?)
- 2) Generate possible solutions (How have others solved the problem?
What other alternatives or designs were considered?)
- 3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)
- 4) Build the item (What was your woodworking plan, and what processes did you use to build your item?)
- 5) Reason for article finish (What type of finish, how did you finish or why you choose this finish?)
- 6) Evaluate (How does your item solve the original need?)
- 7) Present results (How would you do this better next time?)

CLASS 4 - Composite Wood Project - 60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alternations must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside. SF

CLASS 5 - Outdoor Wood Project made with Treated Wood - Treated wood projects DO NOT have to have a finished coating. All plans and plan alternations must be attached to the article. Protect plans with a cover, if project is designed to be outside. Examples include: picnic tables, planters, outdoor furniture, etc. SF

Finishing It Up - Unit 4

CLASS 6 - Woodworking Article - Item made using skills learned in the Finishing It Up project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished. Plan used must be attached to article. SF

CLASS 7 - Woodworking Display - Display exemplifying one of the principles learned in the Finishing It Up project. Examples include: career opportunities, types of finishes, or dovetailing. SF

CLASS 8 - Recycled Woodworking Display - Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed and utilize one or more woodworking techniques from **page 2 of the Unit 4** manual. Exhibit must include the woodworking plan and a minimum one page report of how the design and engineering process was used to develop the woodworking plan. SF

- 1) State the problem (Why did you need this item?)
- 2) Generate possible solutions (How have others solved the problem?
What other alternatives or designs were considered?)
- 3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)

- 4) Reason for article finish (Why type of finish, how did you finish or why you choose this finish?)
- 5) Build the item (What was your woodworking plan, and what processes did you use to build your item?)
- 6) Evaluate (How does your item solve the original need?)
- 7) Present results (How would you do this better next time?)

DEPARTMENT H, DIVISION 920 - WELDING
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

One entry per each class. The name and county of each exhibitor should appear separately on the back of each board or article so owner of exhibit may be identified if the entry tag is separated from the exhibit.

All metal welding processes accepted. All welds exhibited in class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent, so the judge can look at the bottom side of the weld when necessary. Each weld should be labeled with information stating (1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.) (2) kind of weld, (3) welder setting, (4) electrode/wire/rod size, and (5) electrode/wire/rod ID numbers. **Attach a wire to display board so it can be hung like a picture frame. No picture frame hangers accepted.** If no plans are included with welding article or welding furniture, item will be disqualified.

CLASS 1 - Welding Joints - a display of one butt, one lap and one fillet weld. SF

CLASS 2 - Position Welds - a display showing three beads welded in the vertical down, horizontal and overhead positions. SF

CLASS 3 - Welding Article - any shop article where welding is used in the construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. ALL plans, plan alterations, and a bill for materials must be attached to the article. Protect plans with a clear plastic cover. If project is designed to be outside it is required to have appropriate outdoor finish. SF

CLASS 4 - Welding Furniture - Any furniture with 75% welding is used in the construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. All plans, plan alterations, dimensions and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish. SF

CLASS 5 - Plasma Cutter/Welder Design - Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4-H members will create a notebook describing the design process to create the "artwork" to butt cut into the metal. The designated article is not the fair entry. The notebook is the fair entry.

In the notebook include:

- a) A photo (front and back) of the finished project. Also include detailed photographs of the project to allow judges to examine cuts.
- b) Instructions on how the design was created, this allows for replication of the project.
- c) Lessons learned or improvements to the project. SF

CLASS 6 - Composite Weld Project - 60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. All plans, plan alternations, and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside.

4-H Welding Project Tips and Suggestions

CLASS 1

1. All welds should be made with the same electrode/wire/rod size and number.
2. Welds should be made only on one side of metal so penetration can be judged.
3. Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.
4. It is suggested that all welds be on the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5 to 2 inches wide and 3.5 to 4 inches long. A good way to get this size is to buy new cold rolled strap iron and cut to length. The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed. Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full length bead.
5. Stick welding: Suggested coupon thickness - 1/4" if using 1/8" rod. Suggested rod - AC and DC straight or reverse polarity - first E-7014, second E-6013
6. MIG welding: Suggested coupon thickness - 1/4" if using .035 wire and 1/8" if using .023 wire
7. Oxy-Acetylene: Suggested coupon thickness - 1/8". Suggested rod - 1/8" mild steel rod

CLASS 2

1. It is suggested that all welds be on same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4" x 4" or on individual coupons that are about 2" x 4" inch and 1/4" thick. Suggested rods for this class of position welds for AC and DC straight or reverse polarity is, first E-6013, second E-7014 and E-6010 for DC reverse polarity only.
2. Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

CLASS 3 & 4

All welds should be cleaned and protected from rust with paint or light oil. Plans are to be complete enough that if they were given to a welding shop, the item could be made without

further instructions. Bill of materials should include a cost for all items used including steel, electrodes, paint, wheels, etc.

MISCELLANEOUS

DEPARTMENT A - HERITAGE

Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$2.00

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.

Please note: exhibits are entered at 4-H's own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.

Displays should not be larger than 22" x 28" wide. 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". Exhibits must include name, county, age and past experience (years in Explore Your Heritage project) on back of exhibit. All entries must have documentation included.

DEPARTMENT A, DIVISION 101 - HERITAGE LEVEL 1: BEGINNING (1-4 YEARS IN PROJECT)

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

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

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

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

CLASS 5 - 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

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

CLASS 7 - 4-H History Poster - Poster relating 4-H history of local club or county or individual. SF

CLASS 8 - Story or illustration about a historical event. SF

CLASS 9 - Book review about local, Nebraska or regional history. SF

CLASS 10 - Other historical exhibits. Attach an explanation of historical importance. SF

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

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

CLASS 13 - 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

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

CLASS 15 - Special Events Scrapbook - A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc. SF

**DEPARTMENT A, DIVISION 102 - HERITAGE LEVEL 2: ADVANCED
(OVER 4 YEARS IN PROJECT)**

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

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

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

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

CLASS 5 - 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

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

CLASS 7 - 4-H History Poster - Poster relating 4-H history of local club or county or individual. SF

CLASS 8 - Story or illustration about a historical event. SF

CLASS 9 - Book review about local, Nebraska or regional history. SF

CLASS 10 - Other historical exhibits. Attach an explanation of historical importance. SF

CLASS 11 - Exhibit depicting the importance of a community or Nebraska historic landmark. SF

CLASS 12 - Community Report documenting something of historical significance from past to present. SF

CLASS 13 - Historic collection (displayed securely and attractively in a container no larger than 22" x 28"). SF

CLASS 14 - Video documentary of a family or a community event. Must be produced and edited by 4-H member. (Must be entered as a DVD or USB) SF

CLASS 15 - 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

CLASS 16 - 4-H Member Scrapbook - Scrapbook relating to individual 4-H members 4-H history. If multiple books included in exhibit, only bring book with most current year's work. SF

CLASS 17 - Special Events Scrapbook - A scrapbook relating to a 4-H special event, such as Congress or CWF or a

personal or family special event, such as a trip, family reunion, etc. SF

DEPARTMENT

A, DIVISION 120 - CITIZENSHIP

Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$2.00

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

Project Materials: The official reference for the citizenship projects is Citizenship Public Adventures Kit (MI 7329) and Citizen Guide's Handbook (BU 7330). Other helpful citizenship references include Citizenship Washington Focus guides, Character Counts! and Service Learning Information.

Supporting Material: All entries must have a statement explaining the purpose of the exhibit. All exhibitors are encouraged to show evidence of their personal experiences, study or observations that relate to their exhibit. This helps the judges understand what the 4-H'er did and learned in the process that led to the exhibit.

References: All exhibitors should reference material sources or supporting information used in exhibits. (i.e., if questions from a game were taken from an outside source, they must be referenced).

Identification: All entries should be labeled with the exhibitor's name, club and county.

Entries: Each exhibitor is limited to one item per class. Classes 1-9 are for individuals to enter. Class 10 is for clubs to enter.

CLASS 1 - Care Package Display - This exhibit is a display about the PROCESS of creating and giving a care package, not the actual care package. You may use a poster, Power Point or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. PowerPoint should be saved to a USB/thumb drive. You need to answer the following questions in your exhibit. 1) How did you select the organization? 2) What items did you include in your care package? 3) Why did you select those items? 4) How did it feel to present your care pack to the organization? 5) What did you learn from this experience? 6) Other information that you feel is important about the care package or organization. Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc. **DO NOT INCLUDE THE ACTUAL CARE PACKAGE.** SF

CLASS 2 - Citizenship Game which could include but isn't limited to symbol flash cards, question and answer board or stimulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included. SF

CLASS 3 - Patriotic or Cultural Fine Arts can be made of any art media but should tie in the relevance of the artwork to citizenship. SF

CLASS 4 - Public Adventure Scrapbook should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16". SF

CLASS 5 - Public Adventure Poster should describe your Public Adventure or Service Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24" x 28". SF

CLASS 6 - Written or Recorded Stakeholder Interview should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted. SF

CLASS 7 - Written Citizenship Essay is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words. SF

CLASS 8 - For 9th-12th Graders Only: Oral Citizenship Essay - addressing the theme "Freedom's Obligations"

should be 3-5 minutes. No background music, singing or other enhancement allowed. All essays should be saved as a .wav or mp3 file; a USB/thumb drive will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached. SF

CLASS 9 - Service Items can include but aren't limited to lap quilt, Quilt of Valor and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort. SF

CLASS 10 - 4-H Club Exhibit should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item, care package or Quilt of Valor. SF

DEPARTMENT A, DIVISION 130 - SEEING i2i
Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$2.00

CLASS 1 - Cultural Fine Arts can be made of any art media but should symbolize what makes them unique. SF

CLASS 2 - How are We Different? Interview should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing. SF

CLASS 3 - Name Art should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media. SF

CLASS 4 - Family History depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.) SF

CLASS 5 - Exhibit depicting a cultural food that is special to your family. Can be a story or essay. SF

CLASS 6 - "This is Who I Am" poem. SF

CLASS 7 - Poster that depicts what you have learned through the i2i Project. SF

CLASS 8 - Biography about an historical figure who has made a positive impact on our society or who has made a difference in the lives of others. SF

CLASS 9 - Play Script written about a different culture. SF

DEPARTMENT B, DIVISION 154 - COMMUNICATIONS
Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

Static exhibits in this division will be evaluated on clarity of purpose/message in relation to communication, accuracy of information, originality, creativity, evidence of exhibitor's learning in this area, and educational value of exhibit to viewers.

Communications - Module 1

Use one or a combination of the experiential activities in the Communications, Module 1 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include, but are not limited to: Conducting an interview and sharing with a group; Giving and understanding directions; Evaluating and using appropriate internet sources; Composing a rap; Preparing an illustrated talk.

CLASS 6 - Poster. Create a poster, measuring either 22" x 28" or 24" x 36" that showcases what was learned in this project area.

CLASS 7 - Essay. Write an essay (3-5 pages) that showcases what was learned in this project area.

Communications - Module 2

Use one or a combination of the experiential activities in the Communications, Module 2 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include, but are not limited to: Identifying cultural differences in communication; Developing guidelines for internet etiquette; Evaluating another person's presentation; Identifying communication careers; Preparing a presentation using a form of technology.

CLASS 1 - Poster. Create a poster, measuring either 22" x 28" or 24" x 36" that showcases what was learned in this project area. SF

CLASS 2 - Essay. Write an essay (3-5 pages) that showcases what was learned in this project area. SF

Communications - Module 3

Use one or a combination of the experiential activities in the Communications, Module 3 curriculum to create an educational poster, essay or digital media sharing with others what you have learned. Topics may include, but are not limited to: Composing a personal resume; Completing research on a speech or presentation topic; Identifying ways to reduce risks online; Evaluating own cell phone usage and etiquette; Critiquing advertisements; Job shadowing a communication professional.

CLASS 3 - Poster. Create a poster, measuring either 22" x 28" or 24" x 36" that showcases what was learned in this project area. SF

CLASS 4 - Essay. Write an essay (3-5 pages) that showcases what was learned in this project area. SF

CLASS 5 - Digital Media. Design a form of digital media (advertisement, flyer, short video or presentation, social media or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (web site, Dropbox, Google Drive, YouTube, Flickr, etc.) and using the web address of the digital media file, create a QR code (using any free QR code creator, ex. qr-code-generator.com). Print the following on an 8.5" x 11" sheet of cardstock: 1) the QR code, 2) 1-3 sentences about what viewers will see when they access the QR code on their mobile device. SF

DEPARTMENT B, DIVISION 157 - POSTERS

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

All posters shall be labeled on the back with 4-Hers name, address, age, and county. Poster must be no larger than 14" x 22" and must be of a material that can be pinned to a display board. They may be arranged either vertical or horizontal. Those generated by computer must also meet this standard.

Computer art generated on an 8 1/2" x 11" sheet of paper and mounted on poster board will be disqualified. They may be in any medium - watercolor, ink, crayon, markers, computer graphics, etc., so long as they are NOT 3-dimensional. Entries with components thicker than paper (EXAMPLE: milk cartons, pop cans, pencils, or anything over 1/2 inch in height) will be disqualified.

Posters may not use copyrighted materials, such as cartoon characters or commercial product names, logos or slogans. Avoid using cliches or over-used phrases that do not command the viewer's attention. When using the official 4-H Emblem (clover with the H's on each leaf), it must follow approved guidelines, which can be viewed at http://www.national4-hheadquarters.gov/emblem/4h_name.htm. The use of computer clip art will not be scored as positively as original computer art design. Entries which do not conform to size content or material guidelines will be lowered one ribbon placing.

The purpose of a poster is to call attention to a subject. It must be crafted to catch the viewer's attention quickly. Each must present only one specific message clearly. The poster should feature some aspect of 4-H.

Posters will be judged on the following criteria:

Idea: simple, clear message, appropriate for a poster

Lettering: readable from a distance, appropriate size in proportion to art

Art: one dominate, eye-catching element: art relates to written message

Arrangement: makes good use of entire poster space without being too crowded: art and lettering are well balanced
Color: use of bold colors that harmonize well: colors used are legible
Quality of Construction: neatness: appropriateness of materials used
Effectiveness: works well as a poster

Entry card must be stapled in upper right hand corner of the poster. Posters may be laminated to protect them. Any clear coverings used should not distract from the readability or presentation of the poster.

CLASS 1 - Exploring Careers with 4-H - The poster should illustrate how 4-H'ers can explore career opportunities through 4-H projects.

CLASS 2 - 4-H Promotion

CLASS 3 - Character Counts! Poster on one of the pillars of character: Trustworthiness, Respect, Caring, Responsibility, Citizenship, Fairness

CLASS 4 - Healthy Lifestyles

CLASS 5 - Safety

CLASS 6 - Citizenship

CLASS 7 - Nebraska's Natural Resources (concentrate on only one).

CLASS 8 - Families

CLASS 9 - Animal Science

DEPARTMENT B, DIVISION 158 - SECRETARY BOOKS/NEWS ARTICLE

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

CLASS 1 - Secretary's book.

CLASS 2 - News articles. At least 3 news articles written by the 4-H'er as club news reporter. Be sure to list name of paper and date articles were published.

DEPARTMENT C, DIVISION 200 - HUMAN DEVELOPMENT

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

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

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.; Preschoolers 3-5 yrs. or Middle Childhood, 6-9 yrs.) 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals). 4) How is the toy, game or activity intended to be used by the child?

Information sheet for Class 8 (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).

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

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. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

CLASS 1 - Social Emotional Development SF

CLASS 2 - Language and Literacy Development SF

CLASS 3 - Science SF

CLASS 4 - Health and Physical Development SF

CLASS 5 - Math SF

CLASS 6 - Creative Arts SF

CLASS 7 - Activity with a Younger Child - Poster or Scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child, or 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 photos. 4-H'er must make the scrapbook or poster. No information sheet needed for Class 7. SF

CLASS 8 - Babysitting Kit - Purpose of 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" 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.

Information sheet for 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. SF

4-H'ers taking any of the projects in Human Development may enter:

CLASS 9 - Family Involvement Entry. Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include list of family members and what each person did to participate in the event. SF

4-H'ers taking Growing All Together may enter the following classes:

CLASS 10 - Growing With Others - Scrapbook or Poster. Examples: How to decide if it's time you can be home alone, and related activities. How responsibilities and privileges are related. Friendships. Working with others. Understanding rules and boundaries. A family tree. A family rules chart. A family meal plan, with pictures of a special family meal. A home safety checklist. Being street smart (safety). A school scrapbook showing yourself and your school activities, memories, and special interests. SF

CLASS 11 - Growing in Communities - Scrapbook or poster. Examples: A career study. A photo story about your own growth and development, not only physically but emotionally, socially, spiritually, mentally. A television evaluation (see project manual). How you have overcome obstacles. Friendships. A community profile. A community service project. Working with parents. Teaching experiences. Understanding discipline. Playground safety check. SF

DEPARTMENT C, DIVISION 246 - MAKING CENTS OF IT
Premiums: Purple \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

CLASS 1 - Complete page 13 of the manual or color our state quarter. (You may pick up the coloring page at the Extension Office.)

CLASS 2 - Read the story listed on page 8 and draw and label on an 8 ½" x 11" sheet at least 5 different objects used as money before coins and paper currency were made.

CLASS 3 - Make a wants/needs poster (11" x 17") using the information on page 16 of the manual.

CLASS 4 - Make a decorated bank (see page 28 of the manual).

DEPARTMENT C, DIVISION 247 - MY FINANCIAL FUTURE
Premiums: Purple \$4.00; Blue, \$3.00; Red, \$2.50; White, \$2.00

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.

CLASS 1 - Write 3 SMART financial goals for yourself (one should be short term, one intermediate, and one long term.) Explain how you intend to reach each goal you set. SF

CLASS 2 - Income Inventory - Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit. SF

CLASS 3 - Tracking Expenses - Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit. SF

CLASS 4 - Money Personality Profile - Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs. SF

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

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

CLASS 7 - 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.

1) What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)? 2) What are some negative outcomes for getting paid the way you do? 3) Does your pay keep pace with inflation? Why do you think this? 4) Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer. SF

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

CLASS 9 - Evaluating Investment Alternatives - complete the case study of Jorge on page 64. Answer all three

questions found at the bottom of the page. SF

CLASS 10 - Understanding Credit Scores - Watch the video and read the resource listed on page 71. Answer the following questions.

1) Name 3 prudent actions that can reduce a credit card balance. 2) What are the main factors that drive the cost of credit? 3) 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

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

DEPARTMENT E - SAFETY

Premiums: Purple, \$4.00; Blue, \$3.00; Red, \$2.50; White, \$1.70

DEPARTMENT E, DIVISION 440 - GENERAL SAFETY

CLASS 1 - First Aid Kit - A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety Manual, 4-H 425, pages 6 & 7 for guidance.

Kits containing any of the following will be automatically disqualified: 1. Prescription medications (if the purpose of the kit is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication). 2. Materials with expiration dates on or before the judging date. (This includes sterilized materials, non-prescription medications, ointments, salves, solutions, etc. Articles dated month and year only are considered expired on the last day of that month.) 3. Any controlled substance. SF

CLASS 2 - Disaster Kit (Emergency Preparedness). Disaster kits must contain the materials to prepare a person or family for emergency conditions caused by a natural or man-made incident. Selection of materials is left to the exhibitor. Family or group kits must have enough material or items for each person. A description of the kit's purpose, the number of people supported and a list of contents is required. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit. SF

CLASS 3 - Safety Scrapbook. The scrapbook must contain 15 news articles from print and/or internet sources about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hardcover binder or notebook for 8 1/2" x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging. SF

CLASS 4 - Safety Experience. The exhibit should share a learning experience the youth had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the youth's role, some evidence of the youth's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes. SF

CLASS 5 - Career in Safety. The exhibit should identify a specific career area in the safety field and include education and certification requirements for available positions, salary information, demand for the field and a

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

CLASS 6 - First Aid Kit for Specific Activity. This kit is smaller and would contain fewer items than the class 1 first aid kit. This first aid kit might be for hiking, swimming, traveling, etc. Describe the activity; identify the first aid items you selected and what those items are used for.

CLASS 7 - Disaster Kit - Personal Care. This kit would include personal care items needed if disaster struck (e.g. fire, flood). Identify the items you selected and describe why they were selected.

DEPARTMENT E, DIVISION 450 - FIRE SAFETY

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

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

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

DEPARTMENT F - ENTREPRENEURSHIP

DEPARTMENT F, DIVISION 531 - ESI: ENTREPRENEURSHIP INVESTIGATION

Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

All exhibits are directly related to activities in the project manual. Refer to the manual for ideas, suggestions and additional information to enhance project exhibits.

Exhibit Guidelines:

The 4-H member's name, age, town and county must be listed on the back of the exhibit. Entry cards should be stapled or taped (not paper-clipped) to the upper right-hand corner of the posters.

If exhibit is a poster, it must be 14" x 22" and may be arranged either horizontally or vertically. Poster may not use copyrighted materials, such as cartoon characters or commercial product names. Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing. Posters may include photographs, charts or examples as well as a written explanation.

Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being

transported will be removed by the superintendent for evaluation and display.

CLASS 1 - Interview an Entrepreneur - Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business? (Based on pages 2.1 - 2.4 of manual) SF

CLASS 2 - Social Entrepreneurship Presentation - Prepare a five slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report cover with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for ideas. SF

CLASS 3 - Marketing Package - (mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business. SF

CLASS 4 - Sample of an Original Product with an information sheet (8 1/2" x 11") answering the following questions:

1. What did you enjoy the most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community - data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product? SF

CLASS 5 - Photos of an Original Product - (mounted on a 14" x 22" poster) must include three photos of developed product and a mounted information sheet answering the following questions. **If exhibiting in both Class 4 & 5 products must be entirely different products.**

Information Sheet -

1. What did you enjoy the most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community - data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product? SF

CLASS 6 - Entrepreneurship Challenge - Take on the entrepreneurship challenge.

Entrepreneurship Challenge is open to 4-H'ers enrolled in any of the three units of ESI. Complete five (5) or more of the challenges from the following list. The exhibit will include highlights from these five (5) challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video, report or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned.

Select your five (5) challenges from the list below:

1. Sell something.
2. Introduce yourself to a local entrepreneur and take a selfie with them.
3. Be a detective! Look for Nebraska-made products and find out more about the business.
4. Tour 2-3 entrepreneurial businesses and create a photo story.
5. Investigate what it takes to be an entrepreneur (Skills Assessment ESI 4.1.)

6. Make a prototype (sample/model) of a new product idea. (Include the prototype or a photo of the prototype.)
7. Work with a friend to develop a new business idea!
8. Contact your local Extension Office to learn about entrepreneurship opportunities.
9. Create an activity to teach others about entrepreneurship (coloring page, puzzle, game, etc.) SF

DEPARTMENT H, DIVISION 940 - LET'S CREATE
Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

County Project Only - No State Fair entries.

Exhibitors enrolled in the Let's Create project have the opportunity and satisfaction of displaying the results of their creative and artistic abilities. One exhibit per class.

Each item must be labeled with the exhibitor's name, address, age and county firmly attached to the exhibit. NO RECORD BOOKS. All hangable items should have a secure method of hanging.

CLASS 1 - Textiles and Fibers.

CLASS 2 - Clay, Porcelain, Ceramics.

CLASS 3 - Fiber Art.

CLASS 4 - Leather.

CLASS 5 - Metal.

CLASS 6 - Nature Projects (use items from nature, such as rocks, pinecones, corn shucks).

CLASS 7 - Oil, Water Color, or other painting.

CLASS 8 - Weaving and Macrame.

CLASS 9 - Wood (other than furniture).

CLASS 10 - Miscellaneous.

DEPARTMENT H, DIVISION 950 - LIFETIME SPORTS
Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

CLASS 1 - Poster or diorama - Describing the lifetime sport that you are enrolled in (e.g. bowling, golf, tennis or bicycle).

CLASS 2 - Sports Story - Write a story (one page, one side neatly handwritten) telling how and why the sport you have taken (bowling, golf, or tennis) can be a lifetime sport. Mount on a 9"x12" colored paper or poster board.

DEPARTMENT H, DIVISION 980 - THEATER ARTS
Premiums: Purple, \$3.00; Blue, \$2.50; Red, \$2.00; White, \$1.50

CLASS 1 - Costume - Made or decorated by 4-H'er for use in a theater arts production. Costume could be for self or others.

CLASS 2 - Portfolio - A collection of photographs, sketches or other samples illustrating the theater arts learnings such as costume design, stage make-up, written scripts, set design or other related learnings.

CLASS 3 - Puppet - Exhibit consists of a puppet made by the 4-H'er for use in a theater arts production.

CLASS 4 - Script - A script written by 4-H'er for a play, musical, skit, puppet show or other type of theater arts production.

CLASS 5 - You Be The Teacher - Share with others what you learned in this project. Exhibit may be a poster, notebook or display.

CLASS 6 - Stage Set Photography Display - A display of photos of a stage set that was designed and built by the 4-H member. Include description of the photos.

CLASS 7 - Acting Portfolio - A collection of photographs of the 4-H'er acting in a play. Include a written description of the photos.