

ANIMAL SCIENCE

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

VETERINARY SCIENCE

STATE FAIR ENTRIES:

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

VETERINARY GUIDELINES

The purpose of the Veterinary Science display is to inform the public regarding a common health problem of animals or a veterinary science principle. Do not confuse veterinary science exhibit topics with animal husbandry, history, or production topics.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hvetscience>

- A Veterinary Science exhibit may consist of a poster, notebook, or display. Exhibit may represent material from any of the Veterinary Science projects including entry-level exhibits from Unit I.
- If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate. For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown, for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.
- **First-Aid Kits:** Because of public safety concerns and risk of theft of first-aid kits contents (veterinary drugs/equipment) with perceived potential for drug abuse, **animal first aid kits containing any drugs or medications will be immediately disqualified and not displayed. First Aid kits wishing to include medication information should instead utilize written descriptions, photographs, drawings, computer generated printouts, or empty packaging of pharmaceuticals.**
- **Veterinary Science Posters:** This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal.
- **Veterinary Science Displays:** A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example: skeleton; teeth; samples of leather, fur, or dried skin damaged by disease or parasites) or a notebook. A

display is not a poster. A display may be mounted on poster board not to exceed 22" x 28" or on ¼" plywood or equivalent that does not exceed 24" high or 32" wide or in a three-ring binder or another bound notebook format.

- Appropriate Veterinary Science Topics:
 - Maintaining health
 - Specific disease information
 - Photographic display of normal and abnormal characteristics of animals
 - Animal health or safety
 - Public health or safety
 - Proper animal management to ensure food safety and quality.
 - Efficient and safe livestock working facilities.
 - Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science.
- *****Remember, since these are science displays, all references and information need to be properly cited.*** Proper sources include but are not limited to: Professional journals and publications, professional AVMA accredited websites, interviews with Veterinarians and excerpts from Veterinary Educational Literature. *Plagiarism will result in a disqualification. Please study your topic and present the information to your audience in your own words.*

DEPT. H / DIV. 840

VETERINARY SCIENCE

- Class 1 4-H Veterinary Science Large Animal Poster, Notebook or Display
Class 2 4-H Veterinary Science Small Animal/Pet Poster, Notebook or Display

COMMUNICATIONS & EXPRESSIVE ARTS

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

COMMUNICATIONS

COMMUNICATIONS GUIDELINES

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

Static exhibits in this division will be evaluated on clarity of purpose/message in relation to communication, accuracy of information, originality, creativity, evidence of exhibitor's learning in this area, and educational value of exhibit to viewers.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hcommunications>

DEPT. B / DIV. 154

COMMUNICATIONS MODULE 1

(NOT Eligible for State Fair)

Use one or a combination of the experiential activities in the Communications, Module 1 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include, but are not limited to:

- Conducting an interview and sharing with a group
- Giving and understanding directions
- Evaluating and using appropriate internet sources
- Composing a rap
- Preparing an illustrated talk

Class 901 Poster: Create a poster, measuring either 22"x28" or 24"x36" that showcases what was learned in this project area.

Class 902 Essay: Write an essay (2-3 pages) that showcases what was learned in this project area.

COMMUNICATIONS MODULE 2

Use one or a combination of the experiential activities in the Communications, Module 2 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include, but are not limited to:

- Identifying cultural differences in communication
- Developing guidelines for internet etiquette
- Evaluating another person's presentation
- Identifying communication careers
- Preparing a presentation using a form of technology

Class 1 Poster: Create a poster, measuring either 22"x28" or 24"x36" that showcases what was learned in this project area.

Class 2 Essay: Write an essay (3-5 pages) that showcases what was learned in this project area.

COMMUNICATIONS MODULE 3

Use one or a combination of the experiential activities in the Communications, Module 3 curriculum to create an educational poster, essay, or digital media sharing with others what you have learned.

Topics may include, but are not limited to:

- Composing a personal resume
- Completing research on a speech or presentation topic
- Identifying ways to reduce risks online.
- Evaluating own cell phone usage and etiquette
- Critiquing advertisements
- Job shadowing a communication professional.

Class 3 Poster: Create a poster, measuring either 22"x28" or 24"x36" that showcases what was learned in this project area.

Class 4 Essay: Write an essay (3-5 pages) that showcases what was learned in this project area.

Class 5 Digital Media: Design a form of digital media (advertisement, flyer, short video or presentation, social media, or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (web site, Dropbox, Google Drive, YouTube, Flickr, etc.) and using the web address of the digital media file, create a QR code (using any free QR code creator, ex. Qr-code-generator.com) Print the following on an 8.5"x11" sheet of cardstock: 1) the QR code, 2) 1-3 sentences about what viewers will see when they access the QR code on their mobile device.

DEPT. B / DIV. 155

COMMUNICATIONS, 4-H CLUB WORK

(NOT Eligible for State Fair)

Class 901 Exhibit Made at a 4-H Meeting: Any club project made during the course of the current 4-H program year.

Class 902 4-H Secretary's Book: Include club meeting minutes, roll call of members, and activities at club meetings over the course of the year. May be added to and exhibited annually.

Class 903 4-H Club Scrapbook: Collection of photos, memorabilia, and items that the 4-H club has collected and mounted into a photo album or scrapbook. May be added to and exhibited annually.

Class 904 4-H Member's Scrapbook: Collection of photos, memorabilia, and items that the member has collected and mounted into a photo album or scrapbook. May be added to and exhibited annually by member.

Class 905 4-H News Reporter's Exhibit: Must include 3 printed articles mounted on 8.5" x 11" paper; include printing date of the article.

Class 906 Club Group Project: A project that more than one member worked on

Class 907 Club Group Project: Individual items made by members (may be donated, but not required)

Class 908 Citizenship Project: Report on club's citizenship/community pride project. Exhibit may be a poster (maximum size 22" x 28") or notebook.

PHOTOGRAPHY

INTERVIEW JUDGING OPPORTUNITY
Wednesday, August 4 by Appointment

STATE FAIR ENTRIES: On-Campus Exhibition Selection

Level 2 and Level 3 prints exhibited at State Fair may be selected for special on-campus exhibitions. Selected prints will be collected at the end of State Fair and will be returned to county Extension offices after the completion of their on-campus exhibition.

PHOTOGRAPHY GUIDELINES

The purpose of this project area is to establish basic to advanced knowledge of and abilities in using photographic equipment, lighting, and composition to capture images, express feelings, and communicate ideas. Participants can work through the three project levels progressing from basic to advanced photography skills and techniques.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4h-photography>

- 4-H members are allowed to exhibit in only one photography level.
- 4-H members may enter up to three exhibits, but no more than one exhibit per class (see general rules).
- An image may only be used on one exhibit with the exception of Portfolios, which may include images entered in other classes.
- Cameras**—Photos may be taken with any type of film or digital camera, including phones, tablets, and drones.
- Photos must be shot by the 4-H member during the current project year with the exception of Portfolios, which may include images captured and/or exhibited in previous years.
- Securely attach photos, mats, backing and data tags. Exhibits that are poorly attached may be disqualified. Do not use photo corners, borders, or place coverings over the exhibits.
- Portfolios**—All portfolios must include the following information: 1) 1-page max bio, 2) table of contents 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each photo. When writing reflections, youth should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image. Portfolios may be presented in either print or digital formats:
 - Printed portfolios should be presented in an 8.5" x 11" three-ring binder or similar book format. Recommended photo size is 8" x 10". Matting is not necessary.
 - Digital portfolios may be presented online and must be exhibited along with a single 8.5" x 11" flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
- Display Exhibits**—At State Fair, display exhibits are only accepted in Level II classes. Displays consist of three 4"x6" photos mounted on a single horizontal 11" x 14" black or white poster or mat board. Incorrect sizes will not be accepted. No foam board backing should be used. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distract from the overall display. No titles, captions or stick-on numbers will be allowed. Photos may be mounted vertically or horizontally. Appropriate Data Tags are required (see rule regarding Data Tags).
- Print Exhibits**—Print exhibits must be 8" x 10" prints mounted in 11" x 14" (outside size) cut matting with a sandwich mat board backing. Incorrect sizes will not be accepted. No foam board should be used for matting or backing. Mat openings may be rectangular or oval. Photos may be horizontal or vertical. No frames are allowed. Appropriate data tags are required (see rule regarding Data Tags).
- Entry Tags**—Entry tags should be securely attached to the upper-right hand corner of the exhibit.
- Data Tags**—Data tags are required on all print and display exhibits. Data tags are not required for portfolios. Each exhibit

must have the appropriate number and level of data tags as outlined below. Data tags should be securely attached to the back of the exhibit. Current data tags and help sheet are available at: <https://unl.box.com/v/4h-photography>

- Level 2 Prints—All Level 2 prints must have a Level 2 Data Tag.
- Level 2 Displays—Each photo of the display must include a separate Level 2 Data Tag. Data Tags should be numbered with the corresponding photo's number.
- Level 3 Prints—All Level 3 prints must have a Level 3 Data Tag.

INTERVIEW JUDGING / PROJECTS INCLUDE: ALL Photography 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. B / DIV. 180

Level 1 – PHOTOGRAPHY BASICS

(NOT Eligible for State Fair)

- Class 901 **Fun with Shadows Display or Print:** Photos should capture interesting or creative use of shadows (Activity 4)
- Class 902 **Get in Close Display or Print:** Photo should capture a close-up view of the subject or object. (Activity 8)
- Class 903 **Bird's or Bug's View Display or Print:** Photo should capture an interesting viewpoint of a subject, either from above (bird's eye view) or below (bug's eye view). (Activity 10)
- Class 904 **Tricks and Magic Display or Print:** Photos should capture visual trickery or magic. Trick photography requires creative compositions of objects in space and are intended to trick the person viewing the photo. For example, if someone is standing in front of a flowerpot, the pot might not be visible in the image, making it look as if the flowers are growing out of the person's head. (Activity 11)
- Class 905 **People, Places, or Pets with Personality Display or Print:** Photos should have a strong focal point, which could be people, places, or pets. Photos should capture the subject's personality or character. Photo may be posed or un-posed. (Activity 13)
- Class 906 **Black and White Display or Print:** Photos should create interest without the use of color. Photos should show strong contrast and/or textures. Photos may be captured in black and white or captured in color and edited to black and white. (Activity 15)
- Class 907 **Challenging Photo Exhibit: Telling a Story Display:** Exhibit will include three photos which tell a story without words. Photos may show something being created, destroyed, consumed, moving, or growing. Photos should capture the beginning, middle, and end of a single story, project, or event. Display will consist of three 4"x6" photos mounted on a single horizontal 11"x14" black or white poster or mat board. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distracting from

the overall display. No titles, captions, or stick-on numbers are allowed. Photos may be mounted vertically or horizontally. Data tags are required for each photo in the display. (Activity 14)

Class 908 Dodge County Theme - "Dodge County Sunsets"
Exhibit Print

Class 909 Exhibit Print: Entry will consist of black and white or color 8" x 10" photography of any subject mounted in an appropriate color 11"x14" (outside size) cut matting with sandwich backing; rectangular or oval inside matte opening.

Class 910 "My Favorite Other Picture": One picture, any size, mounted appropriately.

DEPT. B / DIV. 181

Level 2 – NEXT LEVEL

PHOTOGRAPHY

Level 2 photographers should be utilizing all the skills and techniques they have developed thus far in their photography careers, especially topics covered in Book 1 Photography Basics and Book 2 Next Level Photography.

Class 10 Level 2 Portfolio: Level 2 portfolios should represent the photographer's best work and must include 5-7 different images from the 4-H member's photography career. At least 2 images must have been taken during the current year. The remaining images may have been taken at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 2 classes during the same year. Portfolios must include:

- o 1-page max bio
- o Table of contents
- o Year each photo was taken
- o Title for each image
- o Device's make and model used to capture each image
- o Reflections for each image. When writing reflections, youth should focus on what new photography techniques they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.

Class 20 Creative Techniques & Lighting Display or Print: Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections, or another lighting technique covered in Book 2 Next Level Photography (Activity 3,4,5)

Class 30 Creative Composition Display or Print: Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle, or another composition technique covered in Book 2 Next Level Photography. (Activity 6,7,8)

Class 40 Abstract Photography Display or Print: Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer's attention. (Activity 11)

Class 50 Candid Photography Display or Print: Candid photos should capture a special moment or meaningful interaction. Photos should be unposed. (Activity 10)

Class 60 Expression Through Color Display or Print: Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary, or tertiary. (Activity 13)

Class 956 Dodge County Theme - "Dodge County Sunsets" Exhibit Print: **(NOT Eligible for State Fair)**

Class 957 Exhibit Print: Entry will consist of black and white or color 8" x 10" photography of any subject mounted in an appropriate color 11" x 14" (outside size) cut matting with sandwich backing, rectangular or oval inside matt opening. **(NOT Eligible for State Fair)**

Class 958 "My Favorite Other Picture": One picture, any size, mounted appropriately **(NOT Eligible for State Fair)**

DEPT. B / DIV. 182

Level 3 – MASTERING PHOTOGRAPHY

Level 3 photographer should be exploring and experimenting with advanced techniques. This may include but does not necessarily require using an SLR camera, manual adjustments, or other advanced equipment. Level 3 photographers should be utilizing all the skills and techniques they have developed throughout their photography career, especially topics covered in Book 1 Photography Basics, Book 2 Next Level Photography, and Book 3 Mastering Photography.

Class 10 Level 3 Portfolio: Level 3 portfolios should represent the photographer's best work. Level 3 portfolios must include 9-11 images from the 4-H member's photography career. At least 3 images should be from the current year. The remaining images may have been taken at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 3 classes during the same year. Portfolios must include:

- o 1-page max bio
- o Table of contents
- o Year each photo was taken
- o Title for each image
- o Device make and model used to capture each image
- o Reflections for each image. When writing reflections, youth should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.

Class 20 Advanced Techniques & Lighting Print: Photos should show an experimentation or exploration of advanced lighting, such as low-light or silhouette photography or another advanced photography technique, such as astrophotography, underwater photography, or infrared photography. (Activity 3,4,5 or 12)

Class 30 Advanced Composition Print: Photos should show advanced compositions, such as using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewers eye through a scene; breaking the rule of thirds to compose a discordant image; or another advanced composition technique covered in Book 3 Mastering Photography (Activity 6,7)

Class 40 Portrait Print: A great portrait captures not only a person's physical image, but also something of the person's character or personality. Photos may be either formal or informal but must be of one or more human subjects. (Activity 9)

Class 50 Still Life Print: Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)

Class 60 Freezer/Blur the Moment Print: Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the moment. (Activity 11)

Class 986 Dodge County Theme "Dodge County Sunsets" Exhibit Print: **(NOT Eligible for State Fair)**

Class 987 Exhibit Print: Entry will consist of black and white or color 8"x10" photography of any subject mounted in an appropriate color 11"x14" (outside size) cut matting with sandwich backing. OR 5" x 7" prints mounted in 8" x 10" (outside size) cut matting (no frames) with a sandwich mat-board backing; rectangular or oval inside matt opening. **(NOT Eligible for State Fair)**

Class 988 "My Favorite Other Picture": One picture, any size, mounted appropriately. **(NOT Eligible for State Fair)**

PRESENTATIONS

POSTER GUIDELINES

The purpose of the poster is to call attention to a subject. Every poster must be created to catch the viewer's attention quickly. Each must present only one specific message clearly. The poster should clearly feature some aspect of 4-H.

Exhibit Guidelines: Posters will be judged on the following criteria:

IDEA: simple, clear message, appropriate for a poster

LETTERING: readable from a distance, appropriate size in proportion to art.

ART: one dominant, eye-catching element: art relates to written message.

ARRANGEMENT: makes good use of entire poster space without being too crowded: art and lettering are well balanced.

COLOR: use of bold colors that harmonize will: colors used are legible.

QUALITY OF CONSTRUCTION: neatness; appropriateness of materials used.

EFFECTIVENESS: works well as a poster.

- Posters should be 14" x 22" and on regular poster board. Do not use foam core or any other material that cannot be stapled to a display board.
- They may be arranged either horizontally or vertically.
- Those generated by computer must also meet this standard. Computer art generated on an 8 ½" x 11" sheet of paper and mounted on poster board will be disqualified.
- Posters may be in any medium: watercolor, ink, crayon, markers or computer graphics. They may not be three-dimensional. Entries with components thicker than paper (such as milk cartons, pencils, pop cans) will be disqualified.
- Posters may not use copyrighted materials, such as cartoon characters or commercial product names, logos or slogans. Avoid using clichés or over-used phrases that do not command the viewer's attention.
- When using the official 4-H Emblem (clover with the H's on each leaf), it must follow approved guidelines, which can be viewed at <https://4h.unl.edu/name-emblem-guidelines>.
- Computer "clip art" will not be scored as positively as original computer art design.
- Entries which do not conform to size, content or material guidelines will be lowered one ribbon placing.
- The 4-H members name, full address, age, and county must be listed on the back of the poster.

- Entry cards should be stapled (not paper-clipped or taped) to the upper right-hand corner of the poster.
- Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being transported will be removed by the superintendent for evaluation and display.

DEPT. B / DIV. 152

POSTERS

(NOT Eligible for State Fair)

Class 901 Photo Poster: The poster should focus on a 4-H theme of your choice, using one large, eye-catching photo.

Class 902 4-H Promotion: The poster should promote the 4-H program.

THEATRE

DEPT. B / DIV. 159

THEATRE ARTS

(NOT Eligible for State Fair)

Class 901 Puppet: Exhibit consists of a puppet made by the 4-H'er for use in theatre arts.

Class 902 Script: A script written by a 4-H'er for a play, musical skit, puppet show or other production.

Class 903 Costume: Made or decorated by 4-H'er for use in a theatre arts production. Made for self or others.

Class 904 Acting Portfolio: A collection of photographs of the 4-H'er acting in a play. Include a description of the photos.

Class 905 Portfolio: A collection of photographs, sketches or other samples illustrating learnings such as costume design, stage make-up, written scripts, set design or other learnings.

Class 906 Stage Set Photography Display: A display of photos of a stage set that was made by the 4-H member. Include descriptions of the photos.

Class 907 You Be the Teacher: Share with others what you learned in this project. Exhibit may consist of poster, notebook, display, audiotape, or videotape.

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:

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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.

CONSUMER MANAGEMENT

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 1st 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

HERITAGE

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.

HOME ENVIRONMENT

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

HUMAN DEVELOPMENT

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.

ENTREPRENEURSHIP

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

ENTREPRENEURSHIP

Entrepreneurship exhibits help participants learn more about starting a business, developing products, and marketing strategies. Participation in this category will give 4-H'ers experience in the entrepreneurial world.

GUIDELINES

All exhibits are directly related to activities in the project manual. Refer to the manual for ideas, suggestions, and additional information to enhance project exhibits.

EXHIBIT GUIDELINES:

- Poster must be 14" x 22" and may be arranged either horizontally or vertically.
- The 4-H member's name, age, town, and county must be listed on the back of the poster.
- Entry cards should be staples or taped (not paper-clipped) to the upper right-hand corner of the poster.
- Poster may not use copyrighted materials, such as cartoon characters or commercial product names.
- Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing.
- Posters may include photographs, charts, or examples as well as a written explanation.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hentrepreneurship>

DEPT. F / DIV. 531

ENTREPRENEURSHIP

- Class 1 Interview an Entrepreneur: Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business? (based on pages 2.1 – 2.4 of manual)
- Class 2 Social Entrepreneurship Presentation: Prepare a five slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a printout of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report cover with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for ideas.
- Class 3 Marketing Package: (mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.

- Class 4 Sample of an Original Product with an information sheet (8 ½" x 11") answering the following questions:
- 1) What did you enjoy the most about making the product?
 - 2) What challenges did you have when making the product? Would you do anything differently next time? If so, what?
 - 3) What is the suggested retail price of the product? How did you decide on the price?
 - 4) Market analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
 - 5) How much would you earn per hour? Show how you determined this figure.
 - 6) What is unique about this product?
- Class 5 Photos of an Original Product mounted on a 14"x22" poster must include three photos of developed product and a mounted information sheet answering the following questions. If exhibiting in both Class 4 and 5, products must be entirely different products.
- Information Sheet:
- 1) What did you enjoy the most about making the product?
 - 2) What challenges did you have when making the product? Would you do anything differently the next time? If so, what?
 - 3) What is the suggested retail price of the product? How did you decide on the price?
 - 4) Market analysis of the community-data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
 - 5) How must would you earn per hour? Show how you determined this figure.
 - 6) What is unique about this product?
- Class 6 Entrepreneurship Challenge: Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 4-H'ers enrolled in any of the three units of ESI. Complete five (5) or more of the challenges from the following list. The exhibit will include highlights from these five (5) challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video, report, or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned.
- Select your five (5) challenges from the list below:
- 1) Sell something.
 - 2) Introduce yourself to a local entrepreneur and take a selfie with them.
 - 3) Be a detective! Look for Nebraska-made products and find out more about the business.
 - 4) Tour 2-3 entrepreneurial businesses and create a photo story.
 - 5) Investigate what it takes to be an entrepreneur (Skills Assessment ESI 4.1.)
 - 6) Make a prototype (sample/model) of a new product idea. (Include the prototype or a photo of prototype.)
 - 7) Work with a friend to develop a new business idea! Contact your local Extension Office to learn about entrepreneurship opportunities.
 - 8) Create an activity to teach others about entrepreneurship (coloring page, puzzle, game, etc.)

ENVIRONMENTAL EDUCATION & EARTH SCIENCE

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

CONSERVATION / WILDLIFE

Conservation, wildlife, and shooting sports gives 4-H members an opportunity to share their knowledge and field experience about conservation, wildlife, and shooting sports. When creating an exhibit make sure to take close account of the rules while taking into account the different laws that surround those areas.

CONSERVATION / WILDLIFE GUIDELINES

1. Show What You Did and Learned: All exhibitors will show evidence of their personal field experiences, research, or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
2. Proper Credit: Show proper credit by listing the sources of plans or other supporting information used in exhibits.
3. Whose Exhibit?: The exhibitor's name, county, and age must be on the back or bottom of all displays.
4. Wildlife and Wildlife Laws: "Animal" or "wildlife" in the following classes includes wild fish, amphibians, reptiles, birds, or mammals. Please make sure you are following all appropriate wildlife laws.
5. Project Materials: Related project booklets including Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 5-93-81), Fishing for Adventure Project Manuals., and Wildlife Conservation (4-H 125), Geology, and Outdoor Adventure. Other resources include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) outdoornebraska.gov/afterschool/ and www.whep.org Board and Poster Exhibits – These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on 1/4" plywood, masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 by 28 inches) but half size, 22 by 14 inches, is recommended.
- 6.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hconservation-wildlife-shooting>

DEPT. D / DIV. 340

CONSERVATION / WILDLIFE

CLASSES 1–4: Wildlife and How They Live - These classes are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation.

EXAMPLES:

- ✓ Life history or other facts about one type of wildlife;
- ✓ How to manage wildlife on a farm or in town;

- ✓ Managing habitat for one kind of wildlife;
- ✓ Life requirements for one kind of wildlife during one season or through the year;
- ✓ Wildlife behavior
- ✓ Habitats
- ✓ For more ideas, refer to project booklets.

- Class 1 Mammal Display
Class 2 Bird Display
Class 3 Fish Display
Class 4 Reptile or Amphibian
Class 5 Wildlife Connections: Board or Poster Exhibit: The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Display might show how animals interact with other animals, with people, or with their habitat.
EXAMPLES:
1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow.
2) Show the role of predators, scavengers, insect eaters, or others in nature.
3) Show how wildlife numbers (populations) change through the year.
4) Show predation, competition, or other behavioral interactions of wildlife.
5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.
- Class 6 Wildlife Tracks: Board or diorama-type exhibit. Make a display of animal tracks using plaster-of-paris casts. There are three options. For all options, include a brief description of your experiences in making the tracks so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred, but not required.
1) Option One should show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. (OR)
2) Option Two should show two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal.
3) Option Three should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to picture or illustration of the animal.
- Class 7 Wildlife Knowledge Check: Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and structure to facilitate transportation and display; maximum size 24 x 24 inches.
- Class 8 Wildlife Diorama: Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. EXAMPLE: Show a large unbroken grassland or prairie for area-sensitive species such as meadowlark, greater prairie-chicken, lark bunting,

grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer. Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.

Class 9 Wildlife Essay: Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing.

The essay is at least 100 and 1000 words long and typed, double spaced on paper. You might use books, magazines or personal interviews as resources, but you must give full credit to all sources by listing them.

Class 10 Wildlife Values Scrapbook: Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project booklet (4-H 125).

Class 11 Wildlife Arts: The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings or painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

DEPT. D / DIV. 342 WILDLIFE HABITAT

Class 1 Houses: Make a house for wildlife. EXAMPLES: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house/no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information:

- 1) The kinds of animal(s) for which the house is intended,
- 2) Where and how the house should be located for best use, and
- 3) Any seasonal maintenance needed.

*Tips: Check NebGuide on bird houses and shelves.

Class 2 Feeders/Waterers: Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders are acceptable. No insect feeders. Indicate the kind of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information:

- 1) Where and how the feeder or waterer should be located for best use, and
- 2) How it should be maintained.

*Tips: Check NebGuide on feeding birds.

Class 3 Wildlife Habitat Design Board or Poster Exhibit: Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one.

DEPT. D / DIV. 343 HARVESTING EQUIPMENT

Class 1 Fish Harvesting Equipment: Board Exhibit: Display of equipment used in fish harvesting. EXAMPLES: fishing knots, hooks (with corks over ends for safety), lures. Label

all items displayed. Include in your exhibit the following information:

- 1) The purpose of each item,
- 2) When or where each item is used in relation to other equipment, and
- 3) Any personal experiences you've had with the item(s).

Class 2 Build a Fishing Rod: Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches' length. Exhibit must be mounted on a board and labeled with the member's name, county, and class number.

• Include with the exhibit the following items as a brief attachment:

- Explanation of cost of materials/components, where materials/components were purchased, how made, and number of hours required for construction.
- Identify all parts - Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon, or silk thread.
- Exhibit will be judged on: workmanship, labeling of parts (guides, etc.), correct information, and neatness.

Class 3 Casting Target: Make a casting target for exhibit and use, following guidelines on the reference sheet. Target must be under 36" x 36". The bullseyes/rings must be 1 foot in diameter and can have up to 3 rings. They must be easy to store, durable, and weather resistant.

Class 4 Wildlife Harvesting Equipment Board Exhibit: Display of equipment used in harvesting wildlife. EXAMPLES: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawing or pictures. Label all items displayed. Include in your exhibit the following information:

- 1) The purpose of each item,
- 2) When or where it is used in relation to other equipment, and
- 3) Any personal experiences you've had with the item(s).

Class 5 Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory: Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could be wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Hare your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype and any adjustment you made.

DEPT. D / DIV. 346 TAXIDERMY

Class 1 Tanned Hides or Taxidermy: Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information:

- 1) The animal's name
- 2) Information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

DEPT D / DIV. 361

OTHER NATURAL RESOURCES

Class 1 Design Your Own Exhibit in Natural Resources, Conservation, Geology or Ecology: This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into to other categories. Entries must be appropriate for fair display and no larger than 24" x 24". All entries must include a title and should be clear (a brief explanation or other method) about the

intended purpose or message – what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

SHOOTING SPORTS

SHOOTING SPORTS GUIDELINES

4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, black powder/muzzleloader, and /or hunting skills. NO firearms can be entered as an exhibit, nor live ammunition; however, information can be shared through pictures. Classes 4-9 can be entered by anyone in the conservation and wildlife area.

DEPT. D / DIV. 347

- Class 1 Shooting Aid or Accessory: Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, or plans you adapted, what the item is and used for.
- Class 2 Storage Case: An item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows, examples: soft sided shotgun case, quivers, firearm safe. Include your design, or plans you adapted. Explain how the storage case is used.
- Class 3 Practice Game or Activity: Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials for 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.
- Class 4 Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display: Choose a specific area of shooting sports and share how it has advanced, include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½ x 11 paper.
- Class 5 Healthy Lifestyles Plan: Include a shooter's diet and exercise plan, and how the 4-H member will benefit or improve form following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.
- Class 6 Citizenship/Leadership Project: Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports. Examples could be range development, conservation planting to attract wildlife, a camp, 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results.
- Class 7 Career Development/College Essay, Interview or Display: Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.
- Class 8 Community Vitality Display: Explore the difference shooting sports and hunting make in keeping Nebraska vibrant especially in rural area. Present facts and research in an interesting way for the public to learn from.
- Class 9 Ag Literacy-Value Added Agriculture Interview or Research Project: Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present finding in an interesting way for the public to learn from.

ENTOMOLOGY

STATE FAIR ENTRIES:

Premier 4-H Science Award is available in this area. Exhibitors may, and should, correct and update collections for competition at the State Fair.

Entomology exhibits give 4-H'ers the opportunity to demonstrate their knowledge about insects and insect displays. This category has multiple projects that allows 4-H'ers to progress over numerous years.

ENTOMOLOGY GUIDELINES

- Specimens in display collections should be mounted properly and labeled with location, date of collection, name of collector, and order name. Follow mounting and labeling instructions in the Nebraska 4-H Entomology Manual
- Boxes are preferred to be 12" high X 18" wide, and landscape orientation, so they fit in display racks.
- Purchase of commercially-made boxes is allowed. All specimens must be from the collector.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hentomology>

DEPT. H / DIV. 800

ENTOMOLOGY

- Class 1 Entomology Display / First Year Project: Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.
- Class 2 Entomology Display / Second Year Project: collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit 2 boxes.
- Class 3 Entomology Display / Third or More Year Project: collection to consist of minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of previous year. Limit 3 boxes.
- Class 4 Special Interest or Advanced Insect Display: Educational display developed according to personal interests and/or advanced identification capability. This also is an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host, subject or habitat (e.g. insect pests of corn, aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators, etc.).
- Class 5 Insect Habitats: Habitats consist of any hand-crafted objects, made of natural or artificial materials, placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report must accompany the exhibit.
- Class 6 Macrophotography: Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be either 8" x 10" or 8½" x 11" and mounted on rigid, black 11" X 14" poster or matt board. Either orientation is acceptable. No frames or mat board framing is allowed. A caption of a few sentences should explain the subject and be printed on white paper and glued below the print on the poster board.
- Class 7 Insect Poster/Display Exhibits: Exhibits can be posters or three-dimensional displays, and artistic creativity is

encouraged. Posters should be no larger than 22" x 28". They should be instructional and can be attractive and have pictures, drawings, charts, or graphs. Posters and displays may show any aspect of insect life, habitat, or related conservation or management. Examples include life history and other facts about an insect; insect anatomy; how to manage insects in a farm, home, lawn, or garden setting; experiences rearing one kind of insect; survey of an important insect; insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes) and what insects are found there, etc. Three-dimensional displays, such as dioramas, sculptures, models or decorative boxes should have a page of explanatory information accompanying them and fit within a 22" x 28" area.

Class 8 Reports or Journals: Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or, it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs and images are helpful to include. A journal is an observational study over a period of time with personal impressions. It may cover watching changes in kinds in butterflies over the summer, rearing a specific insect from egg to adult, managing a bee hive, observations of insects in a specific habitat, accounts of insect behavior in a forest or flower garden, etc.

FORESTRY

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

This category provides 4-H'ers an opportunity to prepare displays that shows their expertise in many aspects of forestry. Involvement in this category will lead to expansion of seed, twig, wood, leaf, and tree knowledge for 4-H'ers. In addition, participants would learn more about common Nebraskan trees. For more information about tree classification visit this website:

https://4hcurriculum.unl.edu/index.php/main/program_project/65

Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hforestry>

FORESTRY GUIDELINES

- The official reference for all forestry projects is The Tree Identification Manual (4-H 332) <https://marketplace.unl.edu/ne4h/4h332.html> which was recently revised and is available for purchase from UNL Marketplace. Other helpful forestry references include Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431), and Plant a Tree (EC 17-11-80). <https://marketplace.unl.edu/ne4h/leafing-out.html>
- Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or Masonite, ¼" to ½" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
- Display "posters" must be made from a material, e.g. foam board or poster board that will stand upright without buckling, and be no larger than 24" x 24".
- Display "books" must measure no more than 16" x 16".
- At least 5 of the 10 samples in Class 2, 3, 4, and 6 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e., *Acer platanoides*. All samples must be from trees, NO shrubs. If more than 10 samples are included in the display, only the first 10 samples from the current year will be judged.

- Due to emerald ash borer infestation, no true ash species (Green Ash, White Ash, Black Ash or Blue Ash) may be included in any collections. Inclusion of a true ash species will result of the project being disqualified.
- Remember that other general labeling standards apply, for example, scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names, (e.g. Norway Maple) even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is *Acer platanoides* and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.
- How well the exhibitor follows written directions is an important factor in judging.

DEPT. D / DIV. 320

FORESTRY

Class 1 Design Your Own Exhibit: Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wildfire, forest products, forest wildlife, or forest pest. The only requirement is that the display must be no larger than 24 inches by 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used, but include substantially different from other display classes. Be as creative as you like.

Class 2 Leaf Display: The leaf display must include samples of "complete leaves" from at least 10 different tree species. The display must include at least two samples of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried and mounted.

- Leaf Collection:** Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. The leaf sample should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection. All collection must be done by exhibitor.
 - Mounting:** Leaves may be displayed in a notebook or on a display board. Any method may be used to mount leaves, for example, wire, glue, tape, staples, plastic bags but be sure all their features can be clearly identified.
 - Labeling:** The label for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Leaf type
 - 4) Leaf arrangement (for broadleaf trees)
 - 5) Leaf composition (for broadleaf trees)
 - 6) Collector's name
 - 7) Collection date
 - 8) Collection location (be specific, state and county at a minimum)
 - If a twig is included with a sample, indicate "twig included" on the label. For example, the twig may be included with an eastern cedar sample because the leaves are very small and difficult to remove from the twig.
 - Supplemental information, for example, general uses, common products, fall color, etc., may be included with the display to enhance its educational value.
- Class 3 Twig Display:** The twig display must include twig samples from at least 10 different tree species. The display must include at least two samples of opposite and alternate leaf arrangements from broadleaf trees.
- Collection:** Twig samples should be collected during the dormant season. (November – April) when the buds are mature. Twig samples must be at least 6 inches

long and exhibit buds. Leaves must be removed and side branches must be trimmed to less than 1 inch in length. All collection must be done by the exhibitor.

- **Mounting:** Twigs must be mounted on a display board. Any method (e.g. wire, glue, tape, staples, plastic bags, etc.) may be used to mount twigs, but be sure all their features can be clearly identified. The non-terminal ends must be cut at a slant so the pith can be seen.
- **Labeling:** The label for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Leaf arrangement (for broadleaf trees)
 - 4) Collector's name
 - 5) Collection date
 - 6) Collection location (be specific, state and county at a minimum)
- Supplemental information, for example, general uses, tree characteristics, etc., may be included with the display to enhance its educational value.

Class 4 **Seed Display:** The seed display must include seed samples from at least 10 different tree species.

- **Collection:** Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while red oak acorns do not mature until September. Seed samples should be free of insect or disease symptoms. Remember to display the seeds not fruit. For example, the seed of honey locust is enclosed in a pod. Remove and display the seed not just the pod. It is acceptable to display the fruit with the seed, but clearly label each. All collection must be done by the exhibitor.
- **Mounting:** Seeds may be displayed in a variety of ways. E.g. mounted on a display board, displayed in jars in a rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like.
- **Labeling:** The labels for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Type of fruit, if known (e.g. -samara, pod, nut, legume, etc.)
 - 4) Collector's name
 - 5) Collection date
 - 6) Collection location (be specific, state and county at a minimum)
- Supplemental information, for example, maturity date, average number of seed in the fruit, etc., may be included with the display to enhance educational value.

Class 5 **Wood Display:** The wood display must include wood samples from at least 10 different tree species.

- **Preparation:** Samples may be of any shape, e.g. sections from a board, wood cylinders turned on a lathe, horizontal or vertical cross sections of a small log with bark attached, etc. but all samples should be the same shape, e.g. all wood cylinders or all sections of a board. Each sample can be no larger than 4 inches by 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. All collection must be done by the exhibitor.
- **Mounting:** Samples may be displayed in a variety of ways, e.g. mounted on a display board, displayed in a box or rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like.
- **Labeling:** The label for each sample must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Wood type (softwood or hardwood)
 - 4) Collector's name
 - 5) Collection date
 - 6) Collection location (be specific, state and county at a minimum)
- Supplemental information, for example, common products, density, etc., may be included with the display to enhance educational value.

Class 6 **Cross-Section Display:** A disc cut from a tree species listed in 4H 332. The sample must be collected, by the exhibitor, within one year of the judging day. The disc must measure 6 to 12 inches in diameter and 1 to 3 inches thick. The bark should be firmly attached, which may be difficult if the tree

was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. The disc may be treated with a clear finish, but treat both sides to minimize warping. Some cracking or checking can be expected and is allowed.

- **Labeling:** The following parts must be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification.
 - 1) pith
 - 2) heartwood
 - 3) sapwood
 - 4) one growth ring (beginning and end)
 - 5) cambium
 - 6) bark
- A separate label attached to the back of the disc must include:
 - 1) Common name
 - 2) Scientific name
 - 3) Tree classification (softwood or hardwood)
 - 4) Age (of the cross section)
 - 5) Collector's name
 - 6) Collection Date
 - 7) Collection location (be specific, state and county at a minimum)

Class 7 **Parts of a Tree:** This project is only for ages 8 – 11. Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree:

1. Trunk
2. Crown
3. Roots
4. Leaves
5. Flowers
6. Fruit
7. Buds
8. Bark

- Identifying other internal parts, for example xylem, phloem, cambium, annual rings, etc is optional.
- Attach a separate label on the back of the poster that includes the exhibitor's name and age.

Class 8 **Living Tree:** Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1-year-old (on State Fair judging day). The display container must contain at least 8 inches of soil (potting mix or suitable natural soil) have drainage holes and a drain pan to catch drainage water.

- **Labeling:** A waterproof label must be attached and include:
 - 1) Common name
 - 2) Scientific name
 - 3) Seed treatments (if any)
 - 4) Planting date
 - 5) Emergence date
 - 6) Exhibitor's name
- Supplemental information about the tree (e.g. where the seed was collected, growth measurements, uses for that species, etc.) may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging.

RANGE

The purpose of this category is to help 4-H'ers identify and collect range plants. In addition, participants will learn the basics of range management, and Nebraska's range. Through the creation of range boards 4-H'ers will become more proficient in knowledge of Nebraska's range.

Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hrange>

RANGE GUIDELINES

1. Each exhibit must be properly identified with Unit and Class.

2. All plant displays and display covers must be the result of the current year's work.
3. Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, introduced seeded pasture and hay plants, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC 150, Revised July 2016) Common Grasses of Nebraska (EC 05-170), Nebraska Range and Pasture Plants (EC 170), and Common Forbs and Shrubs of Nebraska (EC 118).
4. The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range, and soil sciences to solving problems in management, conservation, sustainability, and environmental protection.
5. For guidelines on specific projects, refer to appropriate project manuals.

DEPT. D / DIV. 330 BOOKS

1. For books, plants must be mounted on sheets that are no larger than 14" wide by 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root as well as stem and leaf tissue.
2. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Refer to Scoresheet SF260.
3. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet.
 - a) Scientific names (in italic or underlined) with authority.
 - b) Common name
 - c) County of collection
 - d) Collection date
 - e) Collector's name
 - f) Personal collection number indicating order that plants were collected in your personal collection.
 - g) Other information depending on class selected, i.e. value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

Label Example

Scientific Name:	<i>Schizachyrium scoparium</i> (Michx.) Nash
Common Name:	Little bluestem
County of collection:	Dodge County
Collection date:	6 August 1017
Collector's name:	Joe Smith
Personal collection number:	37
Value and Importance:	Livestock Forage: High, Wildlife
Habitat:	High, Wildlife Food: Medium OR Life Span: Perennial OR
season of Growth:	Warm Season OR Origin: Native

- Class 1 Value and Importance for Livestock Forage and Wildlife Habitat and Food Book: A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide (EC 150, Revised July 2009) on pages 3 through 6. Plants

can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.

- Class 2 Life Span Book: A collection of 6 perennial plant mounts and 6 annual plant mounts selected from 'grasses' or 'forbs.'
- Class 3 Growth Season Book: A collection including 6 cool-season grass mounts and 6 warm-season grass mounts.
- Class 4 Origin Book: A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.
- Class 5 Major Types of Range Plants Book: A collection of plant mounts of 3 'grasses', 3 'forbs', 3 'grass-like' and 3 'shrubs'.
- Class 6 Range Plant Collection Book: A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

DEPT. D / DIV. 330 DISPLAYS

A purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" x 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Refer to Scoresheet SF 259.

- Class 7 Parts of a Range Plant Poster: Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner. Put your name and 4-H county on the back of the poster.

DEPT. D / DIV. 330 BOARDS

Boards should be no larger than 30" wide by 36" tall. Boards should be adequately labeled. Refer to Scoresheet SF260.

- Class 8 Special Study Board: A display of the results of a clipping study, a degree of use study, range site study, etc. A short essay must accompany the display to explain the reason for the study, what was learned and study results and should be placed in a sheet cover attached to the board.
- Class 10 Junior Rancher Board: This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc.

HEALTHY LIFESTYLES

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

FOOD & NUTRITION

INTERVIEW JUDGING OPPORTUNITY
Wednesday, August 4 by Appointment

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

The purpose of Food & Nutrition exhibits is to encourage the knowledge about healthy eating and safe cooking practices. This category has multiple projects that allow 4-H'ers to progress over numerous years. In addition, 4-H'ers will learn different types of cooking methods to improve their knowledge of cuisine.

FOOD & NUTRITION GUIDELINES

- A. Members may exhibit only in the projects in which enrolled.
- B. Number of Exhibits: Only ONE exhibit per class for each 4-H'er.
- C. Supporting Information: Each exhibit must include the recipe. Recipe may be handwritten, photocopied, or typed. Place the food on the appropriate size plate. Put exhibit in a self-sealing (Ziploc) bag. Attach entry tag AND recipe at the corner of the bag on the outside. For non-food entries please attach the entry tag to the upper right hand corner of the entry. Additional information including recipes and supplemental information should be identified with 4-H'ers name and county.
- C. Criteria for Judging: Exhibits will be judged according to score sheets available at your local Extension office or at <http://4h.unl.edu/fairbook>. Make sure to follow all entry instructions required for your exhibit. Incomplete exhibits will be lowered a ribbon placing. Commercially prepared mixes are ONLY allowed in Cooking 201 Creative Mix Class. Prepared baking mixes, biscuit mixes, and other pre-made mixes entered in other categories will be lowered a ribbon placing.
- D. Food Projects: Exhibits should be entered using a disposable pan or plate and covered by a plastic self-sealing bag. Dodge County is not responsible for non-disposable containers, lost bread boards, china or glassware.
- E. Ingredients: Any ingredient that the 4-H'er uses must be able to be purchased by the 4-H'er. Ingredients such as beer, whiskey, rum, etc. may not be used in any recipe file or food exhibit. Exhibits that include alcohol in the recipe will be disqualified.
- F. Food Safety: Exhibits are on display for several days. Please think FOOD SAFETY! Items that require refrigeration will not be accepted, judged, or displayed. Exhibits must be safe to eat when entered, whether they are tasted or not. Glazes, frostings, and other sugar based toppings are considered safe due to their high sugar content. Egg glazes on yeast breads and pie crusts BEFORE baking are acceptable. Eggs incorporated into baked goods and crusts are considered safe. The following food ingredients are considered unsafe for fair exhibits and will be disqualified:
 - a. Egg or cream fillings and cream cheese frostings
 - b. Any meat item including meat jerky, imitation meat bits (bacon bits, pepperoni, etc.);
 - c. Melted cheese on top of food exhibit (cheese mixed into baked goods is considered safe and will be accepted)
 - d. Uncooked fruit toppings (i.e., fresh fruit tart).

INTERVIEW JUDGING

PROJECTS INCLUDE: ALL Healthy Lifestyles 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. E / DIV. 350

GENERAL

- Class 1 Food Science Exploration: Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. Show the connection between food and science as it relates to food preparation, food safety, food preservation, or food production. Exhibit may be a poster or foam core board (not to exceed 22" x 30"), computer based presentation printed off with notes pages, if needed, and displayed in a binder, an exhibit displays, a written report in a portfolio or notebook. Consider neatness and creativity.
- Class 2 Foods and Nutrition Poster, Scrapbook, or Photo Display: Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. The project should involve a nutrition or food preparation technique or explore a career related to the food industry (caterer, restaurant owner, food scientist, registered dietitian, etc.). This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or a foam core board (not to exceed 22" by 30"); a computer-based presentation printed off with notes pages (if needed) and displayed in a binder; an exhibit displays; or a written report in a portfolio or notebook. Consider neatness and creativity.
- Class 3 Physical Activity and Health Poster, Scrapbook, or Photo Display: Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. The project should involve a physical activity or explore a career-related to physical activity or health (personal trainer, sports coach, physical therapist, etc.). This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or a foam core board (not to exceed 22" by 30"), a computer based presentation printed off with notes pages, if needed, and displayed in a binder, an exhibit displays, or a written

report in a portfolio or notebook. Consider neatness and creativity.

Class 4 **Cooking Basics Recipe File:** A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H'er is in the project, with year clearly marked on recipes. Display in a recipe file or binder. Be sure to include the number of servings or yield of each recipe. This may be a continued recipe file project from the previously used 4-H curriculum before 2018. Exhibits that include recipes with alcohol (wine, beer, rum, etc.) will be disqualified.

DEPT. E / DIV. 401

COOKING 101

(NOT Eligible for State Fair)

Class 901 **Cookies:** Any recipe, 4 on a paper plate.

Class 902 **Muffins:** Any recipe, 4 on a paper plate

Class 903 **No Bake Cookie:** Any recipe, 4 on a paper plate.

Class 904 **Cereal Bar Cookie:** Any cereal-based recipe made in pan and cut into bars or squares for serving.

Class 905 **Granola Bar:** Any recipe, 4 on a paper plate.

Class 906 **Brownies:** Any recipe, 4 brownies on a paper plate.

Class 907 **Snack Mix:** Any recipe, at least 1 cup in self-sealing plastic bag

DEPT. E / DIV. 410

COOKING 201

Class 1 **Loaf Quick Bread:** Any recipe, at least ¾ of a standard loaf displayed on a paper plate. Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately 8 ½" x 4 ½" or 9" or 5". If mini-loaf pans are used for exhibit, two loaves must be presented for judging.

Class 2 **Creative Mixes:** Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan) Baked item made from a mix (commercial or homemade mixes acceptable). Food product must have been modified to make a new or different baked item. (Examples include poppy seed quick bread from a cake mix, cake mix cookies, sweet rolls made from readymade bread dough, monkey breads from biscuit dough, streusel coffee cake from a cake mix, etc.) Write what you learned about making this product using a mix instead of a homemade recipe or recipe "from scratch". Does it make it better or easier to use a convenience product or mix? Why or why not?

Class 3 **Biscuits or Scones:** Four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled or dropped. Any recipe may be used, but it must be a non-yeast product baked from scratch.

Class 4 **Healthy Baked Product:** Any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe must contain a fruit or vegetable as part of the ingredients (Ex: banana bars, cantaloupe quick bread, zucchini muffins, etc.)

Class 5 **Coffee Cake:** Any recipe or shape, non-yeast product – at least ¾ of baked product on a paper plate or in a disposable pan. Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201.

Class 6 **Baking with Whole Grains:** Any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe must contain whole grains as part of the ingredients. (Ex: whole wheat applesauce bread, peanut butter oatmeal cookies, etc.)

Class 7 **Non-traditional Baked Product:** Exhibit must include a food product prepared using a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.) Entry must be at least ¾ baked product, or 4 muffins or cookies on a paper plate or in a disposable pan. Entry must include supporting information that discusses alternative preparation method and how it compares with traditional method.

DEPT. E / DIV. 411

COOKING 301

Any bread item prepared or baked using a bread machine should be entered under the Cooking 201, Non-Traditional Baked Product. All exhibits made in the Cooking 301 or Cooking 401 projects must have been prepared without the assistance of a bread machine for mixing, raising, or baking of the food item.

Class 1 **White Bread:** Any yeast recipe, at least ¾ of a standard loaf displayed on a paper plate.

Class 2 **Whole Wheat or Mixed Grain Bread:** Any yeast recipe, at least ¾ of a standard loaf displayed on a paper plate.

Class 3 **Specialty Rolls:** Any yeast recipe, 4 rolls on a paper plate. May be sweet rolls, English muffins, kolaches, bagels, or any other similar recipe that makes individual portions.

Class 4 **Dinner Rolls:** - Any yeast recipe, 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks, or any other type of dinner roll.

Class 5 **Specialty Bread:** - Any yeast recipe, includes tea rings, braids, or any other full-sized specialty bread products. Must exhibit at least ¾ of a full-sized baked product.

Class 6 **Shortened Cake:** NOT FROM A CAKE MIX! At least ¾ of the cake. Shortened cakes use fat for flavor and texture and recipes usually begin by beating fat with sugar by creaming and include leavening agents in the recipe. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white-based frosting allowed)

DEPT. E / DIV. 412

COOKING 401

Any bread item prepared or baked using a bread machine should be entered under the Cooking 201. All exhibits made in the Cooking 301 or Cooking 401 projects must have been prepared without the assistance of a bread machine for mixing, raising, or baking of the food item.

Class 1 **Double Crust Fruit Pie:** Made with homemade fruit filling. No egg pastries or cream fillings. No canned fillings or premade pie crusts. May be a double crust, crumb, cut-out or lattice topping. Using an 8- or 9-inch disposable pie pan is recommended.

Class 2 **Family Food Traditions:** Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Any baked item associated with family tradition and heritage. Entry must include:(A) recipe, (B) tradition or heritage associated with preparing, serving the food, (C) where or who the traditional recipe came from.

Class 3 **Ethnic Food Exhibit:** Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. The name of the country, culture or region should be included as part of the supporting information with the recipe, as well as some background information about the country or culture the food item is representing.

Class 4 **Candy:** Any recipe, 4 pieces of candy on a paper plate or ½ cup. No items containing cream cheese will be accepted (Example: cream cheese mints). Candy may be cooked or no cook; dipped, molded, made in the microwave or other methods of candy preparation. Recipe must be included.

Class 5 **Foam Cake:** Original recipe (no mixes) of at least ¾ of the cake. Foam cakes are cakes that have a high ratio of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white-based frostings allowed)

Class 6 **Specialty Pastry:** Any recipe at least ¾ of a baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Baked items such as pie tarts, puff pastry, phyllo doughs, scones, biscotti, choux, croissants, Danish, strudels. Phyllo dough may be pre-made or from scratch. Pastries made with cream or egg-based fillings will be disqualified.

FOOD PRESERVATION GUIDELINES

A. **Processing Methods - Current USDA processing methods and altitude adjustments must be followed for all food preservation.** Jams, preserves and marmalades, fruit, tomatoes and pickled products must be processed in a boiling water bath. (Tomatoes may be processed in a pressure canner.) All non-acid

vegetables and meats must be processed in a pressure canner. Spoiled or unsealed container disqualifies entry.

- B. Jars - Jars do not need to be the same brand. Half pint jars may be used for jellies and preserves. The jars are not to be decorated by the exhibitor in any way. Canning jars must be used -others will be disqualified. No one-fourth pint jars allowed. Leave jar rings on for fair display, it helps protect the seal. No zinc lids.
- C. Current Project- All canning must be the result of this year's 4-H project.
- D. Criteria for Judging Exhibits will be judged according to score sheets available at your local Extension office or at <https://4h.unl.edu/fairbook/general/scoresheets-forms>. Incomplete exhibits will be lowered a ribbon class. Canned food items not processed according to altitude in the county will be lowered one class ribbon. Check with your local extension office or <https://food.unl.edu/canning#elevation> for your county's altitude and how that affects food processing times and pounds of pressure.
- E. Labeling: Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H'er, county and drying date. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.
- F. Recipe/Supporting Information - Recipe must be included, and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are not allowed. Current USDA guidelines for food preservation methods MUST be followed. Suggested sources of recipes include:
- 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning)
 - USDA Guide to Home Canning, 2015 revision (https://nchfp.uga.edu/publications/publications_usda.html)
 - Nebraska Extension's Food Website: <http://food.unl.edu/web/preservation/home> or Extension publications from other states
 - Ball Blue Book (published after 2009) or online: <https://www.freshperserving.com/recipes>

All exhibits must include the 4-H Food Preservation Card attached to the project as the required supporting information or include following information with exhibit: Find the 4-H Food Preservation Card at <https://go.unl.edu/preservation-card>

- Name of product
- Date preserved
- Method of preservation (pressure canner or water bath canner)
- Type of pack (raw pack or hot pack)
- Altitude (and altitude adjustment, if needed)
- Processing time
- Number of pounds of pressure (if pressure canner used)
- Drying method and drying time (for dried food exhibits). Write plainly on label and attach securely to exhibit. Securely attach official entry card to exhibit. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.
- Recipe and source of recipe (if a publication, include name and date).

Recipes can come from any source but current USDA guidelines for food preservation methods MUST be followed.

See <http://food.unl.edu/web/preservation/home> for current USDA guidelines.

- G. Write plainly on label and attach securely to exhibit. Securely attach official entry card to exhibit. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.
- H. Enter food projects in disposable materials, i.e. paper plate or plastic zip-lock bag. Not responsible for lost bread boards, china or glassware.

DEPT. E / DIV. 407

FOOD PRESERVATION

UNIT 1 FREEZING PROJECT MANUAL

- Class 1 Baked Item Made with Frozen Produce: Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe MUST include a food item preserved by the freezing method done by the 4-H'er. (Ex: Peach pie, blueberry muffins, zucchini bread, etc.) Supporting information must include both the recipe for the produce that was frozen as part of this project AND the baked food item.

UNIT 2 DRYING PROJECT MANUAL

- Class 2 Dried Fruit: Exhibit 3 different examples of 3 different dried fruits. Place each dried fruit (6-10 pieces of fruit, minimum of 1/4 cup) in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- Class 3 Fruit Leather: Exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- Class 4 Vegetable Leather: Exhibit 3 different examples of 3 different vegetable or vegetable/fruit leather combo. Place a 3- 4" sample of each leather together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- Class 5 Dried Vegetable: Exhibit 3 different samples of 3 different dried vegetables. Place each food (1/4 cup of each vegetable) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.
- Class 6 Dried Herbs: Exhibit 3 different samples of 3 different dried herbs. Place each food (1/4 cup of each herb) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.
- Class 7 Baked Item Made with Dried Produce/Herbs: Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe MUST include a dried produce/herb item made by the 4-H'er. (Ex: Granola bar made with dried fruits, dried cranberry cookies, Italian herb bread, lemon thyme cookies.) Supporting information must include both the recipe and the dried produce/herb AND the baked food item.

UNIT 3 BOILING WATER CANNING MANUAL

***Entries must be processed in a boiling water bath according to current USDA recommendations.**

- Class 8 1 Jar Fruit Exhibit: One jar of a canned fruit.
- Class 9 3 Jar Fruit Exhibit: Three jars of different canned fruits. May be three different techniques for same type of product, (ex: Applesauce, canned apples, apple pie filling, etc.).
- Class 10 1 Jar Tomato Exhibit: One jar of a canned tomato product.
- Class 11 3 Jar Tomato Exhibit: Three jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.)
- Class 12 Jar Pickled Exhibit: One jar of a pickled and/or fermented product.
- Class 13 3 Jar Pickled Exhibit: Three jars of different kinds of canned pickled and/or fermented products.
- Class 14 1 Jar Jelled Exhibit: One jar of a jam, jelly or marmalade.
- Class 15 3 Jar Jelled Exhibit: Three different kinds of jelled products. Entry may be made up of either pints or half pints (but all jars must be the same size).

UNIT 4 PRESSURE CANNING PROJECT MANUAL

***Entries must be canned in a pressure canner according to current USDA recommendations unless otherwise noted.**

- Class 16 1 Jar Vegetable or Meat Exhibit: One jar of a canned vegetable or meat.
- Class 17 3 Jar Vegetable Exhibit: Three jars of different kinds of canned vegetables.
- Class 18 3 Jar Meat Exhibit: Three jars of different kinds of canned meats.
- Class 19 Quick Dinner Exhibit: a minimum of 3 jars to a maximum of 5 jars (all the same size) plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on a 3" x 5" file card and attach to one jar.
- Class 20 1 Jar Tomato Exhibit: One jar of a canned tomato product.
- Class 21 3 Jar Tomato Exhibit: Three jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.



CAKE DECORATING GUIDELINES

(NOT Eligible for State Fair)

1. Cake should be placed on a very firm, disposable surface cut parallel to the shape of the cake and no more than 1 ½" on each side from the base of the border (not the cake). The surface should be covered. Freezer paper is not advised because it absorbs grease. Covering must be food-safe.
2. You may use a real cake or cake forms.
3. No non-edible items
4. Cakes will not be cut for judging.
5. Information Card Required:
 - o Occasion for use
 - o Size or shape
 - o Cake or cake form
 - o Techniques used
 - o Tips used and where
 - o Edible materials used
 - o Any problems you had

DEPT. E / DIV. 430

CAKE DECORATING

Unit I

4-H'ers who have exhibited in Unit II or Unit III are not eligible in Unit I.

Class 901 - Decorated Cookie or Cupcake: The cookie or cupcake base can be purchased or homemade. It will be judged on creativity, and effective use of frosting and tips in decorating the exhibit. Use a maximum of 2 different kinds/designs of decorating tips.

Class 902 - One Decorated Single Layer 8" or 9" Square or Round, or 9"x13" cake using no decorator tips (edible materials such as candies, pretzels and coconut should be used to create a design). A portion of the smooth base frosting should be visible.

Unit II

4-H'ers who have exhibited in Unit III are not eligible in Unit II.

Class 903 - One Decorated Character Cake (an entire cake which resembles the shape of a character or object made without cutting, other than a classic square, round, oblong, heart, hexagon, oval or petal cake shape.) Three-dimensional cakes are acceptable – primarily decorated with the star tip or other tips appropriate to the design.

Class 904 - One Layer, Decorated Cake showing the use of three different (not 3 sizes of the same design or tip) tips.

Class 905 - Two-layer, Decorated Cake (layers of the same size) showing the use of four different (not 4 sizes or combination of the same design of tip) tips.

Unit III

Class 906 - One Decorated Cake or Cake Form of three or more tiers of graduated sizes, using supports. Separator plates and pillars may be used, but are not required.

Class 907 - Decorated, Two or Three Tiered or Layer Cake, using fondant icing. (Icing may be purchased or made from a recipe).

Class 908 - Shaped Cake Class created by cutting cake to form a different shape than cake was baked in.

about personal safety and have the knowledge base to educate others about safety.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hsafety>

DEPT. E / DIV. 440

SAFETY

Class 1 First Aid Kit: A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4-H 425, pages 6 & 7 for guidance. Kits containing any of the following will be automatically disqualified:

- Prescription medications. (If the kit's purpose is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication.)
- Materials with expiration dates on or before the JUDGING DATE. (This includes sterile items, non-prescription medications, ointments, salves, etc. Materials dated month and year only are considered expired on the last day of that month.)
- Any controlled substance.

Class 2 Disaster Kit (Emergency Preparedness): Disaster kits must include: materials to prepare a person or family for emergency conditions caused by natural or man-made incident. Selection of materials is left to the exhibitor. Family or group kits must have enough material or items for each person. A description of the kit's purpose, the number of people supported and a list of individual contents is required. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit.

Class 3 Safety Scrapbook: The scrapbook must contain 15 news articles from print and/or internet sources about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½ x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

Class 4 Safety Experiences: The exhibit should share a learning experience the youth had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the youth's role, some evidence of the youth's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

Class 5 Careers in Safety: The exhibit should identify a specific career area in the safety field and include education and certification requirements for available positions, salary information, demand for the field and a summary of the youth's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, some military assignments, law enforcement officers, emergency room medical personnel, fire investigator and more. It is recommended youth interview a professional in the field in their research. Additional research sources might include books, articles, career web sites, job-related government web sites or interviews with career placement or guidance counselors. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

SAFETY

In this category 4-H'ers have the opportunity to create exhibits about all-terrain vehicles, fire, and tractor safety. In addition, participants can also create informational exhibits about basic safety strategies. Through involvement in this category, 4-H'ers will be better educated

DEPT. E / DIV. 450

FIRE SAFETY

- Class 1 Fire Safety Poster: This is a home floor plan drawn **to scale** showing primary and secondary escape routes and where fire extinguishers and smoke detectors are located. Draw every room, including all doors and windows. Use **black or blue** arrows showing **primary** escape routes from each room. Use **red** arrows showing **secondary** routes to use if the primary routes are blocked. Primary and secondary escape routes must lead outside to an assembly location. Documentation should include evidence the escape plan has been practiced at least four times. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".
- Class 2 Fire Safety Scrapbook: The scrapbook must contain 10 news articles from print and/or internet sources about fires to residential or commercial properties or landscapes. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The Scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½" x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.
- Class 3 Fire Prevention Poster: Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Halloween, 4th of July, etc.) Originality, clarity, and artistic impression will all be judged. Do not include live fireworks, matches or other flammable explosive/hazardous materials. Any entry containing this material will be disqualified. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".

DEPT. E / DIV. 469

ALL-TERRAIN (ATV)/TRACTOR

SAFETY *(NOT Eligible for State Fair)*

- Class 901 Demonstration Display: The exhibit is to be prepared on 24" high and 32" wide board, not to exceed ¼" thickness. It may include: 1) parts or system, 2) working or broken parts, or 3) a step-by-step procedure of how some repair or service job is performed. A limited number of photos are acceptable. Actual parts or cut a-ways of parts are recommended.
- Class 902 Restoration: Exhibitors need to restore/overhaul/ upgrade a unit to include current safety features. A report must be

included, covered by clear plastic, describing costs, repair costs, and what was done. "Before" and "After" photos should be included.

- Class 903 Poster: 14" x 22" either vertical or horizontal arrangement. They may be in any medium – watercolor, ink, crayon, etc., so long as they are not three-dimensional.
- Class 904 Display: showing your features checklist used when comparing three different units.
- Class 905 You Be the Teacher: Educational notebook, display, collection of materials that relate to project. Include 8 ½" x 11" page describing exhibit and summary of learning.

CYCLING

DEPT. E / DIV. 470

BICYCLE ADVENTURES

(NOT Eligible for State Fair)

- Class 901 Demonstration Display: The exhibit is to be prepared on 24" high and 32" wide board, not to exceed ¼" thickness. It may include: 1) parts or system, 2) working or broken parts, or 3) a step-by-step procedure of how some repair or service job is performed. A limited number of photographs are acceptable. Actual parts or cut a-ways of parts are recommended.
- Class 902 Restoration: Exhibitors need to restore/overhaul/ upgrade a unit to include current safety features. A report must be included, covered by clear plastic, describing costs, repair costs, and what was done. "Before" and "After" photos should be included.
- Class 903 Poster: 14" x 22" either vertical or horizontal arrangement. They may be in any medium – watercolor, ink, crayon, etc., so long as they are not three-dimensional.
- Class 904 Display: showing your features checklist used when comparing three different units.
- Class 905 You Be the Teacher: Educational notebook, display, collection of materials that relate to project. Include 8 ½" x 11" page describing exhibit and summary of learning.

LEADERSHIP & CITIZENSHIP

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

CITIZENSHIP

CITIZENSHIP GUIDELINES

- ✓ **Purpose:** The purpose of these citizenship exhibits is to foster civic responsibility and action within the diverse areas of citizenship including community service, service learning, government and policy making.
- ✓ **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. If the size needs to be different size because the item is larger than 22" x 28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28"
- ✓ **Project Materials:** The official reference for the citizenship projects is Citizenship Public Adventures Kit (MI 7329) and Citizen Guide's Handbook (BU 7330). Other helpful citizenship references include Citizenship Washington Focus guides, Character Counts! and Service Learning Information.
- ✓ Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4h4citizenship>
- ✓ **Supporting Material:** All entries must have a statement explaining:
 - the purpose of the exhibit
 - All exhibitors are encouraged to show evidence of their personal experiences, study or observations that relate to their exhibit. This helps the judges understand what the 4-H'er did and learned in the process that led to the exhibit.
 - **References:** All exhibitors should reference material sources or supporting information used in exhibits. (i.e., if questions from a game were taken from an outside source, they must be referenced).
 - **Identification:** All entries should be labeled with the exhibitor's name, club, and county.
- ✓ **Entries:** Each exhibitor is limited to one item per class.

DEPT. A / DIV. 120

CITIZENSHIP

- Class 1 **Care Package Display:** This exhibit is a display about the PROCESS of creating and giving a care package, not the actual care package. You may use a poster, Power Point or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. PowerPoint should be saved to a USB/thumb drive. You need to answer the following questions in your exhibit.
- ✓ How did you select the organization?
 - ✓ What items did you include in your care package?
 - ✓ Why did you select those items?
 - ✓ How did it feel to present your care pack to the organization?
 - ✓ What did you learn from this experience?

- ✓ Other information that you feel is important about the care package or organization.

Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc.

- Class 2 **Citizenship Game:** Exhibit consists of a game which could include but isn't limited to symbol flash cards, question and answer board or stimulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.
- Class 3 **Patriotic or Cultural Fine Arts:** Exhibit can be made of any art media but should tie in the relevance of the artwork to citizenship.
- Class 4 **Public Adventure Scrapbook:** Exhibit should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".
- Class 5 **Public Adventure Poster:** Exhibit should describe your Public Adventure or Service Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24" x 28".
- Class 6 **Written or Recorded Stakeholder Interview:** Interview should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as .wav or .mp3 file; a USB/thumb drive will be accepted.
- Class 7 **Written Citizenship Essay:** is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words.
- Class 8 **For 9th-12th Graders Only: Oral Citizenship Essay** addressing the theme "Freedom's Obligations" should be 3-5 minutes. No background music, singing or other enhancement allowed. All essays should be saved as a .wav or mp3 file; a USB/thumb drive will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached.
- Class 9 **Service Items:** Service Items can include but aren't limited to lap quilt, Quilt of Valor and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of whom the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.
- Class 10 **4-H Club Exhibit:** Exhibit should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item or care package.

DEPT. A / DIV. 130

SEEING i2i

- Class 1 **Cultural Fine Arts:** and be made of any art media but should symbolize what makes them unique.
- Class 2 **How Are We Different? Interview:** should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.
- Class 3 **Name Art:** should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.

- Class 4 Family History: depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.)
- Class 5 Exhibit depicting a cultural food: that is special to your family. Can be a story or essay.
- Class 6 "This is Who I Am" poem: a poem written by the 4-H'er that reflects who they are.
- Class 7 Poster: that depicts what you have learned through the i2i Project.
- Class 8 Biography about an historical figure: that has made a positive impact on our society or who have made a difference in the lives of others.
- Class 9 Play Script: written about a different culture.

AGRONOMY

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

FIELD CROPS

Individuals in the Crop Production, Field Crops project may exhibit grain or plants to prepare an educational display representing their project. The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed range, and soil sciences to solving problems in management, conservation, sustainability, and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hagronomy>

DEPT. G / DIV. 750

GRAIN OR PLANT EXHIBITS—

CLASSES 1-5

- A completed Crop Production Worksheet (<https://cropwatch.unl.edu/Youth/Documents/Crop%20Production%20Project%20Worksheet%20Final.pdf>) must accompany grain and plant exhibits or it will automatically be deducted one ribbon placing. The worksheet must include the exhibitors name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects.
- The worksheet also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis. Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season, and what you learned from your crops project. The worksheet counts as 50% of the total when judged.
- Worksheet must be the original work of the individual exhibitor or it will be deducted one ribbon placing.
- Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit. Refer to Scoresheet SF264. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from previous year's project. Suggested container for grain exhibit is a five-quart plastic ice cream bucket with lid.
- Plant exhibits, with the exception of ears of corn, must be the result of the current year's project.
 - Corn-10 ears or 3 stalks (cut at ground level with no soil and bound together)
 - Grain Sorghum- 4 stalks (cut at ground level and bound together)
 - Soybeans- 6 stalks (cut at ground level and bound together)
 - Small Grains (oats, barley, wheat, triticale)-sheaf of heads 2 inches in diameter at top tie with stems about 24" long
 - Other crops (alfalfa, millet, etc.) – sheaf of stems 3 inches in diameter at top tied with stems cut at ground level.

Supporting documentation (1/2 to 1-page in length) should include the following:

- Economic analysis and/or research that supports feasibility of this crop in Nebraska or how the crop has evolved over time.
- Other topics to discuss are past/current commercial production of this crop. This includes: the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season about this crop and what you learned from your crops project. This ½ to 1-page summary counts as 50% of the total when judged.
- In addition to the summary, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity) and quality of exhibit.

- Class 1 Corn (includes yellow, white, pop, waxy, or any other type)
Class 2 Soybeans
Class 3 Oats
Class 4 Wheat
Class 5 Any other crop (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

DEPT. G / DIV. 750

DISPLAYS CLASSES 6-10

- The purpose of the display is to tell an educational story to those that view the display.
- The display is a visual representation (pictures, charts, graphs) no larger than 28" wide by 28" tall on plywood or poster board.
- The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely.
- Consider creativity and neatness. Refer to scoresheet SF259. Each display must have a one page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used.
- The essay should be in a clear plastic cover with the exhibitor's name outside.
- If a display does not have an essay, it will automatically be deducted one ribbon placing.

- Class 6 Crop Production Display: The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, pest management, etc.
- Class 7 Crop Technology Display: Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
- Class 8 Crop End Use Display: Display information about the final product or end uses for a crop, such as food, feed, fuel, or other products. (i.e. corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into bio-diesel, pet bedding, crayons, oil, etc.)
- Class 9 Water or Soil Display: Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.
- Class 10 Career Interview Display: The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview 1 person that works with crops about such topics as what parts of their job do they enjoy or dislike, why

did they choose that career, what was their education, etc. Include a picture of the person interviewed.

DEPT. G / DIV. 750

SPECIAL AGRONOMY PROJECT 11-13

Youth experience a crop that is grown, was grown, or has the potential to be grown in Nebraska by growing it, researching traits of that crop and determine viability of that crop in the part of the state they live. Each year seeds will be mailed to extension offices or ag ed classrooms across the state, as ordered by that location. Offices will distribute to youth on a first come, first serve basis. A different seed will be selected every year. Youth will grow seeds in their garden or pots. Written resources materials will be available for youth, in addition to virtual, live or recorded videos/field trips. Youth will be eligible to enter an exhibit at both the county and/or state fair in the agronomy project area.

Class 11 – Special Agronomy Project – Educational Exhibit:

Educational exhibit based on what was learned from the project. Present information on a poster 14" x 22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, full address, and county must be on the back of the poster or report cover. Refer to Scoresheet SF259. Each display must have a one-page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used.

Class 12 – Special Agronomy Project – Video Presentation: 4-H exhibitor designs a multimedia presentation related to the crop. This could include narration of the growing process, presenting facts about the crop, or any other innovative multimedia practices. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound, and either a video clip, animation, or voice over and/or original video clip. Any of the following file formats will be accepted: mp4, .mov, .ppt, or .avi.

Class 13 – Special Agronomy Project – Freshly Harvested Crop: Plant exhibits must be the result of the current year's project. **See Plant Exhibits – Classes 1-5 – these guidelines will apply to Special Agronomy Project Class 13**

WEED SCIENCE

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

WEED SCIENCE GUIDELINES

- Any individual in the Conservation, Environment 1, 2, or 3, - Range, Reading the Range 1 or Using Nebraska Range 2, or Crop Production, Field Crops projects may exhibit a weed book or weed display. The book cover and at least 15 of specimens must represent this year's work. For assistance identifying plants, participants can use Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).
- Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements.

DEPT. G / DIV. 751

BOOKS

- Plants must be mounted on sheets that are no larger than 14" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear clover.
- Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. Refer to Scoresheet SF261.
- Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: 1. Scientific name (in italic or underlined), with authority, 2. Common name, 3. County of collection, 4. Collection date, 5. Collector's name, 6. Personal collection number, indicating the order that plants were collected, in your personal collection 7. Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

Label Example

Scientific Name:	<i>Abutilon Theophrasti</i> Medi.
Common Name:	Velvetleaf
County of collection:	Dodge County
Collection date:	6 July 2018
Collector's name:	Dan D. Lion
Personal collection number:	3
Life cycle:	Annual

Class 1 Weed Identification Book: A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada Thistle, musk thistle, plumeless thistle, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites), and at least three weeds that are a problem primarily in lawns.

Class 2 Life Span Book: A collection of 7 perennials, 1 biennial, and 7 annual weeds

DEPT. G / DIV. 751

DISPLAYS

- The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely.
- Each display must have a one-page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

Class 3 Weed Display: The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide resistant weeds, what makes a weed a weed, or used for weeds.

HORTICULTURE

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

HORTICULTURE

STATE FAIR ENTRIES: Premier 4-H Science Award is available in this area.

The purpose of Horticulture is to encourage participants to start and maintain vegetable gardens. In addition, 4-H'ers can participate in planting, growing and caring for flowers. There is also a special gardening project in this category that 4-H'ers can participate in.

FLORICULTURE GUIDELINES

- Exhibitors MUST be enrolled in the **World of Flowers, Annual Flowers, Growing Great Houseplants and/or Special Garden Project** to exhibit a MAXIMUM of FIVE exhibits in Classes 1 - 46 (cut flowers) and FOUR exhibits in Classes 50 - 66 notebooks, posters and container plants).
- The cultivar or variety name must be included on all entry forms. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor not the Extension office personnel.
- For Floriculture, punch hole in the top center of entry tag, use a rubber band to securely attach entry tag to containers.
- Exhibits entered under an incorrect class number or containing an incorrect number of flowers will be dropped one ribbon placing.
- A perennial is defined as a plant of which the crown overwinters. An annual is a plant that grows from seed each season, whether self-seeded or planted by the gardener. A biennial is a plant that germinates, grows and overwinters as a crown, blooms the following year and dies. Foliage will be considered when exhibit is judged.
- Cut Flowers: All 3 or 5 stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. Use plain jars or bottles for cut flower entries. Containers will not be judged; however, they should be glass containers of a neutral color that won't tip over and of adequate size to display blooms.
- Follow the guidelines in 4-H "Preparing Cut Flowers for Exhibits" 4H227 (revised 2016) - Free Download - <https://unl.app.box.com/s/2f3a785c67p7qhqasevp6gu6adf3uqon> when preparing entries for the fair.

Class 924 - Floral Arrangement (Themed): Theme, flowers, and design elements will be included in judging. 4H'er does not have to grow plants used. Supporting information stating the theme (i.e. red theme, rose theme, etc.) must be included. **This class is not State Fair Eligible.**

Class 925 - Floral Arrangement (Small): Diameter of overall exhibit must be less than 6". 4H'er does not have to grow plants used. **This class is not State Fair Eligible.**

Class 926 - Floral Arrangement (Large): Diameter of overall exhibit must be greater than 6". 4H'er does not have to grow plants used. **This class is not State Fair Eligible.**

DEPT. G / DIV. 770

FLORICULTURE

ANNUALS AND BIENNIALS / Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.

- Class 1 Aster
- Class 2 Bachelor Buttons
- Class 3 Bells of Ireland
- Class 4 Browallia
- Class 5 Calendula
- Class 6 Celosia – *crested or plume (3 stems)*
- Class 7 Cosmos
- Class 8 Dahlia
- Class 9 Dianthus
- Class 10 Foxglove
- Class 11 Gladiolus (3 stems)
- Class 12 Gomphrena
- Class 13 Hollyhock (3 stems)
- Class 14 Marigold
- Class 15 Pansy
- Class 16 Petunia
- Class 17 Salvia
- Class 18 Snapdragon
- Class 19 Statice
- Class 20 Sunflower (under 3" diameter-5 stems, 3" or more in diameter-3 stems)
- Class 21 Vinca
- Class 22 Zinnia
- Class 23 Any Other Annual or Biennial (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) / (do not duplicate entries in classes 1-22)

CUT FLOWER PERENNIALS / Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.

- Class 30 Achillea/Yarrow
- Class 31 Chrysanthemum
- Class 32 Coneflower
- Class 33 Coreopsis
- Class 34 Daisy
- Class 35 Gaillardia
- Class 36 Helianthus
- Class 37 Hydrangea (3 stems)
- Class 38 Liatris (3 stems)
- Class 39 Lilies (3 stems) (Not Daylilies)
- Class 40 Platycodon
- Class 41 Rose (3 stems)
- Class 42 Rudbeckia/ Black-eyed Susan
- Class 43 Sedum
- Class 44 Statice
- Class 45 Any Other Perennial (under 3" diameter – 5 stems, 3" or more in diameter – 3 stems) (do not duplicate entries in classes 30-42)
- Class 46 4-H Flower Garden Collection of 5 different flowers: Each flower in the collection should be exhibited with the number specified for classes 1-45. Display in a box or other holder no more than 18" in any dimension. Boxes will not be returned at State Fair. Do not duplicate entries in classes 1-45 with any group collection.

EDUCATIONAL EXHIBITS

- Class 50 Flower Notebook: Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. The notebook must be the result of the current year's work. 4-H'er's may show more than one cultivar of the same species, but they will only count as one species. Pictures from garden catalogs, hand drawn pictures, or photographs may be used. Each species/cultivar must be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should also be labeled as spring and summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, years in the project(s), full address and county must be on the back of the notebook.
- Class 51 Flower Garden Promotion Poster: Individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangements. Poster may be in any medium: water color, ink, crayon, etc. as long as they are not 3-dimensional. Posters using copyrighted material will not be accepted. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the poster. Entry card must be stapled to the upper right hand corner.
- Class 52 Educational Flower Garden Poster: Prepare a poster 14"x22"x2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flowers or houseplant project. You might show a special technique you use or equipment you have incorporated in your garden. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled upper right hand corner. The 4-H member's name, age, full address, years in the project(s), and county must be on the back of the poster.
- Class 53 Flower Gardening History Interview: Neatly handwritten or typed account of a gardening history interview with someone whose flower garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their flower garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the report cover.

HOUSEPLANTS:

- ✓ The choice of container and soil quality will be considered in judging.
- ✓ Each houseplant must be identified by listing the names on the entry tag or on a card attached to the container.
- ✓ Houseplants should be grown in the display container for a minimum of six weeks by the 4-H member. Plants grown as houseplants must be used. NebGuide G2205 "Guide to Growing Houseplants" and NebGuide G837 "Guide to Selecting Houseplants" <http://extensionpublications.unl.edu/assets/html/g837/build/g837.htm> includes a listing of common houseplants.
- ✓ Containers of annual flowers or annual plants (i.e. petunia, geraniums, impatiens) will be disqualified and will not be judged.
- ✓ Entries in Classes 60 - 66 must have been designed and planted by the 4-H member.
- ✓ SIZE: Container grown houseplants shall be in pots no greater than 12" in diameter (inside opening measurement). Dish gardens, desert gardens and terrariums may be up to 12" in diameter (inside opening measurement). Any container grown plant in Classes 60-66 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing.
- ✓ Exhibits in Classes 60-65 must have a saucer to catch drainage water.
- ✓ The 4-H members name, age, full address, county, and years in the project(s) must be on the bottom or back of the container and saucer.

- Class 60 Flowering Potted houseplant(s) that are blooming for exhibition. (Non-blooming plants will be disqualified.)
- Class 61 Foliage Potted houseplant(s) of all the same variety. (Only one variety of plant per container.)
- Class 62 Hanging Basket of flowering and/or foliage houseplants.
- Class 63 Dish Garden: An open/shallow container featuring a variety of houseplants excluding cacti and succulents.
- Class 64 Fairy or Miniature Garden: A miniature "scene" contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bath tub, etc.
- Class 65 Desert Garden: An open/shallow container featuring cacti and/or succulents grown as houseplants.
- Class 66 Terrarium: A transparent container, partially or completely enclosed; sealed or unsealed.
- Class 966 - Container Garden: Plants used are at the 4H'er's discretion (annual, perennials, succulents, etc. – may also be a mix). Entry must weigh less than 50 pounds. **This class is not State Fair Eligible.**
- Class 967 - Hanging Basket: Plants used may be flowering or foliage plants. Does not have to be for indoors specifically. **This class is not State Fair Eligible.**
- Class 968 - Unique Container: Container must be unusual, or not generally used for holding plants. Container uniqueness, as well as plant appearance and design will be judged. **This class is not State Fair Eligible.**

VEGETABLES, HERBS & FRUITS GUIDELINES

- The cultivar or variety name must be included on all entry forms. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension office personnel.
- Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be dropped one ribbon placing.
- In classes 252,255,268,269,285 and 286 do not duplicate entries with the classes listed by using other cultivars or varieties or entry will be dropped one ribbon placing. For example, 4-H'ers with two cultivars or varieties of red tomatoes can only enter the red tomatoes class and cannot enter the other cultivar or variety in any other vegetable class.
- Follow the guidelines in "Selecting and Preparing Vegetables, Herbs and Fruits for Exhibit" 4H226 (revised June 2013) - Free Download - <https://4h.unl.edu/4hcurriculum/preparingvegetabesherbmandfruit> when preparing entries for the fair.

DEPT. G / DIV. 773 VEGETABLES

VEGETABLE EXHIBITS / (number of vegetables to exhibit)

- Class 201 Lima Beans (12)
- Class 202 Snap Beans (12)
- Class 203 Wax Beans (12)
- Class 204 Beets (5)
- Class 205 Broccoli (2)
- Class 206 Brussel Sprouts (12)
- Class 207 Green Cabbage (2)
- Class 208 Red Cabbage (2)
- Class 209 Carrots (5)
- Class 210 Cauliflower (2)
- Class 211 Slicing Cucumbers (2)
- Class 212 Pickling Cucumbers (5)
- Class 213 Eggplant (2)
- Class 214 Kohlrabi (5)
- Class 215 Muskmelon/Cantaloupe (2)
- Class 216 Okra (5)
- Class 217 Yellow Onions (5)
- Class 218 Red Onions (5)
- Class 219 White Onions (5)
- Class 220 Parsnips (5)
- Class 221 Bell peppers (5)

- Class 222 Sweet (Non-Bell) peppers (5)
 Class 223 Jalapeno Peppers (5)
 Class 224 Hot (Non-Jalapeno) Peppers (5)
 Class 225 White Potatoes (5)
 Class 226 Red Potatoes (5)
 Class 227 Russet Potatoes (5)
 Class 228 Other Potatoes (5)
 Class 229 Pumpkin (2)
 Class 230 Miniature Pumpkins (5) - (*Jack Be Little Type*)
 Class 231 Radish (5)
 Class 232 Rhubarb (5)
 Class 233 Rutabaga (2)
 Class 234 Green Summer Squash (2)
 Class 235 Yellow Summer Squash (2)
 Class 236 White Summer Squash (2)
 Class 237 Acorn Squash (2)
 Class 238 Butternut Squash (2)
 Class 239 Butter cup Squash (2)
 Class 240 Other Winter Squash (2)
 Class 241 Sweet Corn / in husks (5)
 Class 242 Swiss Chard (5)
 Class 243 Red Tomatoes /2" or more in dia (5)
 Class 244 Roma or Sauce-type Tomatoes (5)
 Class 245 Salad Tomatoes/under 2" dia (12)
 Class 246 Yellow Tomatoes (5)
 Class 247 Turnips (5)
 Class 248 Watermelon (2)
 Class 249 Dry Edible Beans (1 pint)
 Class 250 Gourds, mixed types (5)
 Class 251 Gourds, single variety (5)
 Class 252 Any vegetable that doesn't fit in any other class (2, 5, or 12 depending on vegetable size) (do not duplicate entries in classes 201-251)
 Class 255 4-H Vegetable Garden Collection of Five Kinds of Vegetables: Displayed in a box not more than 24" in any dimension. Boxes will not be returned. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.
 Class 256 4-H Cultivar Vegetable Collection. Vegetables entered in the collection are 5 cultivars from a single exhibit; for example, 5 cultivars of all types of peppers, squash, onions, tomatoes, etc. Display in a box not more than 24" in any dimension. Boxes will not be returned. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.

DEPT G / DIV. 773

HERBS

HERB EXHIBITS: Herbs will be judged using the same general criteria used for vegetables. Those grown mainly for their seed, such as dill and caraway, should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a container of water. Potted herb plants will be disqualified and will not be judged.

- Class 260 Basil (5)
 Class 261 Dill / dry (5)
 Class 262 Garlic / bulbs (5)
 Class 263 Mint (5)
 Class 264 Oregano (5)
 Class 265 Parsley (5)
 Class 266 Sage (5)
 Class 267 Thyme (5)
 Class 268 Any other herb (5) (do not duplicate entries in classes 260-267)
 Class 269 4-H Herb Garden: Display of 5 different herbs. Displayed in a box or other holder not more than 18" in any dimension. Each herb in the collection should be exhibited with the number specified for Classes 260-268. Do not

duplicate entries in classes 260-268 with any in the Herb Garden collection.

DEPT. G / DIV. 773

FRUITS

FRUIT EXHIBITS: Fruits will be judged using the same general criteria used for vegetables. Fruit will be judged for the stage of maturity normal for that season and growing location. Emphasis will be placed on how well fruit approaches market quality.

- Class 280 Strawberries (everbearers) (1 pint)
 Class 281 Grapes (2 bunches)
 Class 282 Apples (5)
 Class 283 Pears (5)
 Class 284 Wild Plums (1 pint)
 Class 285 Other Small Fruit or Berries (1 pint) (do not duplicate entries in classes 280-284)
 Class 286 Other Fruits or Nuts (5) (do not duplicate entries in classes 280-284)

DEPT. G / DIV. 773

EDUCATIONAL EXHIBITS

- Class 290 Garden Promotion Poster: Individual poster promoting vegetable or herb gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium so long as it is not 3-dimensional. Posters using copyrighted material will not be accepted. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, and county must be on the back of the poster.
 Class 291 Educational Vegetable or Herb Garden Poster: Prepare a poster no larger than 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project the 4-H'er has done or learned about in a 4-H vegetable gardening project. One might show a special technique used or equipment incorporated in the garden (e.g. drip irrigation system, composting, or special techniques learned.) Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the poster.
 Class 292 Vegetable and/or Herb Gardening History Interview: Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include one picture of the person you interviewed) of their garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the report.
 Class 293 Vegetable Seed Display: Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families plus representatives from 5 other families. Group the seeds by family and type. Glue seed or otherwise fasten clear containers of seed to a board or poster mat board no larger than 22" x 24". Label each group and each individual vegetable type with the common and scientific names. Use only one variety or cultivar of each vegetable, except for beans where several examples of beans may be shown. Attach a card to the back of the display explaining why and how it is important to know which vegetables are related, and cite references on where the scientific name information was found. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the display.
 Class 294 World of Vegetable Notebook: Choose a favorite foreign cuisine and learn what vegetable and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.) Include a report telling about a minimum of 5 vegetables and/or herbs from each country chosen. Include the

scientific and common names; pictures of the plants from your garden or seed catalogs; tell how they are grown; and how the foods are used. Also list a source for buying the seed or plants. Favorite recipes using some or all of the vegetables described may be included. Protect in a clear report cover or small 3-ring notebook. The 4-H member's name, age, years in the project(s), full address and county must be on the back cover of the report.

- Class 995 Edible Container Garden: A minimum three different edible plants are required. For example – exhibitor may wish to submit an herb garden – therefore there has to be three different herbs included. Or if it is a mixed edible container, it might contain (at minimum) one herb, one vegetable, one flower. Supporting information is required to show the plants used are edible. May be any part of the plant that is edible (i.e. flowers, fruits) but the edible part must be indicated in the supporting information. **This class is not State Fair Eligible.**

DEPT. G / DIV. 775

SPECIAL GARDEN PROJECT

Youth must be enrolled in the current years' Special Garden Project to exhibit. Fresh cut flowers or harvested vegetables should be entered in the appropriate class listed above.

- Class 1 Special Garden Project - Educational Exhibit: Educational exhibit based on what was learned from the project. Present information on a poster 14"x22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, full address, and county must be on the back of the poster or report cover.

- Class 2 Special Garden Project Fresh Cut Flowers or Harvested Vegetables: The current years' Special Garden Project fresh cut flowers or harvested vegetables should be entered in this class. Refer to classes 1-45 for quantity to exhibit if special garden project is a fresh cut flower. Score Sheet SF106. Refer to classes 201-252 for quantity to exhibit if special garden project is a vegetable. Score Sheet SF 108

SCIENCE, ENGINEERING & TECHNOLOGY

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

GENERAL GUIDELINES

- A. The name and county of each exhibitor should appear separately on the back of each board, poster, or article and on the front cover of notebooks so the owner of exhibit may be identified if the entry tag is separated from the exhibit.
- B. Each individual is limited to ONE exhibit per class.
- C. Several classes require a display board with a height of 24 inches and not to exceed 1/4" in thickness. A height of 24 7/8 inches is acceptable to allow for the saw kerf (width) if two - 24 inch boards are cut from one end of a 4 x 8 sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board. (Example: Woodworking & Electricity).
- D. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
- E. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board is not to be judged as critically as a woodworking exhibit.
- F. Demonstration boards should include an overall title for the display, plus other necessary labeling.
- G. Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned. All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

- large enough to protect the fins. The base size is dictated by the size of the rocket fins.
- The rockets should be mounted vertically. Please do not attach sideboards or backdrops to the displays. In addition, a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rockets engine mount to give added stability.
- Rockets must be equipped as prepared for launching, with wadding and parachute or other recover system.
- Rockets entered with live engines, wrong base size or sideboards will be disqualified.
- A report, protected in clear plastic cover, should include:
 - a. rocket specification (include original or photo of manufacture packaging stating rocket skill level)
 - b. a flight record for each launching (weather, distance, flight height)
 - c. number of launchings
 - d. flight pictures
 - e. Safety (how did you chose your launch site? Document safe launch, preparations, and precautions)
 - f. Objectives learned
 - g. conclusions
- The flight record should describe engine used, what the rocket did in flight and recovery success. Points will not be deducted for launching, flight or recovery failures described. This includes any damage that may show on the rocket. Complete factory assembled rockets will not be accepted. Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, number of times launched and report. Three launches are required to earn the maximum launch points given on the score sheets. For scoring for the State Fair, only actual launches count, misfires will not count towards one of the required three launches.
- For self-designed rockets only, please include a digital recorded copy of one flight. In the documentation please include a description of stability testing before the rocket was flown.
- **Skill level of project is not determined by number of years in project. Skill level is determined by the level listed on the manufacturing packaging.**
- 4-H Rocket project levels are not intended to correspond to National Association of Rocketry model rocket difficulty ratings or levels.
- **High power rockets (HPR) is similar to model rocketry with differences that include the propulsion power and weight increase of the model. They use motors in ranges over "G" power and/or weigh more than laws and regulations allow for unrestricted model rockets. These rockets are NOT appropriate for 4-H projects and will be disqualified.**

SET - AEROSPACE (ROCKETS/DRONES)

INTERVIEW JUDGING OPPORTUNITY
Wednesday, August 4 by Appointment

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

Entry level rockets, made with PLASTIC FINNS and PLASTIC BODY TUBES, are COUNTY ONLY projects.

This category gives 4-H'ers a chance to display the rockets and drones they have created. Through participation in this category 4-H'ers will show judges what they learned about and how they adapted their exhibit throughout this project. Involvement in SET Aerospace gives participants a first-hand experience in modern technology.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4haerospace>

AEROSPACE GUIDELINES

- Rockets should be supported substantially to protect it from breakage. Rockets should be mounted on a base that has dimensions equal or less than 12" x 12" and the base should be 3/4" thick. No metal bases. If the rocket fins extend beyond the edges of the required base (12"x12"), then construct a base that is

INTERVIEW JUDGING / PROJECTS INCLUDE: Aerospace Projects (Dept. H/Div. 850)

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 division (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:

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

DEPT. H / DIV. 850

AEROSPACE

Youth Enrolled in Aerospace 2, 3, or 4 may exhibit in any class within this division.

AEROSPACE/ROCKETS

- Class 1 Rocket: Any skill level rocket with wooden fins and cardboard body tubes painted by hand or air brush.
- Class 2 Aerospace Display: Poster or display board that displays or exemplifies one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, explains the parts of a NASA rocket or shuttle, interview of someone in the aerospace field or kite terminology. Include notebook containing terminology (definition), and what we learned. Display can be any size up to 28" by 22".
- Class 3 Rocket: Any Skill Level Rocket with wooden fins and cardboard body tubes painted using commercial application example commercial spray paint.
- Class 4 Self Designed Rocket: Any self-designed rocket with wooden fins and cardboard body tubes.

AEROSPACE—DRONES

- Class 5 Drone Poster: Exhibit must be designed to educate yourself and others on one or more of the following topics: drone technologies, uses of drones, the different types of drones, types of training needed to operate drones, and the laws and regulations users must follow. Posters can be any size up to 28" by 22".
- Class 6 Drone Video: Exhibit must demonstrate how the drone interacts with the outside world. Examples include field scouting, surveying damage from natural disasters, drones used in commercial applications and settings, drones used for structural engineering. Video should not exceed 5 minutes.

SET - PHYSICS/POWER OF WIND

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

This category provides 4-H'ers a way to present their ideas about energy. Through participation in this category, 4-H'ers will learn more about physics, friction, energy, and elasticity. In addition, participants will make a display to go along with their findings.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hphysics-powerofwind>

DEPT. H / DIV. 900

THE POWER OF WIND

Exhibits from Class 901 are NOT eligible to go on to State Fair

Class 901 Mini Turbine Blade Energy Display: Develop a pinwheel display that demonstrated the working power of wind. Follow guidelines on page 18 -19 of your manual. Display should include a notebook description of the effectiveness of at least three different designs or material. Please do not include pennies with your display.

Class 1 Create and Compare Energy Resources Poster: Poster should explore 2 alternative/renewable energy resources. Compare and contrast the 2 resources including two of the following information: amount of energy created, costs of production, usability of the energy, pros/cons of environmental impacts, etc. Posters can be any size up to 28" by 22".

Class 2 Experiment Notebook: Notebook will explore the scientific method involving alternative/renewable energy sources. Information required. 1.) Hypothesis 2.) Research 3.) Experiment 4.) Measure 5.) Report or Redefine Hypothesis.

Class 3 Solar as Energy Display: Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar ovens, solar panels, etc.

Class 4 Water as Energy Display: Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of water.

Class 5 Wind as Energy Display: Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power

Class 6 Other Nebraska Alternative Energy: Notebook should explore Nebraska an alternative energy source besides wind, water, and solar power. Include information on type of power chosen, infrastructure for distribution, what resources are needed to create this alternative resource, cost of production, and potential uses of bio-products

SET - COMPUTERS

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

This category gives 4-H'ers a chance to display their knowledge of computers. Through participation in this category 4-H'ers will develop presentations that show judges their knowledge in the different aspects of computer science. Involvement in SET Computers gives participants a first-hand experience in modern technology.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hcomputers>

COMPUTER GUIDELINES

All Computer Projects containing E-mail addresses need to black out personal E-mail addresses for the protection of each exhibitor.

Team Entries: To qualify for entry at the Nebraska State Fair team materials entered in robotics classes that are clearly the work of a team instead of an individual must have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H members on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing

DEPT. H / DIV. 860

COMPUTERS

COMPUTER MYSTERIES – UNIT 2

Class 1 Computer Application Notebook: 4-H exhibitor should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following:

greeting card (5 different cards; birthday, wedding, anniversary, sympathy, get well or other); a business card (3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (l-book); promotional flyer (3 flyers promoting 3 different events); newsletter (minimum 2 pages); or other: examples such as precision farming or family business logo etc. This exhibit consists of a notebook (8.5 x 11 inches) which should include (1) a detailed report describing: (a) the task to be completed, (b) the computer application software required to complete the task, (c) specific features of the computer application software necessary for completing the task (2) print out of your project. Project may be in color or black and white.

Class 2 Produce a Computer Slideshow Presentation: Using presentation software. A notebook with a printout of all slides should be submitted. Slideshow should include a minimum of 10 slides and no more than 25. Incorporate appropriate slide layouts, graphics animations and audio (music or voice and transition sound do not county). Each slide should include notes for a presenter. All slideshows must be up loaded.

COMPUTER MYSTERIES – UNIT 3

Class 3 Produce an Audio/Video Computer Presentation: Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or QuickTime Player.

Class 4 How to STEM (Technology, Engineering and Math) Presentation: Youth design a fully automated 2 to 5 minute 4-H "how to" video. Submissions should incorporate a picture or video of the 4-Her, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Videos should be designed for web viewing. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .ov, .ppt, or .avi.

Class 5 Create a Web Site/Blog or App: Design a simple Web site/blog or app for providing information about a topic related to youth using either software programs such as an HTML editor like Microsoft's FrontPage or Macromedia's Dreamweaver, and image editor like Irfan View or GIMP or online using a WIKI such as Google Sites. If the Web site, Blog or App isn't live include all files comprising the Web site, Blog or App should be submitted on a CD-ROM in a plastic case along with the explanation of why the site was created. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created.

Class 6 3D Printing Unique Items: 3D printing uses plastic or other materials to build a three-dimensional (3D) object for a digital design. Youth may use original designs or someone else's they have re-designed in a unique way. Exhibits will be judged based on the motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering project or cookie cutter. Must include design notebook with motivation or problem statement the prototype was 3D printing will include a notebook with the following:

- Define motivation/problem solved
- Software used
- Document purpose of material and print settings
- Material choice (PLA, PVA, ABS, etc.)
- In-fill density
- Moving parts

Class 7 3D Pen Creation: 3D pens rapidly melt and cool plastic filament allowing the 4-Her to draw in 3D. Youth may use original designs or use a template to create their 3D item. Exhibits will be judged based on the complexity of the design and shape. 3D pen creation will include a notebook with the following:

- Copy of the template if used and description of any changes the youth created.
- If no template used –an explanation of how the creation was built.
- Must include paragraph of what the youth learned while creating their project (i.e. way to improve their next creation)
- Paragraph on how 3D pens impact Science Engineering and Technology

Class 8 Maker Space/Digital Fabrication: This project is a computer generated projected created using a laser cutter, vinyl cutter, heat press or CNC router. Vector or 3D based software such as a corel draw or Fusion 360 would be an example of an appropriate software used to create your finished project. Project should include a notebook with the following:

- What motivated you to create this project.
- Software and equipment used.
- Directions on how to create this project.
- Prototype of plans.
- Cost of creating project.
- Iterations or modifications made to original plans.
- Changes you would make if you remade this project.

SET - ELECTRICITY

STATE FAIR ENTRIES:

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

In this category 4-H'ers have the opportunity to create informational exhibits about the different aspects of electricity. Through involvement in this category, 4-H'ers will be better educated about electricity and be able to present their knowledge to others.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4helectricity>

DEPT. H / DIV. 870

ELECTRICITY

POSTERS:

The following 4-H electricity related posters (classes 901 and 902) exhibiting and judging should refer to Department B, Division 152, Posters, for general requirements. **Exhibits from these classes (901-902) are NOT eligible to go on to State Fair**

Class 901 Electricity Safety Poster: Must deal with a specific topic. EXAMPLE: "Overhead Power Line Safety," "Safety in The Home", "On Farm Safety."

Class 902 Electric Energy Conservation: Must show useful methods of efficient use of electrical energy and conservation.

ELECTRICITY CLASSES: The following 4-H Electricity Exhibits should refer to the 4-H Electricity Manuals for general guidelines.

ELECTRIC EXCITEMENT 1

Exhibits from classes (903-906) are NOT eligible to go on to State Fair

Class 903 Bright Lights: Create your own flashlight using items found around your house. Flashlights should be made out of items that could be recycled or reused. No kits please.

Class 904 Control the Flow: Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5-volt light bulb, bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close.

Class 905 Conducting things: Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You must find five items that are conductors and five items that are insulators. Create a table that illustrates your results.

Class 906 Is There a Fork in the Road: Use the following items to construct one parallel and one series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5-volt light bulb.

ELECTRIC EXCITEMENT 2

Exhibits from classes (907-909) are NOT eligible to go on to State Fair

Class 907 Case of the Switching Circuit: Use the following items: two D cell batteries, two battery holders, light bulb, bulb holder, a 3 inch by 6-inch piece of cardboard, six brass paper fasteners and approx. two feet of 24 gauge insulated wire to build a three-way switch. Write a short essay or create a poster that illustrates how three way switches function.

- Class 908 **Rocket Launcher:** Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4 inches by 8 inches, single pole switch, single throw switch, normally-open push button switch, 40 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2- by 6- board 6 inches long, 1/8 inch diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8 inch and ¼ inch drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must successfully build a rocket launcher and light two rocket igniters with your launcher. You DO NOT have to actually fire a rocket off of the launcher. Create a poster using photographs to show the “step by step process” you used to build your launcher.
- Class 909 **Stop the Crime:** Build an ALARM using the following materials: On-off push button switch, mercury switch, buzzer-vibrating or piezoelectric, 9-volt battery, 9-volt battery holder, 4 inch by 4 inch by 1/8 inch Plexiglas board to mount circuit on; rosin core solder, soldering gun/iron, two feet of 22-gauge wire, wire strippers, hot glue gun sticks, hot glue gun and a plastic box with a lid to mount your alarm circuit on. Create a poster using photographs to show the “step by step process” you used to build your alarm.

ELECTRIC EXCITEMENT 3—WIRED FOR POWER

- Class 1 **Electrical Tool/Supply Kit:** Create an electrical supply kit to be used for basic electrical repair around the house. Include a brief description of each item and its use. Container should be appropriate to hold items.
- Class 2 **Lighting Comparison:** Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display, or an actual item.
- Class 3 **Electrical Display/Item:** Show an application of one of the concepts learned in the Wired for Power project. Examples include: re-wiring or building a lamp, re-wiring or making a heavy duty extension cord or developing an electrical diagram of a house. Exhibit could be a poster display, or an actual item.
- Class 4 **Poster** should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28” by 22”.

ELECTRIC EXCITEMENT 4—ELECTRONICS

- Class 5 **Electrical/Electronic Part Identification:** Display different parts used for electrical/electronic work. Exhibit should show the part (either picture or actual item) and give a brief description, including symbol of each part and its function. Display should include a minimum of 10 different parts.
- Class 6 **Electronic Display:** Show an application of one of the concepts learned in the Electronics project. Examples include: components of an electronic device (refer to p. 35 of the Electronic manual).
- Class 7 **Electronic Project:** Exhibit an electronic item designed by the 4-H'er or from a manufactured kit that shows the electronic expertise of the 4-H'er. Examples include: a radio, a computer, or a volt meter.
- Class 8 **Poster** should exemplify one of the lessons learned in the Entering Electronics project. Posters can be any size up to 28” by 22”.

SET - ROBOTICS

This category involves the many different aspects of Robotics. Participants will learn more about how robots are designed and developed as well as the mechanical and electronic elements of robots. Involvements in SET Robotics gives participants a first-hand experience in modern technology.

Scoresheets, forms, contest study materials, and additional resources can be found at: <http://go.unl.edu/ne4hrobotics>

DEPT. H / DIV. 861

ROBOTICS

Youth enrolled in Virtual Robotics, Junk Drawer Robotics (Levels 1, 2, or 3), Robotics Platforms or GEAR TECH 21 may exhibit in any class within this division.

Team Entries: To qualify for entry at the Nebraska State Fair team materials entered in robotics classes that are clearly the work of a team instead of an individual must have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H members on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing.

Creating a video of your robot in action would be helpful for the judges but is not mandatory. Present as a CD Rom with your robot entry.

- Class 1 **Robotics Poster:** Create a poster (14”x 22”) communicating a robotics theme such as “Robot or Not”, “Pseudocode”, “Real World Robots”, “Careers in Robots” or “Autonomous Robotics”, “Precision Agriculture” or a robotic topic of interest to the 4-H'er.
- Class 2 **Robotics Notebook:** Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables or other evidence of the 4-H'er's learning experience. The notebook should contain at least three pages. Topics could include a programming challenge, a programming skill, calibration, sensor exploration, or any of the topics suggested in Class 1.
- Class 3 **Robotics Video:** This class should be displayed in a notebook. The notebook should include a video clip on a CD/DVD that demonstrates the robot performing the programmed function. Include your pseudocode and screenshots of the actual code with a written description of the icon/command functions.
- Class 4 **Career Interview:** Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12-point font, and 1” margins. Written reports should Multimedia reports should be between 3 to 5 minutes in length.
- Class 5 **Robotics Sensor Notebook:** Write pseudocode which includes at least one sensor activity. Include the code written and explain the code function.
- Class 6 **Build a Robot:** (may use kit) –Include a robot and notebook including the pseudo codes for at least one program you have written for the robot, the robots purpose, and any challenges or changes you would make in the robot design or programming. If robot is more than 15” inches wide and 20” inches tall they may not be displayed in locked cases. We recommend that you submit the project under class 3 – Robotics Video.
- Class 7 **Kit Labeled Robot:** (cannot be programmed) – This class is intended for explorations of robotic components such as arms or vehicles OR educational kits marketed as robots that do not have the ability to be programmed to “sense, plan and act.” This exhibit should include a project the youth has constructed, a description of what it does and an explanation of how it is similar to and different from a robot. If robot is more than 15” inches wide and 20” inches tall they may not be displayed in locked cases. We recommend that you submit the project under class 3 – Robotics Video.
- Class 8 **3D Printed Robotics Parts:** This class is intended for youth to create parts, through 3D printing, to help create their robot in completing a coded function. Project should include notebook describing the process used to create the project, describe the success of your designed piece (did it work), intended use of the product and the modifications made to the item.

SET - GEOSPATIAL

STATE FAIR ENTRIES:
Premier 4-H Science Award is available in this area.

SET Geospatial is a diverse category that includes a variety of exhibits 4-H'ers can get involved in. Through participation in this category 4-H'ers will gain more knowledge about Nebraska's rich history and diverse geography. Take close note of the rules to ensure your exhibit qualifies.

Scoresheets, forms, contest study materials, and additional resources can be found at: <https://go.unl.edu/ne4hgeo>

DEPT. H / DIV. 880

SET GEOSPATIAL

Youth enrolled in Geospatial or GEAR TECH 21 may exhibit in any class within this division.

- Class 1 Poster: Create a poster (not to exceed 14"x22") communicating a GPS theme such as How GPS or GIS works, Careers that use GPS or GIS, how to use GPS, what is GIS, GPS or GIS in Agriculture, Precision Agriculture, or a geospatial topic of interest.
- Class 2 4-H Favorite Places or Historical Site Poster: The 4-H exhibitor identifies a favorite place or historical site (including grave sites) in Nebraska. Exhibit should include latitude and longitude, digital picture, and local area map. Poster size should not exceed 14" x 22".
- Class 3 GPS Notebook: Keep a log of at least 5 places visited using a GPS enabled device. At least one site should be from a community other than where you live. For each site, record the latitude, longitude and elevation. Also include a description of the site, a paragraph explaining what was interesting about the site or finding it. Photos of each site and/or cache are optional but encouraged.
- Class 4 Geocache: Assemble a themed geocache. Each geocache should be a watertight container. It should include a log book and pencil for finders to log their visits and may include small trinket, geo-coins, etc. for the finders to trade. Documentation should include a title, teaser description and the geographic coordinates of intended placement. **Register the site at geocaching.com, include a print-out of its registry.** The entry may include a photograph of the cache in its intended hiding place.
- Class 5 Agriculture Precision Mapping: 4-Hers will assemble a notebook that will include a minimum of 2 digital copies of various data layering that can be used in precision agriculture to identify spatial patterns and / or correlations (printed copies of websites were applications can be purchased in acceptable) A report of how the analysis of the various data will be used to make management decision.
- Class 6 4-H History Map: Preserve 4-H History: Nominate a Point of Interest for the 4-H History Map Project include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map please go to <http://arcg.is/1bvGogV> For more information about 4-H history go to http://4hhistorypreservation.com/History_Map/ For a step by step video on nominating a point, please go to this link: <http://tinyurl.com/nominate4h> Write a brief description of historical significance of 4-H place or person. (a minimum of one paragraph)
- Class 7 GIS Thematic Map: Using any GIS software, create a thematic. Thematic maps can utilize any subject of interest to the 4-H'er. Example map would be Amelia Earhart's or Sir Francis Drake's voyage population density maps, water usage "x 11" maps or 4-H project in Nebraska. Create GIS Map using data from books, and or internet. Use reliable data, (U.S. Center or U.S. Census Bureau etc.) Map any size from 8.5" x 11" up to 36" x 24", should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of map.

SET - WELDING

WELDING GUIDELINES

All metal welding process accepted. All welds exhibited in Class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent so the judge can look at the bottom side of weld when necessary. Each weld should be labeled with information stating:

- 1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.)
- 2) kind of weld
- 3) welder setting
- 4) electrode/wire/rod size
- 5) electrode/wire/rod ID numbers.

Attach a wire to display board so it can be hung like a picture frame. No picture frame hangers accepted. If no plans are included with welding article or welding furniture, item will be disqualified.

All outside projects MUST have entry tag and supporting information placed in a protective bag to prevent damage from weather events such as rain and be ATTACHED to projects with string, zip ties, etc.

Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hwelding>

DEPT. H / DIV. 920

ARCS AND SPARKS

Class 1 Welding Joints: A display of one butt, one lap and one fillet weld.

4-H Welding Project Tips and Suggestions: Class 1

- 1) All welds should be made with the same electrode/wire/rod size and number.
- 2) Welds should be made only on one side of metal so penetration can be judged.
- 3) Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off Excess oil.
- 4) It is suggested that all welds be on the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5 to 2 inches wide and 3.5 to 4 inches long. A good way to get this size is to buy new cold rolled strap iron and cut to length. The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed. Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full length bead.
- 5) Stick welding: Suggested coupon thickness – 1/4" if using 1/8" rod. Suggest road –AC and DC straight or reverse polarity –first E-7014, second E-6013.
- 6) MIG welding: Suggested coupon thickness—1/4" is using .035 wire and "if using .023 wire.
- 7) Oxy – Acetylene: Suggested coupon thickness—1/8". Suggested rod – 1/8" mild steel rod.

Class 2 Position Welds: A display showing three beads welded in the vertical down, horizontal and overhead positions.

4-H Welding Project Tips and Suggestions: Class 2

- 1) It is suggested that all welds be on same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4" x 4" or on individual coupons that are about 2" x 4" inch and 1/4" thick. Suggested rods for this class of position welds for AC and DC straight or reverse polarity is, first E-6013, second E-7014 and E-6010 for DC reverse polarity only.
- 2) Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

Class 3 Welding Article: any shop article where welding is used in the construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. All plans, plan alternations, and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish because project may be displayed outside.

4-H Welding Project Tips and Suggestions: Classes 3 & 4

1) All welds should be cleaned and protected from rust with paint or light oil. Plans are to be complete enough that if they were given to a welding shop, the item could be made without further instructions. Bill of materials should include a cost for all items used including steel, electrodes, paint, wheels, etc.

Class 4 Welding Furniture: Any furniture with 75% welding is used in the construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. All plans, plan alternations, dimensions and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish because project may be displayed outside.

Class 5 Plasma Cutter/Welder Design: Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4Hers will create a notebook describing the design process to create the "artwork" to butt cut into the metal. **This exhibit is not eligible for entry at the State Fair.** In the notebook include:

- A photo (front and back) of the finished project. Also include detailed photographs of the project to allow judges to examine cuts.
- Instructions on how the design was created, this allows for replication of the project
- Lessons learned or improvements to the project

Class 6 Composite Weld Project: 60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. All plans, plan alterations, and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish because project may be displayed outside.

- All projects must have appropriate finish. If the project (i.e. picnic tables, wishing wells, swings, chairs, bridges, doghouses, etc.) is designed to be used outside, it will be displayed outside.
- All outside projects MUST have entry tag and supporting information placed in a protective bag to prevent damage from weather events such as rain and be ATTACHED to projects with string, zip ties, etc.**

DEPT. H / DIV. 911

WOODWORKING

WOODWORKING WONDERS: MEASURING UP UNIT 1

Exhibits from these classes are NOT eligible to go on to State Fair

Class 904 Woodworking Article: Item made using skills learned in the Measuring Up manual. Examples include: flower box, napkin holder or letter holder, or picture frame.

Class 905 Woodworking Display: Display exemplifying one of the principles learning in the Measuring Up project. Examples include: name the tools, safety settings, identifying woods, measuring, butt joint, sanding.

WOODWORKING WONDERS: MAKING THE CUT UNIT 2

Exhibits from these classes are NOT eligible to go on to State Fair

Class 906 Woodworking Article: Item made using skills learned in the Making the Cut manual. Examples include: tool box, birdhouse, sawhorse, whistle, or foot stool.

Class 907 Woodworking Display: Display exemplifying one of the principles learned in the Making the Cut project. Examples include: safety techniques, interview a carpenter, selecting wood, cutting on an angle, chiseling, and scrolling, power sanding.

WOODWORKING WONDERS: NAILING IT TOGETHER UNIT 3

Class 1 Woodworking Article: Item should be made using either joints, hinges, dowels, or a dado joining made using skills learned in the Nailing It Together manual. Item is required to be appropriately finished. Examples include: bookcase, coffee table or end table.

Class 2 Woodworking Display: Display exemplifying one of the principles learned in the Nailing It Together Project. Examples include: measuring angles, wood lamination and joint types.

Class 3 Recycled Woodworking Display: Article made from recycled, reclaimed or composite wood. Article must be appropriately finished **and/or sealed** and utilize one or more woodworking techniques from page 2 of the Unit 3 manual. Exhibit must include the woodworking plan and a minimum one-page report of how the engineering design process was used to develop the woodworking plan. Engineering Design Process

- State the problem (Why did you need this item?)
- Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?)
- Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)
- Build the item (What was your woodworking plan, and what processes did you use to build your item?)
- Reason for article finish (What type of finish, how did you finish or why you choose this finish?)
- Evaluate (How does your item solve the original need?)
- Present results (How would you do this better next time?)

Class 4 Composite Wood Project: 60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alterations must be attached to the article. Project plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish because project may be displayed outside.

Class 5 Outdoor Wood Project made with Treated Wood: Treated wood projects DO NOT have to have a finished coating. All plans and plan alterations must be attached to the article. Protect plans with a cover. If project is designed to be outside. Examples include: picnic tables, planters, outdoor furniture, etc.

SET WOODWORKING

INTERVIEW JUDGING OPPORTUNITY Wednesday, August 4 by Appointment

In this category 4-H'ers have the opportunity to create exhibits about varying levels of woodworking. In addition, participants can also create informational exhibits about their woodworking projects. Through involvement in this category, 4-H'ers will be better educated about the topic and better their woodworking skills.

Scoresheets, forms, contest study materials, and additional resources can be found at:

<https://unl.box.com/s/leyyacbd3k3tky0i58id6mvgya1tvcc5>

WOODWORKING GUIDELINES

- The ability to build objects as designed by another person is an important life skill. Professional woodworkers often are hired to build objects to exacting specifications as laid out in a written plan.
- Requirements: All articles exhibited must include a plan (with drawings or sketch or blueprint) stating dimensions and other critical instructions a builder would need to know how to build the project. Plans may include narrative instructions in addition to the dimension drawings and include any alternations to the original plan. Part of the score depends on how well the project matches the plans. If the plans are modified, the changes from the original need to be noted on the plans. All plans used for making the article must be attached and protected by a clear plastic cover and include the exhibitors name and county.
- 4-Hers may enter 2 items per class number for woodworking projects ONLY!**
- 4-H'ers must be in Unit 3 or Unit 4 for the exhibit to be considered for State Fair.

WOODWORKING WONDERS: FINISHING UP UNIT 4

- Class 6 Woodworking Article: Item made using skills learned in the Finishing It Up Project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.
- Class 7 Woodworking Display: Display exemplifying one of the principles learned in the Finishing It Up project. Examples include: career opportunities, types of finishes, or dovetailing.
- Class 8 Recycled Woodworking Display: (SF91) – Article made from recycled, reclaimed or composite wood. Article must be appropriately finished **and/or sealed** and utilize one or more woodworking techniques from page 2 of the Unit 4 manual. Exhibit must include the woodworking plan and a minimum one-page report of how the design and engineering process was used to develop the woodworking plan.
1. State the problem (Why did you need this item?)
 2. Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?)
 3. Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)
 4. Reason for article finish (What type of finish, how did you finish or why you choose this finish?)
 5. Build the item (What was your woodworking plan, and what processes did you use to build your item?)
 6. Evaluate (How does your item solve the original need?)
 7. Present results (How would you do this better next time?)