

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