

# CONSUMER & FAMILY SCIENCES

## CHECK IN:

Tuesday, August 3, 2021 from 6:00 - 8:00 p.m.  
& Wednesday, August 4, 2021 from 7:30 – 9:00 a.m.

## JUDGING TIME:

Wednesday, August 4, 2021 beginning at 9:00 a.m. (closed to public)

## PREMIUMS:

Purple \$2.50; Blue \$2.00; Red \$1.50; White \$1.00

## CLOTHING

**INTERVIEW JUDGING OPPORTUNITY**  
**Wednesday, August 4 by Appointment**

### **STATE FAIR ENTRIES:**

**Premier 4-H Science Award is available in this area.**

### **CLOTHING GUIDELINES**

Participants in the clothing category will demonstrate their knowledge the creation of garments using STEAM (science, technology, engineering, arts and mathematics) techniques. Through the creation of garments, 4-H'ers will learn more about clothing and application of STEAM abilities. Five divisions in the clothing category offer a varying level of difficulty for the 4-H contestants.

- A. Entry tags - 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 to the left.
- B. Identification Labels - 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 the number of years enrolled in the project exhibited. Attach a label on every component of the outfit using a safety pin or by basting. Not responsible for unlabeled items.
- C. Preparation of Exhibits - Please bring all wearable exhibits on wire hangers or hangers with a swivel hook ONLY. All exhibits not suitable for hanging should be entered in a self-sealing plastic bag and hung on a hanger. Wool garments and garments with narrow straps hang better on other hangers, i.e. wooded or notched plastic hangers. As you look at the garment, place the hook of the hanger to the left. Use safety pins to fasten skirts, shorts, and pants to hangers. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties or rubber bands.
- D. General - 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.

### **INTERVIEW JUDGING/PROJECTS INCLUDE: ALL Clothing Projects**

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

### **REQUEST FOR INTERVIEW JUDGING:**

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.

- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 4 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:00 am-12:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

## **DEPT. C / DIV. 221**

### **BEYOND THE NEEDLE**

NOTE: 4-H members must show their own original creativity.

- Class 901 Beginning Embellished Garment: Create a garment using beginning 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.
- Class 902 Beginning Textile Clothing Accessory: Accessory is constructed and/or decorated using techniques as defined in the project manual. Entry examples include: hats, bags, scarves, gloves, aprons, etc.
- Class 1 Design Portfolio: 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 1/2 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 Color Wheel: 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" x 30".
- Class 3 Embellished Garment with Original Design: Create a garment using intermediate or advanced 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.
- Class 4 Original Designed Fabric Yardage: 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. Include information on how the fabric was designed – describe the process and materials used and how the fabric will be used. If additional information is not included, exhibit will be lowered one ribbon placing.
- Class 5 Item (garment or non-clothing item) Constructed from Original Designed Fabric: Fabric yardage is designed first, then an item is constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed – describe the process and materials used. If additional information is not included, exhibit will be lowered one ribbon placing.
- Class 6 Textile Arts Garment or Accessory: A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

- Class 7 Beginning Fashion Accessory: An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile bases. Example: shoes, bracelets, scarves, etc. AS description of the design process must accompany the entry.
- Class 8 Advanced Fashion Accessory: An accessory designed and/or constructed using elements and principles of design and advanced skills; can be textile or non-textile based. Example: peyote stitch, bead embroidery, metal stamping, and etc. A description of the design process must accompany the entry.
- Class 9 Wearable Technology Garment: Technology is integrated into the garment in some way. Example: LEDs, charging capabilities, etc.
- Class 10 Wearable Technology Accessory: An accessory constructed integrating technology into the accessory. Example: charging backpack, fitness tracker, etc.

## DEPT. C / DIV. 234

### **GENERAL CLOTHING PROJECTS**

#### ***(NOT Eligible for State Fair)***

NOTE: 4-H members enrolled in Beyond the Needle, STEM Clothing I, II or III, Knitting or Crochet projects may enter in the following classes. These classes are designed for personal accessories. The following six classes are **NOT State Fair eligible**.

- Class 901 Non-Sewn accessory: Junior Division, (ages 8- 11)
- Class 902 Sewn accessory: Junior Division, (ages 8-11)
- Class 903 Non-Sewn accessory: Intermediate Division, (ages 12-14)
- Class 904 Sewn accessory: Intermediate Division, (ages 12-14)
- Class 905 Non-Sewn accessory: Senior Division, (ages 15 and up)
- Class 906 Sewn accessory: Senior Division, (ages 15 and up)

**(The below classes ARE eligible for State Fair, 4-H Members in all skill levels may exhibit in this area.)**

- Class 1 Clothing Portfolio: 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 ½ X 11, 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 Textile Science Scrapbook: 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 ½ X 11, 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 Sewing for Profit: 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 Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".

## DEPT. C / DIV 211

### **STEAM CLOTHING 1 – FUNDAMENTALS**

#### ***(NOT Eligible for State Fair)***

Exhibits will be simple articles requiring minimal skills. Follow suggested skills in 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 901 Clothing Portfolio: 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 902 Sewing Kit: Include a list of sewing notions and purpose for each included. (pg. 12-17 in project manual)
- Class 903 Fabric Textile Scrapbook: Must include at least 5 different textile samples. Use Textile Information Cards template on page 41 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.
- Class 904 What's the Difference: 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 905 Clothing Service Project: Can include pillows or pillowcases but are not limited too. Exhibit (not to exceed 22" x 30") 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 HERSEY KNIT. Patterns should be simple without darts, set-in sleeves, and collars. Raglan and kimono sleeves are acceptable.

- Class 906 Pincushion
- Class 907 Pillowcase
- Class 908 Simple Pillow: No larger than 18" x 18"
- Class 909 Bag/Purse: No Zippers or button holes.
- Class 910 Simple Top
- Class 911 Simple Bottom: pants, shorts, or skirt
- Class 912 Simple Dress
- Class 913 Other: Using skills learned in project manual. (apron, vest, etc.)
- Class 914 Upcycled Simple Garment: 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 915 Upcycled Accessory: 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 2 – SIMPLY SEWING**

Exhibits entered in this project must reflect skills learned from this manual including skills previously learned. Garments 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 Design Basics, Understanding Design Principles: 4-H

members enrolled in STEAM Clothing 2 may enter an 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 Pressing Matters: 4-H members enrolled in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25, "A Pressing Matter" in the project manual. Exhibit should include answers to lesson questions that are most appropriate to include.

Class 3 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 "before" picture and a description of the redesign process must accompany the entry.

Class 4 Upcycled Clothing Accessory: A wearable accessory made from 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 "before" picture and a description of the redesign process must accompany the entry.

Class 5 Textile Clothing Accessory: Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. 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 Top: (vest acceptable)

Class 7 Bottom: (pants or shorts)

Class 8 Skirt

Class 9 Lined or Unlined Jacket

Class 10 Dress: (not formal wear)

Class 11 Romper or Jumpsuit

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 altered pattern. Include information sheet that describes: How the pattern was altered or changed, and why the changes were needed/wanted.

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 3 –

#### A STITCH FURTHER

**Exhibits entered in this project must reflect at least one new skill learned from this manual (See project manual skill-level list)**

Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of complete constructed garments only. **Wool entries must have 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 "before" picture and a description of the redesign process must accompany the entry.

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 "before" picture and a description of the redesign process must accompany the entry.

Class 3 Textile Clothing Accessory: Textile accessory is constructed using at least one skill learned in this project. 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 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: swim wear, costumes, hunting gear, or chaps)

Class 9 Lined or Unlined Jacket: (non-tailored)

Class 10 Coat, Blazer or 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 information sheet that describes: how the pattern was altered or changed, why the changes were needed/wanted.

Class 12 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.

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# CONSUMER MANAGEMENT

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Consumer management helps participants learn more about how to make smart fiscal decisions and how to improve financial literacy. The different exhibits provide a variety of learning experiences for 4-H'ers. Participants in this category will emphasize setting smart goal and keeping a spending plan.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hconsumermanagement>

## DEPT. C / DIV. 240

### SHOPPING IN STYLE

#### GENERAL INFORMATION:

If exhibit is a poster it should be on 14"x 22" poster board. If a three-ring binder is used it should be 8½" x 11" x 1". Video exhibits should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or Quick Time 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, no posters please. Do not include the Shopping in Style Fashion Show Information Sheet in your entry for this class. 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 the following:

- Why you selected the garment you did
- Clothing budget
- Cost of garment

- 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 view, side view, back view).

Class 2 **Best Buy for Your Buck:** (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 posters 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 those ages 14-18: 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
- Provide 3 color photos of you wearing the garment (front view, side view, back view).

Class 3 **Revive Your Wardrobe:** 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 include before and after photos and a description of what was done. Put in a binder, poster, or video (see general information)

Class 4 **Show Me Your Colors:** 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 (see general information).

Class 5 **Clothing 1<sup>st</sup> Aid Kit:** 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 in appropriately sized box or tote with a lid. No larger than a shoe box.

Class 6 **Mix, Match, & Multiply:** 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 clothes line, 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 (see general information).

Class 4 **Money Personality Profile:** Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs.

Class 5 **Complete Activity 8 “What Does It Really Cost?”:** on pages 39-40.

Class 6 **My Work; My Future:** Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?

### **Intermediate/Advanced**

Class 7 **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.

Class 8 **The Cost of Not Banking:** Type your answers to the questions about Elliot on page 50.

Class 9 **Evaluating Investment Alternatives:** Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

Class 10 **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.

Class 11 **You Be the Teacher:** Create an activity, story board, game or display that would teach another you about “Key Terms” listed on page 62. Activity/display must include at least five (5) of the terms.

## **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" x 22" or smaller). You may use the front and back of the poster board.

#### **Beginner/Intermediate**

- Class 1 **Write 3 SMART financial goals for yourself:** one should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.
- Class 2 **Income Inventory:** Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six-month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.
- Class 3 **Tracking Expenses:** Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.

## **FIBER ARTS**

Premier 4-H Science Award is available in this area.

**4-H Design Gallery: All garments and accessories will be juried to be selected for the 4-H Design Gallery at the Nebraska State Fair.**

**Make It With Wool Award: All garments with at least 60% wool content are eligible for this award.**

The purpose of this category is to establish basic to advanced crochet and knitting skills. In addition, projects in this category require 4-H'ers to select adequate yarn and make design decisions.

### **CROCHET & 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 information with the entry:

- 1) What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarn(s))?
- 2) What steps did you take as you worked toward your goal(s)?
- 3) What were the most important things you learned as you worked toward your goal(s)?
- 4) Gauge – Number of rows per inch; number of stitches per inch.
- 5) Size of needles, finger knitted, arm knitted, loom or machine knitted.
- 6) Kind of yarn – weight and fiber content.
- 7) Names of stitches used.
- 8) Copy of directions.

## DEPT. C / DIV. 226

### CROCHET

- Crocheted Item - Any item may be entered by those enrolled in the crocheting project.
- Each exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing.
  - 1) What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarn(s))?
  - 2) What steps did you take as you worked toward your goal(s)?
  - 3) What were the most important things you learned as you worked toward your goal(s)?
  - 4) Gauge – Number of rows per inch; number of stitches per inch.
  - 5) Size of needles, finger knitted, arm knitted, loom or machine knitted.
  - 6) Kind of yarn – weight and fiber content.
  - 7) Names of stitches used.
  - 8) Copy of directions.

Class 901 Crocheted Clothing or Home Environment: Beginning  
(**NOT Eligible for State Fair**)

Class 1 Level 2 Crocheted Clothing: Crocheted garment using basic stitches [ including: chain, single, double, half-double, treble] to form patterns.

Class 2 Level 2 Crocheted Home Environment Item: Crocheted item using basic stitches [ including: chain, single, double, half-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 Level 3 Crocheted Home Environment Item: Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple stitches.

## DEPT. C / DIV. 225

### KNITTING

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

Class 901 Knitted Clothing or Home Environment Item: **Beginning**  
(**NOT Eligible for State Fair**)

Class 1 Level 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 2 Knitted Home Environment Item: Knitted item using basic stitches [ including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form patterns.

Class 3 Arm or Finger Knitted Item: Clothing or Home Environment Item

Class 4 Loom Knitted Item: Clothing or Home Environment Item

Class 5 Level 3 Knitted Clothing: 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 Environment Item: Knitted item made by using stitches 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 7 Level 3 Machine Knitting

### QUILT QUEST GUIDELINES

- In Quilt Quest, 4-H'ers 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 quilt bottom. 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 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.
- 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 2.5" 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"x21". (One half yard of fabric yields 2 fat quarters). The "fat quarter" can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
  - **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-Her must cut out all of the smaller squares,

rectangles, etc. to make the quilt top according to the pattern directions.

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

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

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hquilting>.

## DEPT. C / DIV. 229

### QUILT QUEST

#### Barn Quilts

\*A barn quilt is a large piece of wood that is painted to look like a Quilt block

Class 21 Barn Quilt created that is less than 4'x4'

Class 22 Barn Quilt created that is 4'x4' or larger

Class 20 Quilt Design Other Than Fabric or Barn Quilt – Two or three-dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc.

Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website, please note this is in the Home Environment information sheet. Exhibits without supporting information will be dropped a ribbon placing.

#### Exploring Quilts

Class 10 Exploring Quilts: Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to, language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math-conversion of quilt patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt such as Baltimore album quilts, or Amish quilts. Exhibit may 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 30 Computer Exploration: Poster or notebook with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information on 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.

**Guidelines for classes 40 – 83 QUILTED EXHIBITS:** Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project. All quilted exhibits must be clean and finished for intended purpose. 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.

On a half sheet of 8 ½ x 11-inch paper, include an explanation answering the following questions:

1. How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.?
2. What did you do and what was done by others?
3. What did you learn that you can use on your next project?

Sizes of Quilted Exhibits:

- A. 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.

- B. Medium –length + width = 61" to 120"
- C. Large – length + width = over 120"

#### Quilted Exhibits

Class 40 Wearable Art: 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 Inter-Generational Quilt: 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.? C) What did you learn that you can use on your next project?

Class 42 Service Project Quilt: 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 11-inch 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?

**Classes 50-52 Pieced** – Quilts are made up of squares and/or rectangles. Attach card.

Class 50 Small

Class 51 Medium

Class 52 Large

#### Classes 60-62

In addition to any of the methods in classes 50-52 –Quilts may have triangles, and/or may be embroidered. Attach card.

Class 60 Small

Class 61 Medium

Class 62 Large

**Classes 70–72** In addition to any of the methods in classes 50–62, Quilts may have curved piecing, applique, 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. Attach card.

Class 70 Small

Class 71 Medium

Class 72 Large

#### Premiere Quilt

**Classes 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

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# HERITAGE

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## HERITAGE GUIDELINES

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.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4heritage>

PLEASE NOTE: Exhibits are entered at 4-H'ers own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.

- Displays should not be larger than 22" x 28" wide.
- Pictures and other hanging items must have a hanger for display purposes.
- Display collections securely in an attractive container no larger than 22" x 28". If the size needs to be a different size because the historical item is larger than 22" x 28" please contact the superintendents for approval.
- **Exhibits must include Name, County, and Years in the Heritage Project on back of exhibit.**
- All entries must have documentation included.

## DEPT. A / DIV. 101

### HERITAGE - LEVEL 1 / Beginning (1-4 years in project)

- Class 1 Heritage poster or flat exhibit: Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.
- Class 2 Family Genealogy/History Notebook: Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 3 Local History Scrapbook/Notebook: Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- Class 4 Framed family groupings (or individuals) of pictures showing family history: Pictures must be supported by a written explanation.
- Class 5 Other exhibits depicting the heritage of the member's family or community: Exhibit should be supported by a written explanation. May include: biographical album of themselves or another family member, family cookbooks, etc.
- Class 6 4-H History Scrapbook: A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er, no club projects. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 7 4-H History Poster: Poster relating 4-H history of local club or county or individual.
- Class 8 Story or Illustration: about a historical event.
- Class 9 Book Review: about local, Nebraska or regional history.
- Class 10 Other historical exhibits: Attach an explanation of historical importance.
- Class 11 Family Traditions Book: Exhibitor scrapbook depicting family traditions of the past.
- Class 12 Family Traditions Exhibit: Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.
- Class 13 4-H Club/County Scrapbook: Scrapbook relating 4-H history of local club or county compiled by club historian. . If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 14 4-H Member Scrapbook: Scrapbook relating to individual 4-H members' 4-H history. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 15 Special Events Scrapbook: A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

## DEPT. A / DIV. 102

### HERITAGE - LEVEL 2 / Advanced (over 4 years in project)

- Class 1 Heritage poster or flat exhibit: Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.
- Class 2 Family Genealogy/History Notebook: Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 3 Local History Scrapbook/Notebook: that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- Class 4 Framed family groupings: (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
- Class 5 Other exhibits: depicting the heritage of the member's family or community. Exhibit should be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
- Class 6 4-H History Scrapbook: A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er no club project. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 7 4-H History Poster: Poster relating 4-H history of local club or county or individual.
- Class 8 Story or Illustration: about a historical event.
- Class 9 Book review: about local, Nebraska or regional history.
- Class 10 Other historical exhibits: Attach an explanation of historical importance.
- Class 11 Exhibit depicting: the importance of a community or Nebraska historic landmark.
- Class 12 Community Report: documenting something of historical significance from past to present.
- Class 13 Historical collection: (displayed securely and attractively in a container no larger than 22" x 28".)
- Class 14 Video documentary: Video documentary of a family or a community event. Must be produced and edited by 4-H member. Must be entered as DVD or USB.
- Class 15 4-H Club/County Scrapbook: Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 16 4-H Member Scrapbook: Scrapbook relating to individual 4-H members' 4-H history. If multiple books are included in the exhibit, only bring book with most current year's work.
- Class 17 Special Events Scrapbook: A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

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# HOME ENVIRONMENT

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## INTERVIEW JUDGING OPPORTUNITY Wednesday, August 4 by Appointment

The purpose of Home Environment 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.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hhomeenvironment>

## HOME ENVIRONMENT GUIDELINES

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**. Exhibits made from kits are 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. (Ask yourself: How

have I shown creativity and applied the design principles and elements in this accessory?) Youth are REQUIRED to include the design elements and principles they used along with simple direction for how they designed their project with exhibit. Information on the elements and principles of design may be found in the Design Decision 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 items are strong enough to support the item. Command strips are not adequate hangers. Item not ready for display will be dropped one ribbon placing.
- 6) Items should *not* be ones made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking).
- 7) ENTRY TAGS: An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color names or pattern/picture descriptions to aid in identification.
- 8) 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.
- 9) SUPPORTING INFORMATION: Supporting information is required for all Home Environment exhibits. Information must include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair Website: <http://4h.unl.edu/fairbook#tab3> Exhibits without supporting information will be dropped a ribbon placing.

## INTERVIEW JUDGING

### PROJECTS INCLUDE: ALL Home Environment Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- Exhibitors are limited to ONE interview entry per department (project area).

TIME: (Optional) Interview Judging / Wednesday, August 4 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-12:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

## **DEPT. C / DIV. 255**

### **DESIGN MY PLACE**

#### **(NOT Eligible for State Fair)**

Class 901 Needlework Item: (made with yarn or floss)

Class 902 Simple Fabric Accessory: examples - pillow, laundry bag, pillow case, table runner, etc.

Class 903 Accessory Made with Original Batik or Tie Dye

Class 904 Simple Accessory Made Using Wood

Class 905 Simple Accessory Made Using Plastic

Class 906 Simple Accessory Made Using Glass

Class 907 Simple Accessory Made Using Clay

Class 908 Simple Accessory Made Using Paper

Class 909 Simple Accessory Made Using Metal Tooling or Metal Punch

Class 910 Storage Item Made or Recycled

Class 911 Bulletin or Message Board

Class 912 Problem Solved: Use a creative method to show you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)

Class 913 Video: showing how to make a bed, organize a room, or the steps you used to make your simple accessory.

## **DEPT. C / DIV. 257**

### **DESIGN DECISIONS**

Class 1 Design board for a room: 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 Problem Solved Energy savers or Career Exploration: 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 Solar, wind, or other energy alternatives for the home: Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (p.74-93)

Class 4 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.

Class 5 Community Service Activity: Show what was done as a community service activity related to this project. In a notebook, photo story, or poster, show the purpose and results of that activity. Ex: painting a mural at a daycare or 4-H building, helping an elderly person paint or clean their home, etc. May be an individual or club activity.

Class 6 Window Covering: May include curtains, draperies, shades, shutters, etc.

Class 7 Floor covering: May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation on CD.

Class 8 Bedcover: May include quilt, comforter, bedspread, dust ruffle, pillow sham, canopy, etc. For quilts, state who did the quilting. (NO fleece-tied exhibits) (p.50-53)

Class 9 Accessory – Original Needlework/Stitchery

Class 10 Accessory – Textile – 2D: (tablecloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or 10-minute table runners.)

Class 11 Accessory – Textile -3D: (pillows, pillow shams, fabric bowls, etc. No fleece-tied exhibits)

Class 12 Accessory – 2D

Class 13 Accessory – 3D: (string art, wreaths, etc.)

Class 14 Accessory – Original Floral Design

***For classes 15-18, determine entry by what the majority of the accessory is made from and what medium was manipulated.***

Class 15 Accessory – Original made from Wood: burn, cut, shape or otherwise manipulate

Class 16 Accessory – Original made from Glass: etch, mosaic, stain, molten or otherwise manipulate

Class 17 Accessory – Original made from Metal: cut, shape, punch, sculpt, reassemble or otherwise manipulate

Class 18 Accessory – Original made from Ceramic or Tile: Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.

Class 19 Accessory – 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 item in your attached information.

Class 20 Furniture-Recycled/Remade: made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.

Class 21 Furniture - Wood Opaque Finish: such as paint or enamel

Class 22 Furniture - Wood Clear Finish: showing wood grain

Class 23 Furniture - Fabric Covered: May include stool, chair seat, slip-covers, headboard, etc.



- Class 24 Furniture - Outdoor Living: Furniture made/refurbished suitable for outdoor use. Include description of what was done to recycle or reuse item in information (attached).
- Class 25 Accessory: Outdoor living accessory made/refurbished by 4-H member suitable for outdoor use. Include description of what was done to recycle or reuse item in information.

## DEPT. C / DIV. 260

### SKETCHBOOK CROSSROADS

Use techniques from manual or comparable techniques. Attach information to explain steps taken. Information must also include element or principle of design used. (p.8-9)

- Class 1 Original Pencil or Chalk Drawing ready to hang. Scratch art accepted here. (pgs. 10-21)
- Class 2 Original Ink Drawing ready to hang. (pgs. 22-28)
- Class 3 Home Accessory Made with Fiber (p. 29)
- Class 4 Home Accessory Made with Felted Wool (pgs. 29-33)
- Class 5 Home Accessory Made with Cotton Linter (pgs. 34-36)
- Class 6 Home Accessory Using Batik (pgs. 37-39)
- Class 7 Home Accessory Made by Weaving (pgs. 40-47)
- Class 8 Home Accessory Made with Fabric Exhibitor has Dyed (pgs. 48-50)
- Class 9 Original Sculpted or Thrown Home Accessory Made with Clay (no purchased items) (pgs. 53-62)
- Class 10 Nebraska Life Exhibit: An art exhibit using one of the techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example – a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants, or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska.

## DEPT. C / DIV. 261

### PORTFOLIO PATHWAYS

Use techniques from manual or comparable techniques. Attach information to explain steps taken. Information must also include element or principle of design used. (pgs.8-9)

- Class 1 Original Acrylic Painting: based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 12-13)
- Class 2 Original Oil Painting: based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 26-33)
- Class 3 Original Watercolor: based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 14-17)
- Class 4 Original Sand Painting: based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 20-21)
- Class 5 Original Encaustic Painting: based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 34-35)
- Class 6 Home Accessory: made with any printing technique in Pathways Unit II. (pgs. 36-56)
- Class 7 Original mixed media accessory: an art exhibit using a combination of two or more different media or materials. One media must be included in another Portfolio Pathways class. (ex. Watercolor and graphite)
- Class 8 Nebraska Life Exhibit: An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example – solar printing; making prints using shed snakeskin or plant; an acrylic, oil; watercolor painting or scenes of your community or the surrounding area; or using objects from nature to make the painting. Include the required information listed above and how this project represents Nebraska Life.

## DEPT C / DIV. 256

### HEIRLOOM TREASURES

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 including this information:

- 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 interview with family member, etc.
- Class 1 Trunks: Including doll-sized trunks or wardrobes.
- Class 2 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.
- Class 3 Furniture: Either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
- Class 4 Cleaned and Restored Heirloom Accessory or Furniture: A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item may 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. 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. Item or article should be of complexity suited to an advanced project.

## DEPT. C / DIV. 265

### PINTEREST

#### *(NOT Eligible for State Fair)*

4-H members do not have to be enrolled in a specific project to enter in the below classes. Written documentation of the design process and any unique items used in the exhibit is highly recommended. Size limit – one person needs to be able to move the exhibit.

- Class 901 Holiday Décor
- Class 902 Wall Hanging
- Class 903 Table Top Accessory
- Class 904 Outdoor Accessory
- Class 905 Exhibit made at a County Workshop

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# HUMAN DEVELOPMENT

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### HUMAN DEVELOPMENT GUIDELINES

The term Human Development includes childcare, family life, personal development, and character development.

Scoresheets, forms, contest study materials, and additional resources can be found at: <http://go.unl.edu/ne4hhumandevelopment>

- To learn characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development, please refer to the new 4-H online resource: <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>.
- Information sheets for Classes 1 – 6 should include:
  - Where did I get the idea for this exhibit?
  - What decisions did I make to be sure exhibit is safe for child to use?
  - What age is this toy, game or activity appropriate for and why? (Infant, Birth-18mths; Toddlers, 18mths-3 yrs.;

Preschoolers, 3-5 yrs. or Middle Childhood, 6-9 yrs.) 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child.

- 4) How is the toy, game or activity intended to be used by the child?
- Information sheet for Class 8 (Babysitting Kit) should include:
  - 1) State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for.
  - 2) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
  - 3) What will the child learn or what skills will they gain by using the kit?
  - 4) What item(s) were made by the 4-H'er. 4-H'er should make one or more items in the kit, but purchased items are also allowed. (It is highly suggested that an inventory list of items in the kit be included).

suitable for what it contains. Approximate size not larger than 12" x 15" x 10". All items in kit must be safe for child to handle.

NOTE: Information sheet for Class 8 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 that 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 items(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.

*4-H'ers taking any of the Human Development projects may enter:*

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 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

### HUMAN DEVELOPMENT

Exhibitors in the Human Development project area will be asked to focus on designing toys/games/activities that meet the 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 in. Use the Nebraska Department of Education website and the resources around the Early Learning Guidelines to help understand the six areas and the skills children need to develop to create your exhibit, in conjunction with your project manual. <http://www.education.ne.gov/OEC/elg.html>

*4-H members taking I HAVE WHAT IT TAKES TO BE A BABYSITTER may enter:*

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

- Class 1 Social Emotional Development
- 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 7.
- 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 kit for combination of ages or for your own family to use). Other appropriate items to include are emergency numbers, items 4-H'ers might need for safety or emergency. Kit **MUST NOT** be a catch all of found items. A list of items in the kit is suggested to be included. Display in a box or bag

## DEPT. C / DIV. 200

### GROWING ALL TOGETHER

- Class 901 KIDS ON THE GROW 1 / Growing on my Own: Scrapbook or poster. EXAMPLES: Home Hazard Hunt, Toy Inspector, how are we all different and the same, how do people express different emotion. **This class is not State Fair Eligible.**
- Class 10 KIDS ON THE GROW 2 / 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 KIDS ON THE GROW 3 / 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.