

Unit 2 Drying Project Manual

- E-407-001 Dried Fruits** - Exhibit 3 different examples of 3 different dried fruit. Place each dried fruit food (6-10 pieces of fruit, minimum of 1/4 cup) in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF154
- E-407-002 Fruit Leather** - Exhibit 3 different examples of 3 different fruit leathers. Place a 3-4 inch sample of each fruit together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF154
- E-407-003 Vegetable Leather** - Exhibit 3 different examples of 3 different vegetable or vegetable/fruit leather combo. Place a 3-4 inch sample of each leather together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together. Include recipes, source of recipes, and preservation information card. Scoresheet SF154.
- E-407-004 Dried Vegetables** - Exhibit 3 different samples of 3 different dried vegetables. Place each food (1/4 cup of each vegetable) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF149
- E-407-005 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. See special labeling/recipe instructions. Include recipes, source of recipes and preservation information card. Scoresheet SF149
- E-407-006 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. See special labeling/recipe information. Include recipe, source of recipe, and preservation information card. Scoresheet SF156

Unit 3 Boiling Water Canning Manual

- E-408-001 1-Jar Fruit Exhibit** - Exhibit one jar of a canned fruit. Entry must be processed in a boiling water bath according to current USDA recommendations. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-408-002 3-Jar Fruit Exhibit** - Exhibit three 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. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-408-003 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 labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-408-004 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 labeling/recipe instructions. Include recipes and source of recipes, and preservation information card. Scoresheet SF150
- E-408-005 1-Jar Pickled Exhibit** - Exhibit one jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-408-006 3-Jar Pickled Exhibit** - Exhibit three 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. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-408-007 1-Jar Jelled Exhibit** - Exhibit one jar of a jam, jelly, fruit butter, or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF153
- E-408-008 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 a boiling water bath according to current USDA recommendations. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF153

Unit 4 Pressure Canning Project Manual

- E-414-001 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 labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-414-002 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 labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-414-003 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 labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-414-004 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 3 x 5 inches file card and attach to one of jars. Entry must be processed according to current USDA recommendations. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF151
- E-414-005 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. See special labeling/recipe instructions. Include recipes, source of recipes, and preservation information card. Scoresheet SF150
- E-414-006 3-Jar Tomato Exhibit** - Exhibit three 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. See special labeling/recipe 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

Consumer management helps participants learn more about how to make smart financial decisions and improve financial literacy. The different exhibits provide a variety of learning experiences for 4-H'ers. Participants in this category will emphasize setting smart goals and keeping a spending plan. Entries shall be posters or notebooks. Poster size shall be 14 x 22 inches. Notebooks must be 3-ring binders 8½ x 11 x 1 inch.

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 inches or smaller). You may use the front and back of the poster board.

- 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. Scoresheet SF247
- 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. Scoresheet SF247
- 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. Scoresheet SF247
- 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. Scoresheet SF247
- C-247-005 What Does It Really Cost** - Complete Activity 8 "What Does It Really Cost?" on pages 39-40. Scoresheet SF247
- 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? Scoresheet SF247

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. Scoresheet SF247

C-247-008 The Cost of Not Banking - Type your answers to the questions about Elliot on page 50. Scoresheet SF247

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. Scoresheet SF247

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. Scoresheet SF247

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. Scoresheet SF247

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.

The purpose of the 4-H Heritage project is to acquire knowledge, develop a connection to the past and share the story of a 4-H member's heritage and history around them.

An exhibit may include items, pictures, maps, charts, recordings, drawings, illustrations, writings, or displays that depict the heritage of the member's family or community or 4-H history. 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 inches wide. Display collections securely in an attractive container no larger than 22 x 28 inches. Exhibits must include Name, County, Age, and past experience (years in Explore Your Heritage project) on back of exhibit.

Scoresheets, forms, and additional resources can be found at <https://go.unl.edu/ne4hheritage>.

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. Scoresheet SF71

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. Scoresheet SF71

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. Scoresheet SF71

A-101-004 Framed family groupings (or individuals) of pictures showing family history. Pictures must be supported by a written explanation. Scoresheet SF71

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. Scoresheet SF71

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. Scoresheet SF71

A-101-007 4-H History Poster - Poster relating 4-H history of local club or county or individual. Scoresheet SF71

A-101-008 Story or illustration about a historical event. Scoresheet SF71

A-101-009 Book review about local, Nebraska or regional history. Scoresheet SF71

- A-101-010 Other historical exhibits** - Attach an explanation of historical importance. Scoresheet SF71
- A-101-011 Family Traditions Book** - Exhibitor scrapbook depicting family traditions of the past. Scoresheet SF71
- A-101-012 Family Traditions Exhibit** - Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation. Scoresheet SF71
- 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. Scoresheet SF71
- 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. Scoresheet SF71
- 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. Scoresheet SF71

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. Scoresheet SF71
- 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. Scoresheet SF71
- A-102-003 Local History Scrapbook/Notebook** - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage. Scoresheet SF71
- A-102-004 Framed family groupings (or individuals) of pictures showing family history.** Pictures must be supported by a written explanation. Scoresheet SF71
- 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. Scoresheet SF71
- 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. Scoresheet SF71
- A-102-007 4-H History Poster** - Poster relating 4-H history of local club or county or individual. Scoresheet SF71
- A-102-008 Story or illustration about a historical event.** Scoresheet SF71
- A-102-009 Book review about local, Nebraska or regional history.** Scoresheet SF71
- A-102-010 Other historical exhibits** - Attach an explanation of historical importance. Scoresheet SF71
- A-102-011 Exhibit depicting the importance of a community or Nebraska historic landmark.** Scoresheet SF71
- A-102-012 Community Report** - documenting something of historical significance from past to present. Scoresheet SF71
- A-102-013 Historic collection** - displayed securely and attractively in a container no larger than 22 x 28 inches. Scoresheet SF71
- 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. Must be entered as a DVD or USB. Scoresheet SF71
- 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. Scoresheet SF71
- 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. Scoresheet SF71
- 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. Scoresheet SF71

DEPARTMENT A – CITIZENSHIP DEVELOPMENT

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

Division 120 – Citizenship Public Adventures

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.

Exhibits are entered at the 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 inches wide. If the

size needs to be a different size because the item is larger than 22 x 28 inches please contact the State Fair superintendent for approval. Display collections securely in an attractive container no larger than 22 x 28 inches.

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. 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.

Scoresheets can be found at <https://go.unl.edu/ne4h4citizenship>.

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. PowerPoint should be saved to a USB/thumb drive. 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. Scoresheet SF182.

A-120-002 Citizenship Game - which could include but is not limited to symbol flash cards, question and answer board or simulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included. Scoresheet SF182.

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. Scoresheet SF182.

A-120-004 Public Adventure Scrapbook - should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16 x 16 inches. Scoresheet SF182.

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 inches. Scoresheet SF182.

A-120-006 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. Scoresheet SF182.

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. Scoresheet SF182.

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. Scoresheet SF182.

A-120-009 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. Scoresheet SF182.

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, Quilt of Valor. Scoresheet SF182.

Division 130 – Seeing i2i

A-130-001 Cultural Fine Arts - can be made of any art media but should symbolize what makes them unique. Scoresheet SF183.

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. Scoresheet SF183.

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. Scoresheet SF183.

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.). Scoresheet SF183.

A-130-005 Exhibit depicting a cultural food - that is special to your family. Can be a story or essay. Scoresheet SF183.

A-130-006 “This is Who I Am” poem. A poem written by the 4-H'er that reflects who they are. Scoresheet SF183.

A-130-007 Poster - that depicts what you have learned through the i2i Project. Scoresheet SF183.

A-130-008 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. Scoresheet SF183.

A-130-009 Play Script - written about a different culture. Scoresheet SF183.

DEPARTMENT B – COMMUNICATIONS & EXPRESSIVE ARTS

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

Division 154 – Communications

The communication category provides 4-H participants an opportunity to improve their presentation and public speaking skills. In addition, 4-H'ers will get to demonstrate their knowledge of varying degrees of communication. Competitors have the option of creating a poster, essay, or digital media in the different divisions.

Education resources for youth taking the Communications project can be found at <https://go.unl.edu/ne4hcommunications>.

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 x 28 inches or 24 x 36 inches, 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 x 28 inches or 24 x 36 inches, 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 x 28 inches or 24 x 36 inches, 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 8½ x 11 inches 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

Theatre Arts classes are not eligible for State Fair.

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 childcare, family life, personal development and character development.

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/early-learning-guidelines>

Scoresheets, forms, and additional resources can be found at <http://go.unl.edu/ne4hhumandevlopment>.

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 childcare 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 must make one or more items in the kit, but purchased additional 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 inches. 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 Class C-200-008 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 member? Scoresheet SF85

4-H'ers 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 Scrapbook or Poster - Kids On the Grow (CD1) Scrapbook or poster 14 x 22 inches on some aspect of the project.

C-200-010 - Growing With Others Scrapbook or Poster - Kids On the Grow (CD2) 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 Scrapbook or Poster - Kids On The Grow (CD3) 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 DESIGN & RESTORATION

The purpose of Home Design & Restoration is to learn design principles and develop graphic design techniques. In addition, activities in this category encourage well-thought-out design plans and diverse artistic techniques. Be sure to take note of the rules section to develop a successful project.

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

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. Exhibits made from kits are also discouraged, as kits limit decision making in the design process.
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 explanation of how they designed 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 project, Design My Place, are county only and not state fair eligible.
7. Sending delicate, breakable, or valuable items is highly discouraged.
8. Size of Exhibits - Exhibits may be no taller than 7 feet and no wider than 6 feet. All exhibits must be able to be easily lifted by two 4-H staff!
9. Number of entries per individual - One entry per exhibitor per class.
10. Entry Tag - An entry tag which includes a clear description of the entry must be securely attached to each exhibit. Use color, pattern or picture descriptions to aid in identification. No straight pins.
11. 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.
12. SUPPORTING INFORMATION - Supporting information is required for all 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://go.unl.edu/ne4hhomeenvironment>. Exhibits without supporting information will be dropped a ribbon placing.
13. Scoresheets forms and additional resources can be found at <https://go.unl.edu/ne4hhomeenvironment>

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. Supporting Information is required for

all 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://go.unl.edu/ne4hhomeenvironment>

C-251-901 Needlework Item (made with yarn or floss) Swedish weaving, needlepoint, embroidery, counted cross stitch, etc. Scoresheet SF200

C-251-902 Paper, Plastic, Glass, Clay, Wood Accessory Scoresheet SF200

C-251-903 Tie & Dye or Batik Accessory Scoresheet SF200

C-251-904 Metal Tooling, Metal or Tin Punch Accessory Scoresheet SF200

C-251-905 Storage Container (made or recycled) - storage rack, bulletin board, laundry bag, decorative trash can, bookends Scoresheet SF200

C-251-906 Other Simple Home Accessory not listed above. Scoresheet SF200

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. Scoresheet SF206

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. Scoresheet SF205

C-256-003 Furniture. either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture. Scoresheet SF205

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 <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. Scoresheet SF205

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 inches or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc. Scoresheet SF201

C-257-002 Problem Solved, Energy Savers or Career Exploration - Identify a problem (such 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) Scoresheet SF201

C-257-003 Solar, Wind or Other Energy Alternatives for the Home - Can be models, either an original creation or an adaptation 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) Scoresheet SF201

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. Scoresheet SF200

C-257-006 Window Covering - May include curtains, draperies, shades, shutters, etc. Scoresheet SF200