

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 of items, pictures, maps, charts, slide/tapes, 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'ers own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.

Displays should not be larger than 22" x 28" wide. 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/DVD documentary of a family or a community event. Must be produced and edited by 4-H member. 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 and how the exhibit will be used. 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 9<sup>th</sup>-12<sup>th</sup> 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-H'ers 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](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.

To learn characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development, please refer to the new 4-H online resource: <https://unl.box.com/s/eoigrjsuq67yvtq1def160mmjuhozvck> - What It Takes To Be Your Teen Babysitter. In addition another resource that will assist youth in understanding young children is the Nebraska Early Learning Guidelines: <http://www.education.ne.gov/OEC/elg.html>

Information sheets 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. <http://www.education.ne.gov/OEC/elg.html>

**4-H'ers taking I Have What It Takes To Be A Babysitter may enter:**

Toy, game, or activity made for a selected and identified age group. The intent is for the toy/game/activity to teach the child in the developmental area related to each class. For example a



game that is developed to help youth learn language and literacy skills would be an exhibit for class 2. 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