CONSUMER & FAMILY SCIENCE

Wednesday, July 10, 2024 from 6:30 - 8:30 p.m.
& Thursday, July 11, 2024 from 7:30 – 8:30 a.m.
JUDGING TIME:
Thursday, July 11, 2024, 9:00 a.m. (closed to public)

HUMAN DEVELOPMENT

HUMAN DEVELOPMENT GUIDELINES

Please note that 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 4-H online resource: http://go.unl.edu/babysitting - 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.

A. Number of entries per individual - Each 4-H'er can exhibit ONE entry per class.
B. Exhibits may not use copyrighted materials; such as cartoon characters or commercial product names.
C. Information Sheets - Each exhibit must include the required information on paper placed with the entry tag.
D. 4-H'ers of any age (8 – 18 year old on Jan 1 of current year) may take any of the Child Development projects.

DEPT. C / DIV. 200
CHILD DEVELOPMENT

Information sheets for Classes 1 – 6 should include:
1) Where did I get the idea for this exhibit?
2) What decisions did I make to make sure this exhibit is safe for children to use?
3) What age is this toy, game or activity appropriate for and why? (Infant, Birth – 18 months; Toddlers, 10 months-3 years; Preschoolers, 3-5 years or Middle Childhood, 6-9 years.) 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child.
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 is the group (infant, toddler, preschooler, middle childhood) the kit was prepared for.
2) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
3) What will the child learn or what skills will they gain by using the kit?
4) What item(s) were made by the 4-H'er. 4-H'er should make one or more items in the kit, but purchased items are also allowed. It is highly suggested that an inventory list of items in the kit be included.

Exhibitors in the Human Development project area will be asked to focus on designing toys that meet the different needs of children. New categories exist for 201 and are based on the Early Learning Guidelines in Nebraska which identify the important areas our children should grow and develop. Use the Nebraska Department of Education website and the resources around the Early Learning Guidelines to help understand the six areas and the skills children need to develop to create your exhibit, in conjunction with your project manual. https://www.education.ne.gov/oec/early-learning-guidelines

Toy, game, or activity made for a selected and identified age group. The intent is for the toy/game/activity to teach the child in the developmental area related to each class. For example, a game that is developed to help youth learn language and literacy skills would be an exhibit for class 2. Each area is a different class. Information sheets are required or exhibits will be dropped a ribbon placing for classes 1-6.

Class 1 Social Emotional Development
Class 2 Language and Literacy Development
Class 3 Science
Class 4 Health and Physical Development
Class 5 Math
Class 6 Creative Arts
Class 7 Activity with a Younger Child: Poster or Scrapbook showing 4-H'er working with a child age 0 to 8 years. May show a specific activity such as making something with the child or other child care and interactions as the 4-H'er chooses. May include photos, captions, story, or essay. Size of poster or scrapbook - large enough to tell the story. Other people may take photos so that 4-H'er can be in the photo. 4-H'er must make the poster or scrapbook. No information sheet needed for Class 5.
Class 8 Babysitting Kit: Purpose of kit is for the 4-H'er to take this with them when they go to someone's home to baby-sit (do not make a kit for combination of ages or for your own family to use). 4-H'ers must make one or more items in the kit, but purchased items are also allowed. Other items to include are emergency numbers, items 4-H'ers might need for safety or emergency. A list of items in the kit is suggested to be included. Approximate six Kit MUST NOT be a catch all of found items. Display in a box or bag suitable for what it contains. Approximate size not larger than 12" x 15" x 10". All items in the kit must be safe for the child to handle.
 NOTE: Information sheet for Class 8 should include:
    1) children this age.
    2) What will the child learn or what skills will they gain by using the kit?
    3) What item(s) was/were made by the 4-H'er. 4-H'er should make one or more items in the kit, but purchased items are also allowed.
Class 9 Family Involvement Entry: Entry should show an activity that the family did together. It may be a scrapbook, poster or story describing the process. It might include making something such as a dollhouse or feed bunk. Item 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, not just the completed item. Participation by all family members is important. Include a list of family members and what each person did to prepare for the event, to make the item, or to participate in the activity.

DEPT. C / DIV. 200
GROWING ALL TOGETHER

4-H'ers taking KIDS ON THE GROW may enter the following classes:

Class 10 Growing with Others: Scrapbook, or poster. EXAMPLES: How to decide if it's time you can be home alone, and related activities. How responsibilities and privileges are related. Friendships. Working with others. Understanding rules and boundaries. A family tree. A family rules chart. A family meal plan, with pictures of a special family meal. A home safety checklist. Being street smart (safety). A school scrapbook showing yourself and your school activities, memories, and special interests.
Class 11 Growing in Communities: Portfolio, 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.

CLOTHING

CLOTHING GUIDELINES

A. <u>Entry tags</u> **-** Every clothing exhibit must be described on the appropriate entry tag accompanying it (for example: dark blue wool skirt and jacket, red and white figured blouse). Entry tag placement: as you look at the garment place the entry tag securely using straight pins or safety pins on the right side of the garment and the hook of the hanger pointing to the left.

B. <u>Identification Labels</u> **-** Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, Exhibitor's Name, and age, project name and class in which garment is entered, Exhibitor's age and number of years enrolled in project in which exhibiting**.** Attach a label on every component of the outfit using a safety pin or by basting. Not responsible for unlabeled items.

C. <u>Preparation of Exhibits</u> **-** Have clothing entries on hangers with hook toward right shoulder of garment. Do not use wooden or "fancy" hangers. Use METAL hangers only. Use safety pins to fasten skirts, shorts, and pants to hangers. If more than one hanger is used for any entry, fasten hangers belonging to one exhibit together with twist ties.

D. <u>Design Data Card -</u> must be included with all Beyond the Needle Classes 3 - 8 and STEAM 2 and 3 upcycled exhibits. The data card is available at http://go.unl.edu/ne4hclothing. If the data card is not included, the exhibit will be lowered one ribbon placing. The data card is only required for the classes listed above.

E. <u>GENERAL</u> – Garments as listed may be made for self (4-H member) or another person. 4-H'ers enrolled in clothing projects should continue their skill development. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. Ex. Once you exhibit in STEAM Clothing 3, you are not eligible to exhibit in STEAM Clothing 2.

DEPT. C / DIV. 221
BEYOND THE NEEDLE

4-H members must show their own original creativity.

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

Class 2 <u>Color Wheel:</u> Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22"x30".

Class 3 <u>Embellished Garment With Original Design</u>**:** Create a garment using techniques as defined in the project manual. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement. A Design Data Card must be included with this project. https://go.unl.edu/ne4hclothing

Class 4 <u>Original Designed Fabric Yardage:</u> Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of at least one yard of finished fabric. A Design Data Card must be included with this project. https://go.unl.edu/ne4hclothing

Class 5 <u>Item (garment or non-clothing item) Constructed From Original Designed Fabric</u>: Fabric yardage is designed first then a garment is constructed from the fabric. Other embellishments may be added. A Design Data Card must be included with this project. https://go.unl.edu/ne4hclothing

Class 6 <u>Textile Arts Garment or Accessory</u>: A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A Design Data Card must be included with this project. https://go.unl.edu/ne4hclothing

Class 7 <u>Fashion Accessory</u>: An accessory designed and constructed using elements and principles of design; can be textile or non-textile based. Examples: shoes, strung bracelet/necklace, wire

wrapping scarves, flip flops, design on tennis shoes, etc. A Design Data Card must be included with this project. https://go.unl.edu/ne4hclothing

Class 8 <u>Wearable Technology Garment or Accessory</u>: Technology is integrated into the garment or accessory in some way (For example: LEDs, charging capabilities, sensors, and etc.) A Design Data Card must be included with this project. https://go.unl.edu/ne4hclothing

DEPT. C / DIV. 220
<u>GENERAL CLOTHING</u>

Class 1 <u>Clothing Portfolio:</u> COmplete at least four different samples/activities from Chapters 2, 3 OR 4 of the project manual. THe Portfolio should be placed in an 8 1/2x11, 3 ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year, but should be dated). See pages 9-11 in STEAM Clothing 2: Simply Sewing project manual for portfolio formatting.

Class 2 <u>Textile Science Scrapbook</u>: Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 1/2x11, 3 ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year, but should be dated). See project manual for fabric suggestions.

Class 3 <u>Sewing for Profit</u>: Using page 161-167 in the STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your product. The Exhibits may be a notebook, poster or small display. Exhibits should not exceed 22"x30".

DEPT. C / DIV. 212
<u>STEAM CLOTHING LEVEL 1</u>

Exhibits will be simple articles requiring minimal skills. Follow suggested skills in the project manual. May exhibit one item per class number. 4-H'ers who have enrolled in or completed STEAM Clothing 2 projects are not eligible to exhibit in STEAM Clothing 1.

Class 1 <u>Clothing Portfolio:</u> Complete at least three different samples/activities from Chapter 2 OR Chapter 3 of the project manual. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover, dividers and table of contents. (Additional pages can be added each year but should be dated). See pages 9-10 for portfolio formatting.

Class 2 <u>Sewing Kit</u>: Include a list of sewing notions and purpose for each included. (pg. 12-17 in project manual)

Class 3 <u>Fabric Textile Scrapbook</u>: Must include at least 5 different textile samples. UseTextile Information Cards template on page 41 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 1/2x11, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.

Class 4 <u>What's The Difference:</u> 4-H members enrolled in STEAM Clothing 1 may enter an exhibit (not to exceed 22"x30") a notebook, poster, small display sharing a project comparison and price point. See project manual, "What's the Difference?" page 118-119. Exhibits should include pictures NO actual pillows.

Class 5 <u>Clothing Service Project:</u> Can include pillows or pillow cases but are not limited too. Exhibit (not to exceed 22"x30") a notebook, poster, small display sharing information you generated in the project activity "Serving A Purpose" page 124 and 125.

Beginning Sewing Exhibits: Exhibits must be made from medium weight woven fabrics that will sew and press smoothly, flannel/fleece is acceptable. Solid color fabrics or those having an overall print are acceptable. NO PLAIDS, STRIPES, NAPPED or JERSEY KNIT. Patterns should be simple without darts, set-in sleeves, and collars. Raglan and kimono sleeves are acceptable.

Class 6 <u>Pincushion</u>
Class 7 <u>Pillowcase</u>
Class 8 <u>Simple Pillow</u> – No larger than 18"x18".
Class 9 <u>Bag/Purse</u> – No zippers or button holes.
Class 10 <u>Simple Top</u>
Class 11 <u>Simple Bottom</u> – pants, shorts, or skirt
Class 12 <u>Simple Dress</u>
Class 13 <u>Other</u> – Using skills learned in the project manual. (apron, vest, etc.)

Class 14 <u>Upcycled Simple Garment</u>: The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. A "before" picture and a description of the redesign process must accompany the entry or it will be disqualified.
Class 15 <u>Upcycled Accessory</u>: A wearable accessory made from a used item. The item used must be changed in some way in the "redesign" process. A "before" picture and a description of the redesign process must accompany the entry or it will be disqualified.

DEPT. C / DIV. 222
STEAM CLOTHING LEVEL 2

NOTE: Exhibits entered in this project must reflect at least one new skill learned from this manual including skills previously learned.
Garments as listed below may be made from any woven or knit fabric appropriate to the garment's design and should demonstrate sewing skills beyond STEAM Clothing 1.

Class 1 <u>Design Basics, Understanding Design Principles</u>: 4-H members exhibit sharing a learning experience from pages 17-20 in the project manual. Include answers to questions found on page 20 of the manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22"x30".
Class 2 <u>Pressing Matters</u>: 4-H members may enter a ham or sleeve roll from pages 21-25, "A Pressing Matter" in the project manual. Exhibits should include answers to lesson questions that are most appropriate to include.
Class 3 <u>Upcycled Garment</u>: Create a garment form using textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A design Data Card must be included with this project including a "before" picture no larger than 4.25" x 5.5". If additional information is not included, exhibit will be lowered one ribbon placing. A list of skills and the Design Data Card are available at https://go.unl.edu/ne4hclothing.
Class 4 <u>Upcycled Clothing Accessory</u>: A wearable accessory made from a used item. The original used item must be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable accessory. The finished garment must reflect at least one skill learned in this project. A Design Data Card must be included with this project including a "before" picture no larger than 4.25" x 5.5". If addiaitonal information is not included, exhibit will be lowered one ribbon placing.A list of skills and the Design Data Card are available at https://go.unl.edu/ne4hclothing.
Class 5 <u>Textile Clothing Accessory</u>: Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. A list of skills by project is available at <u>https://go.unl.edu/ne4hclothing</u>. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
Class 6 <u>Top</u> (vest acceptable)
Class 7 <u>Bottom</u> (pants or shorts)
Class 8 <u>Skirt</u>
Class 9 <u>Lined or Unlined Jacket</u>
Class 10<u>Dress</u> (not formal)
Class 11<u>Romper or Jumpsuit</u>

Class 12 Two-piece Outfit
Class 13 Alter Your Pattern: Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include an information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 included: moving darts, merging two patterns together, altering a pattern for a woven or knit materials, adding a lining)
Class 14 Garment Constructed from Sustainable or Unconventional (natural or synthetic) fibers: Fabric/Fibers used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

DEPT. C / DIV. 223
STEAM CLOTHING LEVEL 3

✔ Exhibits entered in this project must reflect at least one new skill learned from this manual.
✔ Garments can be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing Level 2. Entry consists of completely constructed garments only.
✔ Wool entries must have the fiber content listed on the identification label.

Class 1 Upcycled Garment: Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A Design Data Card must be included with this project including a "before" picture no larger 4.5" x 5.5". The Data Card is available at https://go.unl.edu/ne4hclothing.
Class 2 Upcycled Clothing Accessory: A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A list of skills by project is available at https://go.unl.edu/ne4hclothing. A Design Data Card must be included with this project including a "before" picture no larger than 4.25" x 5.5". The Data Card is available at https://go.unl.edu/ne4hclothing.
Class 3 Textile Clothing Accessory: Textile accessory is constructed using at least one skill learned in this project. A list of skills by project is available at https://go.unl.edu/ne4hclothing. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.) The Data Card is available at https://go.unl.edu/ne4hclothing.

Class 4 Dress or Formal
Class 5 Skirted Combination (skirt with shirt, vest or jacket OR jumper and shirt)
Class 6 Pants or Shorts Combination: (pants or shorts with shirt, vest or jacket)
Class 7 Romper or Jumpsuit
Class 8 Specialty Wear: (includes: swimwear, costumes, hunting gear or chaps).
Class 9 Lined or Unlined Jacket or Vest: (non-tailored)
Class 10 Coat, Blazer, Suit Jacket or Outerwear: A tailored blazer or suit jacket or coat.
Class 11 Alter/Design Your Pattern: Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include an information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 3 include: moving darts, adding a zipper, merging two patterns together, altering a pattern for a woven or knit material, adding a lining, designing your own pattern
Class 12 Garment Constructed from Sustainable or Unconventional (natural or synthetic) fibers: Fabric/Fiber used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

FIBER ARTS/KNITTING GUIDELINES

✔ Criteria for judging knitting and crocheting: Design and color, neatness, knitting mechanics or crocheting mechanics, trimmings, and construction finishes.
✔ Information Card: Each knitting or crocheting exhibit must include the following on the fiber arts data card with the entry: (A Fiber Arts knitting data card is available at https://go.unl.edu/ne4hclothing
   1. Why did you choose to create this exhibit?
   2. What steps did you take as you created your exhibit?
   3. What were the most important things you learned?
   4. Gauge - Number of rows per inch; number of stitches per inch.
   5. Kind of yarn - weight and fiber content.
   6. Name of stitches used.

DEPT. C / DIV. 225
KNITTING

✔ Knitted Item - Any item may be entered by those enrolled in the knitting project.

Class 1 Level 1 or 2 Knitted Clothing: Knitted item or garment using pattern stitches such as diamond, block, twist or seed/moss stitches. Basic stitches (including: knit (K), Purl (P), Slip Knit Pass Over (SKPO) Knit Two Together (K2tog), Yarn Over (yo) to form patterns.
Class 2 Level 1 or 2 Knitted Home Design & Restoration Item – Knitted item using basic stitches including knit (K), Pulp (P), Slip Knit pass Over (SKPO), Knit Two Together (K2tog)l, Yarn Over (yo) to form patterns.
Class 3 Arm or Finger Knitted Item: Clothing or Home Design & Restoration item
Class 4 Loom Knitted Item: Clothing or Home Design & Restoration Item
Class 5 Level 3 Knitted Clothing Item – Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
Class 6 Level 3 Knitted Home Design & Restoration Item: Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
Class 7 Level 3 Machine Knitting

DEPT. C / DIV. 226
CROCHET

Crocheted Item - Any item may be entered by those enrolled in the crocheting project.
✔ Information Card: Each knitting or crocheting exhibit must include the following on the fiber arts data card with the entry: (A Fiber Arts knitting data card is available at https://go.unl.edu/ne4hclothing
   1) Why did you choose to create this exhibit?
   2) What steps did you take as you created your exhibit?
   3) What were the most important things you learned?
   4) Gauge and size of hook or type of crocheting tool.
   5) Kind or yarn - weight and fiber content or other material used.
   6) Name of stitches used.

Class 1 Level 1 or 2 Crocheted Clothing – Crochet garment using basic stitches including chain, single, double, half-double, treble to form patterns.
Class 2 Level 1 or 2 Crocheted Home Design & Restoration Item – Crochet item using basic stitches including chain, single, double, treble to form patterns.
Class 3 Level 3 Crocheted Clothing – Crochet garment using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

Class 4 <u>Level 3 Crocheted Home Design & Restoration Item</u> – Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

DEPT. C / DIV. 229
QUILT QUEST
QUILT QUEST GUIDELINES

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.

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.

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

When judging Quilt Quest exhibits, the judges consider SF209 "Standards 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 ½" 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 ½" 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.
- **Candies** are 2 ½" 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 ½ 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 appliqued 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.
- Must have a permanent label on the back in the bottom right corner with quilter's name and date of completion.

Class 10 <u>Exploring Quilts.</u> 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, Amish quilts, other. Exhibit may be a 14"x22" poster, notebook, CD, Powerpoint, Prezi, DVD, YouTube, or other technique. All items in an exhibit must be attached together and labeled. No quilted items should be entered in this class.

Class 20 <u>Quilt Design other Than Fabric</u>: Two or three-dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc.

<u>Barn Quilts.</u> A barn quilt is a large piece of wood that is painted to look like a quilt block. Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete the project. Exhibits without supporting information will be dropped a ribbon placing.

Class 21 <u>Barn Quilt</u> created that is less than 4' x 4'.

Class 22 <u>Barn Quilt</u> created that is larger than 4' x 4'.

Class 30 <u>Computer Exploration</u>. Poster or notebook with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information on the type of program used, process used to generate designs, or how you used color to create different quilt designs. Size of poster or notebook – to be suitable for the exhibit.

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

Class 41 <u>Inter-Generational Quilt</u> – A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8 ½ x 11 inch paper, include an explanation answering the following questions: A) How was the quilt planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc. of how the quilt was planned and who did what in the construction of the quilt. C) What did you learn that you can use on your next project?

Class 42 <u>Service Project Quilt</u> - A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 ½ x 11inch paper, include an explanation answering the following questions: A) Why was the quilt constructed and who will receive the donated quilt. B) How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc. C) What did you do and what was done by others. D) What did you learn that you can use on your next project?

GUIDELINES FOR CLASSES 50-83 QUILTED EXHIBITS
- Please note the description of classes. They denote the degree of difficulty in construction and not the number of years in the project.
- A quilted exhibit consists of 3 or more layers.
- All quilted exhibits must be quilted (machine or hand) or tied.
- All quilt piecing and finishing must be the sole work of the 4-H member. Quilting whether machine or hand quilted, may be done by another individual except for the Premier Quilt class.
- No pre-quilted fabric may be used.
- Wall quilts must have a hanging sleeve on the back of the quilt or some method for hanging.
- All quilted exhibits must be clean and finished for intended purpose.
- On a half sheet of 8 ½ x 11 inch paper, include an explanation answering the following questions: A) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc. B) What did you do and what was done by others. C) What did you learn you can use on your next project.

For award distribution judging quilts will be within the following quilt sizes.
- A. Small –length + width = less than 60".
  This includes miniature quilts, wall hangings, table runners, placemats (4), pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
- B. Medium –length + width = 61" to 120"
- C. Large – length + width over 120"

Quilted exhibits

Class 50 – 52 Pieced quilts are made up of squares and/or rectangles.

Class 50   Small- length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
Class 51   Medium length + width = 61" to 120"
Class 52   Large length + width = over 120"

Classes 60 – 62 In addition to any of the methods in classes 50 – 52, quilts may have triangles, and/or may be embroidered.
Class 60   Small length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
Class 61   Medium length + width = 61" to 120"
Class 62   Large length + width = over 120"

Class 70 -72 In addition to any of the methods in classes 50-62, quilts may have curved piecing, appliqué, Celtic style, stained glass style, paper piecing, art quilt style. (An art quilt is an original exploration of a concept or idea rather than the handing down of a "pattern". It experiments with textile manipulation, color, texture and / or a diversity of mixed media. An Art Quilt often pushes quilt world boundaries). or other non-traditional styles.
Class 70   Small length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
Class 71   Medium length + width = 61" to 120"
Class 72   Large length + width = over 120"

Class 80 – 83 Entire quilt is the sole work of the 4-H member, including quilting (hand or machine). The youth may receive guidance but no one else may work on the quilt. Tied quilts are not eligible for this class.
Class 80   Hand quilted
Class 81   Sewing machine quilted
Class 82   Long arm quilted – non computerized/hand guided.
Class 83   Long arm quilted - computerized

DEPT. C / DIV. 240
SHOPPING IN STYLE
GENERAL INFORMATION:
- Posters should be on a 14" x 22"poster board. Three-ring binders should be 8 1/2 "x 11" x 1". Videos should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real layer, or QuickTime Player.

Class 1 Best Buy for Your Buck – (Ages 8-13 before January 1 of the current year) Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video with no posters please. Please do not include the Shopping in Style Fashion Show information sheet in your entry. Although both entries do share some information, there are differences in content and format for this class.
- Suggested for Ages 10-13 Provide details about wardrobe inventory which indicates why you selected the garment you did, clothing budget, cost of garment and a conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck". Provide 3 color photos of you wearing the garment (front, side, back views).

Class 2 <u>Best Buy for Your Buck</u> – (Ages 14-18 before January 1 of the current year) Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding To this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or Video, no poster please (see general information above) Please do not include the Shopping in Style Fashion Show Information Sheet in your entry. Although both entries do share some Information, there are differences in content and format for these classes.
- Suggested for Ages 14-19 Provide details listed for those ages 10-13 plus include body shape discussion, construction quality details, design features that affected your selection, cost per wearing, care of garment, and a conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck". Provide 3 color photos of you wearing the garment (front, side, back views).

Class 3 <u>Revive Your Wardrobe</u> – Take at least two items in your wardrobe that still fit but that you don't wear anymore and pair them with a new garment or garments to make them wearable once again. Create a photo story which includes before and after photos and a description of what was done. Put it in a binder, poser or video.

Class 4 <u>Show Me Your Colors</u> – Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the manual page 23 for more information. Entry should be a poster.

Class 5 <u>Clothing 1st Aid Kit</u> – Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put it in an appropriately sized box or tote with a lid. Nor larger than a shoe box.

Class 6 <u>Mix, Match & Multiply</u> – Using this concept from page 32 of the manual take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a clothesline, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster or video.

DEPT. C / DIV. 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"x22" or smaller). You may use the front and back of the poster board.

Beginner/Intermediate

Class 1 <u>Write 3 SMART financial goals for yourself</u> (one should be short term, one intermediate, and one long term.) Explain how you intend to reach each goal you set.

Class 2 <u>Income Inventory</u> – 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? What did you do with the income you received? Include your income inventory in the exhibit.

Class 3 <u>Tracking Expenses</u> – 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.

Class 4 <u>Money Personality Profile</u> – 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.

Class 5 <u>Complete Activity 8 "What Does It Really Cost</u>?" on pages 39-40.

Class 6 <u>My Work: My Future</u> – 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

Class 7 <u>Interview someone who is paid a salary</u>; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.
1. What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)?
2. What are some negative outcomes for getting paid the way you do?
3. Does your pay keep pace with inflation? Why do you think this?
4. Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.

Class 8 <u>The Cost of Not Banking</u> – Type your answers to the questions about Elliot on page 50.

Class 9 <u>Evaluating Investment Alternatives</u> – complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

Class 10 <u>Understanding Credit Scores</u> – Watch the video and read the resource listed on page 71. Answer the following questions.
1. Name 3 prudent actions that can reduce a credit card balance.
2. What are the main factors that drive the cost of credit?
3. List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.

Class 11 You <u>Be The Teacher</u> – Create an activity, storyboard, 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.

HOME DESIGN & RESTORATION

HOME DESIGN & RESTORATION GUIDELINES

✔ <u>Type of article</u>: 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. 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 principles and elements. (Ask yourself: How have I shown creativity and applied the design principles and elements in this accessory?) Youth are required to include this information the design elements and principles they used along with simple explanations of how they design their project with their exhibit.
4) Entered in the correct class: What medium is the majority of your accessory made from? What was changed or manipulated?
5) Items should be ready for display in the home (pictures framed, wall hangings and pictures ready to hang, etc.) No single matt board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure the hangers are strong enough to support the item. Command strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.

✔ Items should not be ones made for beginning level or other projects. (ex: simple (10 minute) table runners or woodworking)

✔ Description of article: Each Home Design & Restoration exhibit must be described on the entry tag securely attached which includes a clear description of the entry. Use color names or pattern/picture descriptions to aid in identification. SECURELY fasten entry tag to the exhibit.

✔ Identification Labels: Label each separate piece of the exhibit with the exhibitor's name and county.

✔ Supporting Information: Supporting information is required for information to explain steps taken. Information must also include elements or principles of design used. Tag templates can be found at

. Exhibits without supporting information will be dropped a ribbon placing.

DEPT. C / DIV. 160
DESIGN MY PLACE
Class 1 <u>Needlework item</u> (made with yarn or floss)
Class 2 <u>Simple fabric accessory</u> (pillow, laundry bag, pillow case, table runner, etc.)
Class 3 <u>Accessory made with original batik or tie dye</u>
Class 4 <u>Simple accessory made using wood</u>
Class 5 <u>Simple accessory made using plastic</u>
Class 6 <u>Simple accessory made using glass</u>
Class 7 <u>Simple accessory made using clay</u>
Class 8 <u>Simple accessory made using paper</u>
Class 9 <u>Simple accessory made using metal tooling or metal punch</u>
Class10<u>Storage item</u> made or recycled
Class11<u>Bulletin or message board</u>
Class12<u>Problem Solved:</u> Use a creative method to show how you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)
Class13<u>Video</u> showing how to make a bed or organize a room, or steps you use to make your simple accessory

DEPT C / DIV. 256
HEIRLOOM TREASURES
& FAMILY KEEPSAKES
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.
NOTE: **Attach information including:**
- List of steps taken to complete your project. Before and after pictures are encouraged.
- Keepsakes documentation: how you acquired the item and the history of the item-may be written, pictures, audio or video tape of the interview with family members, etc.

Class 1 <u>Trunks:</u> including doll-sized trunks or wardrobes.
Class 2 <u>An Article:</u> 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 the value of the collection.
Class 3 <u>Furniture:</u> either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
Class 4 <u>Cleaned and Restored Heirloom Accessory or Furniture:</u> A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Items may be cleaned and waxed, and simple repairs made. Items 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. This publication can be found in the Digital Commons at: https://go.unl.edu/gcnh(Refinished items go in classes 2-3). This class is for situations where it may be best to do very little to the item to maintain its antique value. Items or articles should be of complexity suited to an advanced project.

DEPT. C / DIV. 257
DESIGN DECISIONS

Class 1 <u>Design board for a room</u> Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room – Posters, 22x28" or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story cost comparisons, optional arrangements, etc.

Class 2 <u>Problem Solved, Energy Savers or Career Exploration</u> – identify a problem (as problem window, 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. (p. 74-93)
Class 3 <u>Solar, wind, or other energy alternatives for the home</u> – 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 the exterior of home. (p. 74-93)
 Class 4<u>Technology in Design</u> – Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.
Class 6 <u>Window Covering</u> – May include curtains, draperies, shades, shutters, etc.
Class 7 <u>Floor covering </u>– May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).
Class 8 <u>Bedcover</u> – May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (NO fleece tied exhibits) (p. 50-53)
Class 9 <u>Accessory – Original Needlework/</u>Stitchery made by 4-H members.
Class 10<u>Accessory – Textile – 2D</u> (tablecloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning 10 minute table runners.)
Class 11<u>Accessory – Textile -3D</u> (pillows, pillow shams, fabric bowls, etc.) No fleece tied exhibits.
Class 12<u>Accessory – 2D</u>
Class 13<u>Accessory – 3D </u>(string art, etc.)
Class 14<u>Accessory – Original Floral Design</u>

For the following classes, determine what medium was manipulated.
Class 15<u>Accessory – Original made from Wood </u>– burn, cut, shape or otherwise manipulate
Class 16<u>Accessory – Original made from Glass – </u>etch, mosaic, stain, molten or otherwise manipulate
Class 17<u>Accessory – Original made from Metal – </u>cut, shape, punch, sculpt reassemble or otherwise manipulate
Class 18<u>Accessory</u> – Original made from Ceramic or Tile. – Treatment to exhibit must go through a process that permanently alters the medium. Painting alone is not sufficient.
Class 19<u>Accessory</u> – Recycled/Upcycled Item for the home, reuse a common object or material in a creative way. Include description of what was done to recycle or reuse items in your attached information.
Class 20<u>Furniture</u> – 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 items in your attached information.
Class 21<u>Furniture</u> – Wood Opaque finish such as paint or enamel
Class 22<u>Furniture</u> – Wood Clear finish showing wood grain
Class 23<u>Furniture </u>– Fabric Covered-May include stool, chair seat, slip-covers, headboard, etc.
Class 24<u>Furniture</u> – Outdoor Living – Furniture made/refurbished by 4-H members suitable for outdoor use. Include 4x6 cards describing what was done if recycled or reused.
Class 25<u>Accessory</u> – Outdoor living accessory made/refurbished by 4-H members suitable for outdoor use. Include description of what was done to recycle or reuse items in your attached information.

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