

techniques for same type of product ex. applesauce, canned apples, apple pie filling, etc. Entry must be processed in the boiling water bath according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-010 1-Jar Tomato Exhibit** - Exhibit one jar of a canned tomato product. Entry must be processed in a boiling water bath according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-011 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. See special recipe/labeling instructions. Include recipes and source of recipes, and preservation information card. Scoresheet SF150

**E-407-012 1-Jar Pickled Exhibit** - Exhibit one jar of a pickled and/or fermented product. Entry must be processed in the boiling water bath according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-013 3-Jar Pickled Exhibit** - Exhibit three jars of different kinds of canned pickled and/or fermented products. Entry must be processed in the boiling water bath according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-014 1-Jar Jelled Exhibit** - Exhibit one jar of a jam, jelly or marmalade. Entry must be processed in the boiling water bath according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF153

**E-407-015 3-Jar Jelled Exhibit** - Exhibit three different kinds of jelled products. Entry may be made up of either pints or half pints (but all jars must be the same size). Entry must be processed in the boiling water bath according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF153

#### **Unit 4 Pressure Canning Project Manual**

**E-407-016 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. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-017 3-Jar Vegetable Exhibit** - Exhibit three jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-018 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. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-019 Quick Dinner** - Exhibit a minimum of 3 jars to a maximum of 5 jars (all the same size) plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on 3" x 5" file card and attach to one of jars. Entry must be processed according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF151

**E-407-020 Jar Tomato Exhibit** - Exhibit one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

**E-407-021 3 Jar Tomato Exhibit** - Exhibit three jars of a canned tomato products. (salsa, sauces without meats, juice, stewed, etc.) Entry must be processed in a pressure canner according to current USDA recommendations. See special recipe/labeling instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150

## DEPARTMENT C – FINANCIAL CONSUMER MANAGEMENT

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

Entries shall be posters or notebooks. Poster size shall be 14" x 22". Notebooks must be 3-ring binders 8.5" x 11" x 1".

### Division 247 - My Financial Future

General information: Entries should be typed and then attached to a piece of colored card stock or colored poster board (limit the size of the poster board or card stock to 14" x 22" or smaller). You may use the front and back of the poster board.

Beginner/Intermediate

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

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

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

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

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

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

Intermediate/Advanced

**C-247-007 Interview** - Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.

\*What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)?

\*What are some negative outcomes for getting paid the way you do?

\*Does your pay keep pace with inflation? Why do you think this?

Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.

**C-247-008 The Cost of Not Banking** - Type your answers to the questions about Elliot on page 50.

**C-247-009 Evaluating Investment Alternatives** - Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

**C-247-010 Understanding Credit Scores** - Watch the video and read the resource listed on page 71. Answer the following questions.

\*Name 3 prudent actions that can reduce a credit card balance.

\*What are the main factors that drive the cost of credit?

\*List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.

**C-247-011 You Be The Teacher** - Create an activity, story board, game or display that would teach another youth about "Key Terms" listed on page 62. Activity/display must include at least five (5) of the terms.

## DEPARTMENT A – HERITAGE

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

4-H'ers must be enrolled in Heritage or Genealogy projects to exhibit in classes.

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. Will not be responsible for loss or damage to family heirloom items or any item in this division.

Displays should not be larger than 22" x 28" wide. 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, Genealogy, Family Folklore or Foodways projects) on back of exhibit. All entries must have documentation included. Scoresheet SF71

**Division 101 – Level I Beginning (1-4 years in project):**

**A-101-001 Heritage poster or flat exhibit.** Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.

**A-101-002 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.

**A-101-003 Local History Scrapbook/Notebook** - A scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.

**A-101-004 Framed family groupings (or individuals) of pictures showing family history.** Pictures must be supported by a written explanation.

**A-101-005 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.

**A-101-006 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.

**A-101-007 4-H History Poster** - A poster relating 4-H history of local club or county or individual.

**A-101-008 Story or illustration about a historical event.**

**A-101-009 Book review about local, Nebraska or regional history.**

**A-101-010 Other historical exhibits** - attach an explanation of historical importance.

**A-101-011 Family Traditions Book** - Exhibitor scrapbook depicting family traditions of the past.

**A-101-012 Family Traditions Exhibit** - Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.

**A-101-013 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.

**A-101-014 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.

**A-101-015 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.

**Division 102 – Level II Advanced (over 4 years in project):**

**A-102-001 Heritage poster or flat exhibit.** Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.

**A-102-002 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.

**A-102-003 Local History Scrapbook/Notebook** - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.

**A-102-004 Framed family groupings (or individuals) of pictures showing family history.** Pictures must be supported by a written explanation.

**A-102-005 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, another family member, family cookbooks, etc.

**A-102-006 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.

**A-102-007 4-H History Poster** - a poster relating 4-H history of local club or county or individual.

**A-102-008 Story or illustration about a historical event.**

**A-102-009 Book review about local, Nebraska or regional history.**

**A-102-010 Other historical exhibits** - attach an explanation of historical importance.

**A-102-011 Exhibit depicting the importance of a community or Nebraska historic landmark.**

**A-102-012 Community Report** - documenting something of historical significance from past to present.

- A-102-013 Historic collection** - displayed securely and attractively in a container no larger than 22" x 28".
- A-102-014 Video/DVD or slide/tape documentary of a family or a community event.** Must be produced and edited by 4-H member.
- A-102-015 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.
- A-102-016 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.
- A-102-017 Special Events Scrapbook** - Scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special events, such as a trip, family reunion, etc.

## **DEPARTMENT A – CITIZENSHIP DEVELOPMENT**

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

### **Division 120 – Citizenship Public Adventures**

**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. Exhibitors are encouraged to show evidence of their personal field 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.

**Scoring:** Scoresheets can be found on the web. Scoresheet SF183 available at <https://unl.box.com/s/yto6tr6zdw0hrxuzyxg2hblnzq043lt7>

**Entries:** Each exhibitor is limited to one item per class.

**A-120-001 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, PowerPoint or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. You need to answer the following questions in your exhibit.

- How did you select the organization?
- What items did you include in your care package?
- Why did you select those items?
- How did it feel to present your care package to the organization?
- What did you learn from this experience?
- 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.

**A-120-002 Citizenship Game** - which could include but is not 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.

**A-120-003 Patriotic or Cultural Fine Arts** - can be of made from any art media but should tie in the relevance of the artwork to citizenship.

**A-120-004 Public Adventure Scrapbook** - should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".

**A-120-005 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".

**A-120-006 Written or Recorded Stakeholder Interview** - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded.

**A-120-007 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.

**A-120-008 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.

**A-120-009 Service Items** - can include but aren't limited to lap quilt 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.

**A-120-010 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 or care package.

### **Division 130 – Seeing i2i**

**A-130-001 Cultural Fine Arts** - can be made of any art media but should symbolize what makes them unique.

**A-130-002 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.

**A-130-003 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.

**A-130-004 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.).

**A-130-005 Exhibit depicting a cultural food** - that is special to your family. Can be a story or essay.

**A-130-006 “This is Who I Am” poem.**

**A-130-007 Poster** - that depicts what you have learned through the i2i Project.

**A-130-008 Biography** - about an historical figure that has made a positive impact on our society or who have made a difference in the lives of others.

**A-130-009 Play Script** - written about a different culture.

## **DEPARTMENT B – COMMUNICATIONS & EXPRESSIVE ARTS**

Purple \$2.50, Blue \$2.50, Red \$2.00, White \$1.50

### **Division 154 – Communications**

Education resources for youth taking the Communications project can be found at [4hcurriculum.unl.edu](http://4hcurriculum.unl.edu).

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 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

**B-154-901 Communications Module 1 Poster** - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area. Scoresheet SF94

**B-154-902 Communications Module 1 Essay** - Write an essay (3-5 pages) that showcases what was learned in this project area. Scoresheet SF94

#### **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

**B-154-001 Communications Module 2 Poster** - Create a poster, measuring 22"x28" or 24"x36", that showcases what was learned in this project area. Scoresheet SF94

**B-154-002 Communications Module 2 Essay** - Write an essay (3-5 pages) that showcases what was learned in this project area. Scoresheet SF94

### **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

**B-154-003 Communications Module 3 Poster** - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area. Scoresheet SF94

**B-154-004 Communications Module 3 Essay** - Write an essay (3-5 pages) that showcases what was learned in this project area. Scoresheet SF94

**B-154-005 Communications Module 3 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"x11" sheet of cardstock: 1) the QR code, 2) 1-3 sentences about what the viewers will see when they access the QR code on their mobile device. Scoresheet SF94.

### **Division 901 – Theatre Arts Units 2 & Unit 3**

**B-901-001 Costume** - Made or decorated by 4-H'er for use in a theater arts production. Costume could be for self or others.

**B-901-002 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.

**B-901-003 Puppet** - Exhibit consists of a puppet made by the 4-H'er for use in a theater arts production.

**B-901-004 Script** - A script written by 4-H'er for a play, musical, skit, puppet show or other type of theater arts production.

**B-901-005 You Be The Teacher** - Share with others what you learned in this project. Exhibit may be a poster, notebook, display, audiotape or videotape.

**B-901-006 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.

**B-901-007 Acting Portfolio** - A collection of photographs of the 4-H'er acting in a play. Include a written description of the photos.

## **DEPARTMENT C – HUMAN DEVELOPMENT**

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

4-H'ers must be enrolled in What It Takes to Be Your Teen Babysitter and Kids On the Grow project. 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/eoigrjsuq67yvtqldf160mmjuhozvck> - 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 & Class 8: Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet

Information sheets for Classes 1-6 should include: (1) Where did I get the idea for this exhibit?

2) What decisions did I make to make sure exhibit is safe for child to use? 3) What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 months.; Toddlers, 18 months -3 yrs.; Preschoolers, 3-5 yrs. or Middle Childhood, 6-9 yrs.) 4-Hers 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-Her? 4-Her 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>

### **Division 200 – I Have What It Takes To Be A Babysitter**

4-Hers taking I Have What It Take 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 C-200-002. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

**C-200-001 Social Emotional Development** (Scoresheet SF30)

**C-200-002 Language and Literacy Development** (Scoresheet SF30)

**C-200-003 Science** (Scoresheet SF30)

**C-200-004 Health and Physical Development** (Scoresheet SF30)

**C-200-005 Math** (Scoresheet SF30)

**C-200-006 Creative Arts** (Scoresheet SF30)

**C-200-007 ACTIVITY WITH A YOUNGER CHILD** - Poster or Scrapbook showing 4-Her working with a child age 0 to 8 years. May show making something with the child or child care and child interactions. May include photos, captions, story or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er must make the scrapbook or poster. No information sheet needed for Class 7. Scoresheet SF115

**C-200-008 BABYSITTING KIT** - Purpose of kit is for the 4-H member to take this with them when they babysit in someone's else's home. Do not make kit for combination of ages or for your own family to use. 4-H member 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. Information sheet for Class C-200-008 should include: ) 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 member. Most importantly the kit should serve a defined purpose, not just be a catch all for several items. Scoresheet SF85

4-Hers taking any of the projects in Department C-200 may enter

**C-200-009 - FAMILY INVOLVEMENT ENTRY** - Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or 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 a list of family members and what each person did to participate in the event. Scoresheet SF115

4-Hers taking Kids On the Grow (CD 1, 2 or 3) may enter.

**C-200-901 - Grow On My Own** - Kids On the Grow (CD1) Scrapbook or poster 14" x 22" on some aspect of the project.

**C-200-010 - Growing With Others** - Kids On the Grow (CD2) 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. Scoresheet SF115

**C-200-011 - Growing in Communities** - Kids On The Grow (CD3) 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. Scoresheet SF115

## DEPARTMENT C – HOME ENVIRONMENT

GENERAL INFORMATION FOR HOME ENVIRONMENT PROJECT - 4-H'ers may exhibit only in the project in which enrolled. Each individual is limited to one exhibit per entry number.

HOME ENVIRONMENT EXHIBITS are evaluated by these criteria:

- 1) Items must be designed to be used for home decorating, home furnishing, or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.)
- 2) Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday specific items are discouraged.
- 3) Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used along with simple directions for how they made their project with their exhibit. Information on the elements and principles of design maybe found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.
- 4) Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
- 5) Items should be ready for display in the home: (pictures framed, wall hangings and pictures ready to hang, etc.). No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the items. Command strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.
- 6) Items should not be made for beginning level or other project. (ex: simple (10 minute) table runners or woodworking). Exhibits from the beginning level, Design My Place, are county only and not state fair eligible.

Sending delicate, breakable, or valuable items is highly discouraged.

Size of Exhibits - Exhibits may be not taller than 7 feet and no wider than 6 feet. All exhibits must be able to be easily lifted by 2 4-H staff!

An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color, pattern or picture descriptions to aid in identification. No straight pins.

IDENTIFICATION - In addition to the entry tag, a label with the exhibitor's name and county should be attached to EACH separate piece of the exhibit.

SUPPORTING INFORMATION - Supporting information is required for all Home Environment exhibits. Information must include the elements and principles of design used and steps taken to complete project. Tag templates can be found on 4-H State Fair website: <https://unl.box.com/s/8tlog5jhw8fa2cztrh6y7lpq1rp8e6v>. Exhibits without supporting information will be dropped a ribbon placing.

### Division 260 – Sketchbook Crossroads

Purple \$3.00, 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)

**C-260-001 Original pencil or chalk drawing** ready to hang. Scratch art accepted here. (Pgs. 10-21)

**C-260-002 Original ink** drawing ready to hang. (Pgs. 22-28)

**C-260-003 Home accessory made with fiber.** (Pg. 29)

**C-260-004 Home accessory made with felted wool.** (Pgs. 29-33)

**C-260-005 Home accessory made with cotton linter.** (Pgs. 34-36)

**C-260-006 Home accessory using batik.** (Pgs. 37-39)

**C-260-007 Home accessory made by weaving.** (Pgs. 40-47)

**C-260-008 Home accessory made with fabric exhibitor has dyed** (Pgs. 48-50)

**C-260-009 Original sculpted or thrown home accessory made with clay** (no purchased items)

(Pgs. 53-62)

BScoresheet SF200: Classes 1-9

**Division 261 – Portfolio Pathways**

Purple \$3.00, 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)

**C-261-001 Original acrylic painting** based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 12-13)

**C-261-002 Original oil painting** based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 26-33)

**C-261-003 Original watercolor** based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 14-17)

**C-261-004 Original sand painting** based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 20-21)

**C-261-005 Original encaustic painting** based on techniques learned in Unit 1 of Portfolio Pathways, framed and ready to hang. (Pgs. 34-35)

**C-261-006 Home accessory** made with any printing technique in Pathways Unit II. (Pgs. 36-56)

**C-261-007 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. Scoresheet SF200: Classes 1-6

**Division 251 – Design My Place**

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

Design My Place classes are not eligible for State Fair.

**C-251-901 Needlework Item** (made with yarn or floss) Swedish weaving, needlepoint, embroidery, counted cross stitch, etc.

**C-251-902 Paper, Plastic, Glass, Clay, Wood Accessory**

**C-251-903 Tie & Dye or Batik Accessory**

**C-251-904 Metal Tooling, Metal or Tin Punch Accessory**

**C-251-905 Storage Container** (made or recycled) - storage rack, bulletin board, laundry bag, decorative trash can, bookends

**C-251-906 Other Simple Home Accessory** not listed above.

Scoresheet SF200: Classes 1-6

**Division 256 – Heirloom Treasures/Family Keepsakes**

Purple \$3.00, 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. Entering highly valuable items (especially small ones) is discouraged, as exhibits are not displayed in closed cases. Note: Resources to support this project area are available on the 4-H website.

Attach information including:

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 may be written, pictures, audio or video tape of interview with family member, etc.

**C-256-001 Trunks**, including doll-sized trunks or wardrobes.

**C-256-002 An Article.** Either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated - May include a display of a collection or collectibles, being careful not to destroy value of the collection.

**C-256-003 Furniture.** either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.

**C-256-004 Cleaned & 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, G1682 for information on textiles. (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.

Scoresheet SF206: Class 1, Scoresheet SF205: Classes 2-4

### **Division 257 – Design Decisions**

Purple \$3.00, 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 (p. 9-12).

**C-257-001 Design Board for a Room.** Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22" x 28" or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.

**C-257-002 Problem Solved, Energy Savers or Career Exploration** - Identify a problem (as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) or explore a career related to home environment. (What would it be, what education is needed, what would you do, etc.) Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved or your career exploration. (Pgs. 74-93)

**C-257-003 Solar, Wind or Other Energy Alternatives for the Home** - Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (Pgs. 74-93)

**C-257-004 Technology in Design** - Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.

**C-257-005 Community Service Activity** - Show what was done as a community service activity related to this project. In a notebook, photo story, or poster, show the purpose and results of that activity. Example: painting a mural at a daycare or 4-H building, helping an elderly person paint or clean their home, etc. May be an individual or club activity.

**C-257-006 Window Covering** - May include curtains, draperies, shades, shutters, etc.

**C-257-007 Floor Covering** - May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).

**C-257-008 Bedcover** - May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting (No fleece tied exhibits). (Pgs. 50-53)

**C-257-009 Accessory** - Original Needlework/Stitchery.

**C-257-010 Accessory - Textile - 2D** (table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning 10 minute table runners.)

**C-257-011 Accessory - Textile - 3D** (pillows, pillow shams, fabric bowls, etc.) No fleece tied exhibits

**C-257-012 Accessory - 2D**

**C-257-013 Accessory - Textile - 3D** (string art, wreath, etc.)

**C-257-014 Accessory - Original Floral Design.**

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

**C-257-015 Accessory - Original made from Wood** - burn, cut, shape or otherwise manipulate.

**C-257-016 Accessory - Original made from Glass** - etch, mosaic, stain, molten or otherwise manipulate.

**C-257-017 Accessory - Original made from Metal** - cut, shape, punch, sculpt, reassemble or otherwise manipulate.

**C-257-018 Accessory - Original made from Ceramic or Tile** - treatment to exhibit must go through process that permanently alters that medium. Painting alone is not sufficient.

**C-257-019 Accessory - Recycled/Upcycled item for the home** - reuse common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.

**C-257-020 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.

**C-257-021 Furniture - Wood Opaque finish** such as paint or enamel.

**C-257-022 Furniture - Wood Clear finish** showing wood grain.

**C-257-023 Furniture - Fabric Covered** - May include stool, chair seat, slip-covers, headboard, etc.

**C-257-024 Furniture - Outdoor Living** - Furniture made/refurbished suitable for outdoor use. (Note: At State Fair may be displayed outside). Include description of what was done to recycle or reuse item in your attached information.

**C-257-025 Accessory - Outdoor Living.** Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: May be displayed outside at State Fair.) Include description of what was done to recycle or reuse item in your attached information.

Scoresheet SF201: Classes 1-3, 5

Scoresheet SF200: Classes 4-18, 23-25

Scoresheet SF207: Classes 19-20

Scoresheet SF203: Classes 21-22

## DEPARTMENT C – QUILT QUEST

### Division 229 – Quilt Quest

Purple \$3.00, Blue \$3.00, Red \$2.50, White \$2.00

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

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

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

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

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

- **Jelly Rolls** are made of (up to) 40 different strips of 2 1/2” wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-Hers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
- **Honey Buns** are made like the Jelly Rolls with 1 1/2” strips of fabrics.
- **Layer Cakes** are 10” squares of fabric from a manufactured designer or fabric line with different pieces of fabric “layered” on top of one another to look like a piece of cake.
- **Charm Packs** are made of 5” squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- **Candles** are 2 1/2” squares of fabric from a manufactured designer or fabric line.
- **Turnover** is a collection of coordinating fabrics that are cut into 6” triangles.
- **Fat Quarters** are 1/2 yard cuts of fabric which are cut in half to make a rectangle that is approximately 18” x 21”. (One half yard of fabric yields 2 fat quarters). The “fat quarter” can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
- **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-Her must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.

After fabric selection, youth can use a variety of tools for cutting the fabric and completing the quilt. Cutting into pattern pieces may include hand roller die cutting machines that cut particular shapes which can be applied to fabric. This is allowed in the construction of the quilt.

- A quilted exhibit is made up of at least 3 layers. Exhibits must be quilted or tied through all layers.
- Fleece blankets are not eligible in this division.
- Quilts must have a permanent label on the back in the bottom right corner with quilter’s name and date of completion.

**C-229-010 Exploring Quilts.** Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to: language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math-conversion of quilt patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt such as Baltimore album quilts or Amish quilts. Exhibit may include a 14 x 22 inch poster, notebook, CD, PowerPoint, Prezi, DVD, You Tube or other technique. All items in an exhibit must be attached