

# 2022 GARDEN COUNTY FAIR



**August 3rd-7th**

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# 2022 GARDEN COUNTY FAIR SCHEDULE OF EVENTS

## Friday, July 15

- ◆ Pre- Fair Registration Papers Due

## Saturday, July 23

- ◆ Shooting Sports at Pumpkin Hall-Times TBD

## Monday, July 25

- ◆ Fashion Revue Pre-Registration Due in Office

## Wednesday, July 27

- ◆ 4-H Fashion Revue, Location TBA

## Friday July 29

- ◆ Drop-Add Day to Fair Papers

## Saturday, July 30

- ◆ Shooting Sports at Traphouse- Times TBD

## Wednesday, August 3

- ◆ 7:00 am Horse Check-in
- ◆ 7:30 am 4-H Horse Show

## Thursday, August 4

- ◆ 8:00-10:00 am Static Judging
- ◆ 6:00-8:00 pm Beef/Sheep/Goats/Poultry/  
Rabbit Weigh-In/ Check-in

## Friday, August 5

- ◆ 7:00 am Hog Weigh-in
- ◆ 9:30 am Beef Showmanship  
Bucket Calf  
Stocker Feeder  
Breeding Beef  
Dairy Beef  
Market Beef
- ◆ 12:30-1:00 pm Lunch Spon. by Sidney Feeds
- ◆ 1:00- 1:30 pm Clover Buds Show  
Remainder of Beef Show
- ◆ 2:00 pm Rabbit & Poultry Show  
Small Animal Round Robin after  
both showmanship classes are over

## Saturday, August 6

- ◆ 8:00 am Hog, Sheep, & Goat Show
- ◆ 1:00 pm Large Animal Round Robin

## Sunday, August 8

- ◆ 11:30 am Buyer's Appreciation Dinner
- ◆ 12:30 pm Awards Presentation
- ◆ 1:00 pm Livestock Auction
- ◆ 4:00 pm 4-H Exhibits picked up from  
Exhibit Hall

## FAIRGROUNDS CLEAN UP

**June 12th 4:00pm**

**July 29th 6:00pm**



# GARDEN COUNTY

## **General Rules & Regulations**

1. To be considered a 4-H/FFA member, a youth must belong to a 4-H Club, FFA Chapter, or be declared an independent 4-H member via 4hOnline or written form by June 15th of current year. Youth will be 8 as of January 1 of the current year to participate in 4-H. 4-H members must not have passed their 19th birthday as of Jan 1st. FFA members will follow Nebraska FFA rules set forth by the State FFA Office.
2. There will be no discrimination due to race, color, national origin, handicap, or gender.
3. Entries are open to members of 4-H that have been enrolled in the project area by June 15th of current year on 4hOnline.
4. All exhibits must be current year's projects.
5. 4-H members will not be allowed to show the same project area in Garden County that they are showing in any other county, i.e. market beef in Garden and market beef in another county.
6. All animal ID forms are due on June 15th, as well as YQCA certification, and enrollment. See livestock rules for more information about livestock rules.
7. Pre-entry deadline will be set by the office each year. In 2022, pre-entry forms are due by July 15th. Youth will be able to drop/add projects up until July 29th. After that no changes will take place.
8. All 4-H and FFA members are requested to familiarize themselves with all the rules and regulations which apply to their exhibit. All FFA members will be required to follow all 4-H rules.
9. A superintendent or extension staff must release all exhibits assigned to the area. Times will be determined by the Fair Board prior to fair.
10. The County, Extension Educators/Aide, general superintendents or anyone connected with any committee dealing with the fair or any county activity, is not responsible in any way for loss, damage or injury to any property, animal or person, resulting from any cause.

### **Judging Procedures**

1. All awards will be made in the modified Danish System. A purple ribbon denotes a superior, blue denotes an excellent exhibit, and red denotes a good exhibit.
2. 4-H exhibitors must receive a blue or purple ribbon to be eligible for county and state awards. To be eligible for Reserve recognition, they must receive a blue or better ribbon placing. For Grand Champion recognition, they must receive a purple ribbon placing.
3. Premiums that are shown are for Garden County Fair.
4. Exhibits not listed in the fair book need to be approved by the 4-H Council.
5. Any 4-H member is eligible to have an exhibit selected for the State Fair unless his or her presence is required. If presence is required, member must have been 10 years of age before January 1, 2021.
6. Decisions of judges and superintendents will be

final. The appeals and protest procedures adopted by the Garden County 4-H Council will be followed in case of disputes. Care will be taken to insure safety of exhibits. However, in all cases the owner will be held responsible for any loss or damage done to, or arising from any animal or article on exhibit.

## **PROTEST COMMITTEE**

The respective superintendent has the authority to make appropriate decisions based on the 4-H Premium Book. When needed, a committee shall be appointed to serve as a protest review group. They will meet when needed to act upon concerns.

- All protests must be submitted in writing and signed.
- The written protest must be submitted to the County Fair 4-H management Team and must include:
  1. Names of persons involved.
  2. Nature of concerns.
  3. Situation and documentation.
  4. Recommendations for corrections.
  5. Specific action, rule, etc., in question.
  6. Additional persons committee may contact for further clarification
  7. Procedures and/or steps carried out by person involved prior to submission of the protest to the County Fair 4-H Management Team.

The committee will review the written protest. They may discuss the situation with affected persons and show officials, including County Fair Management. Recommendations will be developed, followed, and communicated, both verbally and in writing, to the group or individual affected.

- In cases of protest the exhibitor may be allowed to show, but results of showing will be subject to change based on the outcome of the protest process. This allows for smooth operation of the show and facilitates appropriate processing.
- The management reserves the right to withhold any award. The exhibitor may be excluded from the show if action warrants.

### **Protest will not be accepted after the exhibit is released**

#### **Static Exhibits Rules**

1. Only one entry per class unless otherwise designated.
2. Static and Fashion Show exhibitors must be present and participate in interview judging to receive Grand or Reserve Champion award.
3. Non-State Fair eligible projects, county eligible projects only will be marked in the fair book as **COUNTY ONLY**.
4. If a project requires supporting material, it must be included the day of judging, unless otherwise stated. Exhibits not having supporting material will be dropped one ribbon placing.
5. State Fair General Rules and Regulations are available from your local extension office.
6. Arrangements need to be made through the extension office for booth set-up.
7. It is recommended by the Council that good school clothes be worn at activities where the presence of the 4-Her is required for judging purposes such as speech contests, judging contests, presentations and static entry day judging.

#### **Livestock Rules**

1. All livestock rules are found in the livestock section in back of book.

### **4-H Council Scholarship**

Beginning in 2022, the Garden County 4-H Council will be offering a Senior Scholarship. The Garden County 4-H Council will annually award up to \$1,000 to high school seniors who have been enrolled and have been an active participant in the Garden County 4-H program for a minimum of three years of their high school career. Scholarship money may be split if more than one qualified candidate is found each year.

Selected candidate(s) scholarship money will be paid directly to the school upon proof of registration being presented to the Extension Office. The applicant may declare any major or enroll in any type of educational program that is taught in a formal setting. Acceptable programs include: study at universities, colleges, junior colleges, technical schools, trade schools and cosmetology schools. Correspondence courses and short term special interest programs, such as artificial insemination schools, are unacceptable.

The application and supporting material must be filled out completely and received prior to the deadline. Complete rules and application can be obtained from the Extension Office after the beginning of the year.

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## **CLUB BOOTHS** **(COUNTY ONLY)**

**Premiums: 10.00**

Exhibit will be displayed inside or outside of the 4-H Building. Examples of decorated exhibit are hay bales, planted flower buckets, trash barrels, etc. Outside exhibits need to be waterproof including tag with club name. Exhibit needs to promote either a 4-H project or club or promote the current fair theme. Contact extension office to make arrangements to set up booths. One exhibit per class

### **DIVISION 151** **BOOTHS**

**CLASSES:**

- B151001 Booth**
- B151002 Decorative Exhibit**
- B151003 Diorama**

Three-dimensional mini scene displayed in box no larger than 30"



# **CLOVER KIDS**

(ages 5 – 7 must be 5 yrs. old Jan 1 2022)

**Premium:\$1.00 each project (limit 10 projects)  
and Participation Ribbon**

## **(COUNTY ONLY)**

Clover Kids are eligible if they are 5-7 years old by January 1 of the current year. The focus for these projects is to build a positive, non-competitive 4-H experience emphasizing fun, success, and parent or significant adult involvement. Exhibits are to be entered at the same time as other 4-H static (hall) exhibits, unless otherwise stated. Clover Kids may participate in interview judging if they choose. One exhibit per class. Limit 10 entries

### **RULES**

1. Animal and animal subject matter can contribute to Clover Kids objectives.
2. However, for safety, liability, and competitive reasons often associated with livestock shows, some restrictions are necessary to maintain Clover Kids Program Objectives.
3. The Clover Kids program will be developmentally appropriate and involve the following components:
  - \*Encourages involvement of parent or significant adult Focused on self-esteem and provide positive feedback.
  - \*Sharing through cooperative learning.
  - \*Non-competitive-emphasizing fun and success of every child.
  - \*Recognizes individuals for participation.
  - \*Recognition and incentives are to be presented without rank or placing.
4. Specific reasons for being cautious with direct large animal involvement are as follows:
  - \*Children 8 and under often lack the mental and physical skills for controlling and understanding the strength of large animals (Livestock Conservation Institute, 1994).
  - \*Young children may lack the strength, balance, and attention span to adequately manage large animals .(American Medical Equestrian Association)
5. Because of these reasons, Clover Kids programs involving live animals must adhere to the following guidelines:
  - \*Exhibition includes discussions with youth based on their knowledge of the care and raising of the animal.
  - \*Exhibitors “show” in a non-competitive setting for participation only.
  - \*Age, size, and temperament of animal projects must be appropriate for the exhibitor’s age and size.
  - \*Horse projects are not appropriate for this age group.
  - \*Small animals (rabbits, poultry, dogs, cats, lambs, goats, bucket calves) are allowed.
  - \*No snakes.
  - \*Livestock animals should be no more than six months of age and no more than 350 pounds at the time of show.
6. Participation ribbons will be given to each participant
7. All animals will be brought and taken home the day of the show
8. No animals will be sold at the 4-H sale
9. Each participant may show no more than one animal

**Clover Kid programs in addition to the curriculum provided can be developed as long as a safe environment is assured.**

## **DIVISION 900**

### **CLOVER KIDS- JUST OUTSIDE THE DOOR**

#### **CLASSES:**

- **G990001 Seed Mosaic** - must use 3 different types of seeds to create a picture or abstract art
- **G990002 Bird Feeder** (homemade with recycled materials)
- **G990003 Insect Model** – Create insect using any kind of non-edible media; include all parts of insect: six legs, one pair of antennae and three body sections

- **G990004 Wildlife Story** - (your choice of animal) display discovered information on a poster
- **G990005 Leaf Rubbings** - 5 leaf rubbings
- **G990006 Nature Hike** - take a hike and make a shadow box filled with items you collected along the way or draw a picture of something you saw

## **DIVISION 991**

### **CLOVER KIDS– SCIENCE & TECHNOLOGY**

#### **CLASSES:**

- **G991001 Rocket** can be an Estes rocket with plastic fins, stomp rocket, or a non-flying model rocket
- **G991002 Paper Flyers** – Make your favorite kind of paper flyer. Can be a helicopter, airplane, rocket, or any flying machine.
- **G991003 Exploring Wind** - make & decorate a pinwheel
- **G991004 Exploring Sound** - make a noise making instrument using recycled material
- **G991005 Robotics** - make a robot using either recycled materials or Legos
- **G991006 Catapult** - make a catapult out of recycled materials
- **G991007 Kitchen Chemistry** - make either playdough or slime

## **DIVISION 992**

### **CLOVER KIDS– FAMILY TRADITIONS**

#### **CLASSES:**

- **G992001 Name Art** - make art created around your first name, last name, or initials
- **G992002 Homemade Piñata**
- **G992003 Hand or computer made card** - for either any holiday
- **G992004 Scrapbook**—one page of yourself or family or family event.

## **DIVISION 994**

### **CLOVER KIDS-THEATER ARTS**

#### **CLASSES:**

- **G994001 Sock Puppet**
- **G994002 Spoon Puppet**
- **G994003 Other Puppet**
- **G994004 Poster** with pictures of you in different costumes - no larger than 14” x 22”.
- **G994005 A Poem or Rhyme**-can be recited or displayed on paper. May be your own or published piece.
- **G994006 Participate in Speech Contest** - read a book, poem, or your own story for less than a minute

## **DIVISION 996**

### **CLOVER KIDS- CREATE YOUR CORNER**

#### **CLASSES:**

- **G996001 Collage** – no larger than 14” x 22”.
- **G996002 Homemade Mobile**
- **G996003 Covered Storage Box**
- **G996004 Banner/Wall/Door Hanging**
- **G996005 Decorated basket**
- **G996006 Homemade Bulletin Board**
- **G996007 Yard or Outdoor Decoration.**
- **G996008 Scrapbooking**– One page of your favorite space , activity or animal.
- **G996009 Photography**- 5 pictures of related theme. Mounted on no larger than 14”x22”
- **G996010 Lego structure** on 10x10 base.
- **G996011 My favorite photo** (4 x 6) in a frame.
- **G996012 Holiday Craft** (Easter, Christmas, etc.)
- **G996013 My favorite School Project**

- **G996014 Portfolio containing at least 3 examples from the following:** Color wheel; Finger painting; Dip/dye paper; Torn tissue design; Crayon melt print; Texture rubbing; Potato print; Finger print picture.
- **G996015 Making Recycled Paper** - use recycled newspaper or paper to create a new piece of paper (any shape allowed)
- **G996016 Other**

## **DIVISION 997**

### **CLOVER KID-EXPLORING FARM ANIMALS**

#### **CLASSES:**

- **G997001 Create a Critter** – Draw or make a model of an animal using different parts from different animals.
- **G997002 Animal Sculpture** – any type of medium; i.e., clay, play dough, bread dough clay, etc.
- **G997003 Animal Show** – (can be borrowed) Limit one animal per exhibitor.
  - \* Youth will be asked about the care and raising of the animal.
  - \* Companion animals must be brought in appropriate cages.
  - \* *Livestock must be no older than 6 months of age and no more than 350 pounds at the time of the show.*
  - \* Horses and snakes are not allowed.
  - \* All animals are to be brought and taken home on the day of the show unless borrowed from a 4-Her.
  - \* Bucket calf, swine, lamb, goats, rabbit, and poultry will be shown.

## **DIVISION 998**

### **CLOVER KIDS-SEWING & FASHION SHOW**

#### **CLASSES:**

- **G998001 Fashion Show Participant**—model your favorite outfit or accessory. Does not need to be handmade.
- **G998002 Pillow Case**
- **G998003 Simple Pillow (no larger than 18”x18”)**
- **G998004 Bag/Purse**
- **G998005 Everything Bag**
- **G998006 Pin Cushion**
- **G998007 Embellished Garment**

## **DIVISION 999**

### **CLOVER KIDS-PLANT SCIENCE**

#### **CLASSES:**

- **G999001 Flowers**—3 stems of single variety. Use plain sturdy jar or bottle (no plastic bottles).
- **G998002 Vegetables**— display on a sturdy paper plate. Any vegetable that you helped grow in your garden.
- **G998003 Potted Plant**
- **G999004 Plant grown from a seed**

# **COMMUNICATIONS**

**Premiums:**                    3.00            2.50            2.00

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

## Rules

1. 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.

## Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

## Quota

No quota exists for this department.

## Scoresheets, Forms, and Contest Study Materials

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

## DIVISION 154

### COMMUNICATIONS, MODULE 2

#### CLASSES:

- **B154001 - Poster** - (SF94) - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area.
- **B154002 - Essay** - (SF94) - Write an essay (3-5 pages) that showcases what was learned in this project area.

## Rules

1. 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, or preparing a presentation using a form of technology.

## COMMUNICATIONS, MODULE 3

#### CLASSES:

- **B154003 - Poster** (SF94) Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area.
- **B154004 - Essay** (SF94) Write an essay (3-5 pages) that showcases what was learned in this project area.
- **B154005 - Digital Media** - (SF94) - 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.

## Rules

1. 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, and job shadowing a communication professional.

## Resources

### Communications Module 1

Learn about interpersonal relationships, cultural understanding, speech making, safety in online spaces, and job interviews; practice communication in a variety of situations; Learn about communication preferences, active listening, identifying aggressive communication, using visual aids, making introductions, and writing letters and songs

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/185](https://4hcurriculum.unl.edu/index.php/main/program_project/185)

### Communications Module 2

Learn about interpersonal relationships, cultural understanding, speech making, safety in online spaces, and job interviews; Practice communicating in a variety of situations; Learn about and practice conflict resolution, online communication and social media, cultural differences in communication, writing thank you notes, press releases, and speeches, and career in communications

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/171](https://4hcurriculum.unl.edu/index.php/main/program_project/171)

### Communications Module 3

Learn about interpersonal relationships, cultural understanding, speech making, safety in online spaces, and job interviews; Practice communicating in a variety of situations; Learn about interpersonal electronic communication usage, evaluating advertisements, writing resumes and cover letters, safety in online communication, leadership and teamwork, and digital storytelling

URL:[https://4hcurriculum.unl.edu/index.php/main/program\\_project/172](https://4hcurriculum.unl.edu/index.php/main/program_project/172)

# CREATIVE ARTS

## PHOTOGRAPHY

**Premiums:**            3.00        2.50        2.00

The purpose of this project area is to establish basic to advanced knowledge of and abilities in using photographic equipment, lighting, and composition to camera's capabilities. Participants can work through the three project levels progressing from basic to advanced photographic skills and techniques. For help getting started with this project contact your county 4-H Extension office.

### Rules

1. 4-H members are allowed to exhibit in only one photography level unit.
2. 4-H members may enter up to three exhibits but no more than one exhibit per class (see general rules).
3. An image may only be used on one exhibit with the exception of the Portfolios, which may include images other classes.
4. **Cameras:** - Photos may be taken with any type of film or digital camera, including phones, tablets, and drones.
5. Photos must be shot by 4-H member during the current project year with the exception of Portfolios, which may include images captured and/or exhibited in previous years.
6. 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.
7. **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:
  - a. Printed portfolios should be presented in a 8.5"x11" three-ring binder or similar book format. Recommended photo size is 8"x10". Matting is not necessary.
  - b. Digital portfolios may be presented online and must be exhibited along with a single 8.5x11 flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
8. **Display Exhibits:** - At the State Fair display exhibits are only accepted Level 2 classes. Displays consist of three 4"x6" photos mounted on a single horizontal 11"x14" 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).
9. **Print Exhibits:** Print exhibits must be 8"x10" printed mounted in 11"x14" (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 unit data tags are required (see rule regarding Data Tags).
10. **Entry Tags:** - Entry tags should be securely attached to the upper right-hand corner of the exhibit.

**11. Data Tags:** - Data Tags are required on all print and display. Data tags are not required for portfolios. Each exhibit must have the appropriate number and level of data tags as outline 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> or printed in the office.

1. **Level 2 Prints:** - All Level 2 prints must have a Level 2 Data Tag.

2. **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 (see rule J).

3. **Level 3 Prints:** - All Level prints must have a Level 3 Data Tag.

**12. On-Campus Exhibition Selection:** - Exhibit Prints may be selected from State Fair entries 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.

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

#### **Scoresheets, Forms, and Contest Study Materials**

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

#### **Special Awards**

On-Campus Exhibition Selection - Level 2 and Level 3 prints exhibited at State Fair may be selected from State Fair entries 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.

## **DIVISION 180**

## **PHOTOGRAPHY LEVEL 1**

### **(COUNTY-ONLY)**

#### **Rules**

1. **Displays** – Displays exhibits are encouraged for Level 1 exhibitors. Displays consist of three 4x6 photos mounted on a single horizontal 11x14 black or white poster or mat board. No foam core backing board is allowed. 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. Use numbers to identify which photo each data tag corresponds with.

#### **CLASSES:**

- **B180001 Fun with Shadows Display or Print** Photos should capture interesting or creative use of shadows (Activity 4)
- **B180002 Get in Close Display or Print** Photo should capture a close-up view of the subject or object. (Activity 8)
- **B180003 Bird's or Bug's Eye 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)
- **B180004 Tricks and Magic Display or Print** Photos should capture visual trickery or magic. Trick photography require 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 flower pot, 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)
- **B180005 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. Photos may be posed or un-posed. (Activity 13)

- **B180006 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)
- **B180007 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 4x6 photos mounted on a single horizontal 11x14 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)

## **DIVISION 181**

### **NEXT LEVEL PHOTOGRAPHY**

#### **CLASSES:**

- **B181010 Level 2 Portfolio (SF88)** 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: 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 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.
- **B181020 Creative Techniques & Lighting Display or Print (SF87)** 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)
- **B181030 Creative Composition Display or Print (SF87) COMPOSITION DISPLAY OR EXHIBIT 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, 9)
- **B181040 Abstract Photography Display or Print (SF87) ACTION 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)
- **B181050 Candid Photography Display or Print (SF87)** Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)
- **B181060 Expression Through Color Display or Print (SF87)** - 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)

#### **Rules**

1. 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.

## **DIVISION 182**

### **MASTERING PHOTOGRAPHY**

#### **CLASSES:**

- **B182010 Level 3 Portfolio (SF88)** 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: 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 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.
- **B182020 Advanced Techniques & Lighting Print (SF89)** 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)
- **B182030 Advanced Composition Print (SF89)** Photos should show advanced compositions, such as using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewer's 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)
- **B182040 Portrait Print (SF89)** 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)
- **B182050 - Still Life Print (SF89)** 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)
- **B182060 - Freeze/Blur the Moment Print (SF89)** Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)

#### **Rules**

Level 3 photographers 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.

#### **Resources:**

##### **Mastering Photography**

Get to know your camera's capabilities using the mode dial; Practice capturing a focal point understanding how camera equipment and depth of field effects the photo; Practice taking photos in low-light situations; Practice taking photos that help you get the correct exposure; Practice taking silhouettes; Practice composing photos that include geometric shapes and interesting framing; Practice composing photos that break photography "rules"; Practice taking still-life photos; practice capturing portraits showing a person's character and personality; Practice taking photos of interesting shapes, patterns, and textures; Practice capturing photos where the subject is in motion; Practice taking photos that are outside the normal limits: astrophotography, underwater, infrared; Practice creating creative joiners; Evaluate photos that represent body of work.

**URL:**[https://4hcurriculum.unl.edu/index.php/main/program\\_project/30](https://4hcurriculum.unl.edu/index.php/main/program_project/30)

##### **Next Level Photography**

Get to know your camera's capabilities using zoom; Practice using different lens filters; Practice using light to portray a specific



mood; Practice taking photos of reflections; Practice taking photos without the flash feature on your camera; Practice using the Rule of Thirds and the Rules of the Golden Triangle and the Golden Rectangle; Practice taking photos from different points of view/perspectives; Practice creating photos with interesting negative spaces; Practice capturing unposed, candid shots of a subject or event; Practice taking photos of "bits and pieces" of ordinary objects to create a work of art; Practice using a camera to create a panorama; Use color to create photos that are cool warm, monochromatic, contrasting, and/or complementary; Practice taking photos with a specific purpose in mind to teach, instruct, or sell a product or service; Evaluate photos that represent body of work

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/29](https://4hcurriculum.unl.edu/index.php/main/program_project/29)

#### **Photography Basics**

Get to know your camera; Practice keeping camera steady and level; Practice taking photos, noticing natural light; Notice shadows and their potential in photography; Practice using natural light from several different directions; Practice using flash for fill, solving red-eye problems; Evaluate background, middle-ground, and foreground when taking photos; Practice filling the frame with the subject; Practice eliminating background clutter in photos; Practice using different viewpoints and perspectives in photos; Compose creative, unusual photos; Compose variety of selfies; Take photos of people, places, and things; Sequence photos to tell a story; Create black and white photos; Evaluate photos using critical thinking

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/28](https://4hcurriculum.unl.edu/index.php/main/program_project/28)

# **LEATHERCRAFT**

## **COUNTY ONLY**

**Premiums \$3.00 \$2.50 \$2.00**

#### **Rules**

1. Put name, age and county on back of exhibit board or on tag attached to individual exhibit articles.
2. Include whether articles are made from kit or are self-cut and designed by the member.
3. For beginning and intermediate carving, must include what tools were used to create exhibit.
4. Projects will be evaluated on the quality of the information completed on label (25%) and quality of the exhibit (75%).
5. Leathercraft exhibitors may exhibit in more than one of the classes.
6. Leathercraft projects could include but are not limited to the following: coaster, bookmark, key fob, wristband, comb case, barrette, necklace, medallion, luggage tag, coin purse, billfold, picture frame, sewing case, key case, drawstring bag, picture, belt, belt buckle, leash, halter, bridle, camp stool, stirrup guards, vest, moccasins.

### **DIVISION 904**

#### **UNIT I. INTRODUCTORY STAMPING/TOOLING**

##### **Definition:**

\* Stamping/tooling is where you use impressions made from tools to form a design.

\*Exhibit 1-3 articles.

\*Apply a clear finish to your article(s).

##### **CLASS:**

- **G904900 Stamping**

#### **UNIT II. BEGINNING CARVING**

##### **Definition:**

\*Carving is where you cut into the leather (usually with swivel knife) as part of the design you are tooling.

\*Exhibit 1-3 articles.

\*Must use swivel knife to cut and tool pattern. May also use camouflage tool, pear shaver, beveller, vainer, seeder, backgrounder and decorative cuts. Exhibit label must include tools used for each exhibit article.

\*Clear leather finish applied to exhibit article (s).

##### **CLASS:**

- **G904903 Carving**

#### **UNIT III. INTERMEDIATE CARVING W/LACING OR STITCHING**

##### **Definitions:**

\*Cord-round and waxed thread,

\*Lace-flat with a shiny side and a rough side

\*Exhibit 1-3 articles.

\*Exhibit label must include tools used for each exhibit article.

\* Must carve and lace (or stitch) project using cord or lace.  
Finish is exhibitor's choice.

**CLASS:**

- G904906 Carving w/ Lacing or stitching

# **CONSUMER & FAMILY**

# **SCIENCE**

## **CLOTHING**

**Premiums:**            3.00        2.50        2.00

Participants in the clothing category will demonstrate their knowledge through 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 4-H contestants. For more resources and materials in this category refer to the resource section at the bottom of the page.

### **Rules**

1. **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.
2. **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, and the number of years enrolled in the project exhibited. Wool entries must have the fiber content listed on the identification label. Attach a label on every component of the outfit using safety pins or by basting. Not responsible for unlabeled items.
3. **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., wooden or notched plastic hangers with a swivel hook. As you look at the garment, place the hook of the hanger pointing to the left. Fasten skirts, shorts, and pants to skirt/pant hangers or safety pin on hanger. 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.
4. **Removal of Entries:** Entries may not be removed for use in any other State Fair activity including State Fair Fashion Show.
5. **General:** Garments as listed may be made for self (4-H member) or another person. Garments will be displayed by county. 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.
6. **Criteria for Judging:** Refer to the Nebraska 4-H website for current state fair scoresheets at [www.4h.unl.edu](http://www.4h.unl.edu). In addition, all entries must conform to rules and regulations as set forth in the current Nebraska State Fair Book.

**4-H'ers who have enrolled in or completed STEAM II Clothing project are not eligible to exhibit in STEAM I Clothing.**

## Scoresheets, Forms, and Contest Study Materials

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hclothing>.

### Special Awards

- \* Premier 4-H Science Award is available in this area. Please visit this site for more details <https://4h.unl.edu/fairbook/premier-science-award>.
- \* All garments and accessories will be considered for the juried "4-H Design Gallery" to be displayed at the Nebraska State Fair only.
- \* All garments with at least 60% wool content are eligible for the "Make It With Wool" Award.

## **DIVISION 220**

### **STEAM I - BEGINNER**

#### **CLASSES:**

- **C220901 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 1/2 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.
- **C22002 Sewing Kit** Include a list of sewing notions and purpose for each included. (pg. 12-17 in project manual)
- **C220903 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 1/2 x 11, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.
- **C220904 What's The Difference** 4-H members enrolled in STEAM Clothing 1 may enter an exhibit (not to exceed 22" x 30') 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.
- **C220905 Clothing Service Project** Can include pillows or pillow cases but are not limited to. 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.
- **C220908 Pin Cushion**
- **C220909 Chair Caddy SSF- Level 2**
- **C220910 Sleeping bag for Doll-Level 2**
- **C220911 Patchwork for Pillow-Level 2**
- **C220912 Pillow Stripes- Level 2**
- **C220913 Tote Bag- Level 2**
- **C900914 Belt Bag- Level 2**
- **C220915 Everything Bag- Level**
- **C220916 Windsock- Level 3**
- **C220917 Diagonal Patchwork Pillow-Level 3**
- **C220918 Wall organizer-Level 3**
- **C220919 Football Pillow-Level**
- **C220920 Sew for fun pillow- Level 3**
- **C220921 Fanny Pack- Level 3**
- **C220922 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.
- **C220923 Upcycles 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.

- **C220924 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.
- **C220925 Beginning Textile Clothing Accessory (COUNTY ONLY)** Accessory is constructed and/or decorated using techniques as defined in the project manual. Entry examples include: hats, bags, scarves, gloves, aprons etc.

## **DIVISION 220**

### **GENERAL CLOTHING**

4-H members in all skill levels may exhibit in this area.

#### **CLASSES:**

- **C220001: Clothing Portfolio** (SF20) Complete at least four different samples/activities from Chapters 2, 3 OR 4 of the project manual. The Portfolio should be placed in an 8 1/2 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.
- **C220002 Textile Science Scrapbook** (SF20) Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 1/2 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.
- **C220003: Sewing For Profit** (SF63) 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".

## **DIVISION 221**

### **BEYOND THE NEEDLE**

**4-H members must show their own original creativity.**

#### **CLASSES:**

- **C221001 Design Portfolio** (SF20) – A portfolio consisting of at least three design samples or 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.
- **C221002 Color Wheel** (SF20) 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".
- **C221003 Embellished Garment With Original Design** (eligible for State Fair Fashion Show)- Scoresheet (SF26) - 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.
- **C221004 Original Designed Fabric Yardage** (SF27) 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.
- **C221005 Item (garment or non-clothing item) Constructed From Original Designed Fabric** (Only garments are eligible for State Fair Fashion Show) (SF26) 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 mate-

rials used. If additional information is not included, exhibit will be lowered one ribbon placing.

- **C221006 Textile Arts Garment or Accessory** - (Garment eligible for State Fair Fashion Show) (SF25) - 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.
- **C221007 Beginning Fashion Accessory** - (Not eligible for State Fair Fashion Show) (SF23) An accessory designed and/or constructed using elements and principles of design and basic skills; can be textile or non-textile based. Example: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, and etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.
- **C221008 Advanced Fashion Accessory** (Not eligible for State Fair Fashion Show) (SF23) 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, advanced design on tennis shoes, metal stamping, riveting, resin, and etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.
- **C221009 Wearable Technology Garment** (Eligible for State Fair Fashion Show) (SF33) Technology is integrated into the garment in some way (For example: LEDs, charging capabilities, sensors, and etc.)
- **C221010 Wearable Technology Accessory** (Not eligible for State Fair Fashion Show) (SF33) An accessory constructed integrating technology into the accessory (For example: Charging Backpack, Fitness Tracker, and etc.)

## **DIVISION 222**

### **UNIT 2 STEAM CLOTHING 2- SIMPLY SEWING**

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

#### **CLASSES:**

- **C222001 Design Basics, Understanding Design Principles** - (SF20) 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" x 30".
- **C222002 Pressing Matters** (SF20) 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.
- **C222003 Upcycled Garment** - (not eligible for State Fair Fashion Show) (SF21) 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.
- **C222004 Upcycled Clothing Accessory** (not eligible for State Fair Fashion Show) (SF22) 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.
- **C222005 Textile Clothing Accessory** (not eligible for State Fair Fashion Show) (SF23) 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.)

- **C222006 Top** (not eligible for State Fair Fashion Show) (SF28) (vest acceptable)
- **C222007 Bottom** (not eligible for State Fair Fashion Show)- (SF28)(pants or shorts)
- **C222008 - Skirt** (not eligible for State Fair Fashion Show)(SF28)
- **C222009 - Lined or Unlined Jacket** - (not eligible for State Fair Fashion Show) (SF28)
- **C222010 - Dress** - (eligible for State Fair Fashion Show) (SF28)(not formal wear)
- **C222011 Romper or Jumpsuit** (eligible for State Fair Fashion Show) (SF28)
- **C222012 Two-Piece Outfit** (eligible for State Fair Fashion Show) (SF28)
- **C222013 Alter Your Pattern** (SF31) TBD - (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) - Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining)
- **C222014 Garment Constructed from Sustainable or Unconventional [natural or synthetic] fibers** (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) (SF32) - 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.

## **DIVISION 223**

### **STEAM CLOTHING 3—A STITCH FURTHER**

- **C223001 Upcycled Garment** (not eligible for State Fair Fashion Show) (SF21) 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.
- **C223002 Upcycled Clothing Accessory** (not eligible for State Fair Fashion Show) (SF22) 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.
- **C223003 - Textile Clothing Accessory** Not eligible for State Fair Fashion Show) (SF23) Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. 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.)
- **C223004 - Dress or Formal** - (Eligible for State Fair Fashion Show) (SF28)
- **C223005 - Skirted Combination** (Eligible for State Fair Fashion Show) (SF28) (skirt with shirt, vest or jacket OR jumper and shirt)
- **C223006 - Pants or Shorts Combination** (Eligible for State Fair Fashion Show) (SF28) (pants or shorts with shirt, vest or jacket)

- **C223007 Romper or Jumpsuit** (Eligible for State Fair Fashion Show) (SF28)
- **C223008 - Specialty Wear** (Eligible for State Fair Fashion Show) (SF28)(includes: swim wear, costumes, hunting gear, or chaps)
- **C223009 Lined or Unlined Jacket** (Eligible for State Fair Fashion Show) (SF28)(non-tailored)
- **Class 223010 - Coat, Blazer, Suit Jacket or Outerwear** (Eligible for State Fair Fashion Show) - SF29- A tailored blazer or suit jacket or coat. Wool entries must have the fiber content listed on the identification label to be considered for the Make It With Wool Award.
- **C223011 Alter/Design Your Pattern** (SF31TB) (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) – Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 3 include: moving darts, adding a zipper, merging two patterns together, altering a pattern for a woven or knit material, adding a lining, designing your own pattern).
- **C223012 Garment Constructed from Sustainable or Unconventional [natural or synthetic] fibers** (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) (SF32) - 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.

## Rules

1. 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 the fiber content listed on the identification label.

## Resources

### STEAM Clothing 1: Fundamentals

Understand the basic of sewing; Understand textiles through science experiments; Learn about how textiles are engineered into garments

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/37](https://4hcurriculum.unl.edu/index.php/main/program_project/37)

### STEAM Clothing 2: Simply Sewing

Build upon the sewing basics learned in STEAM 1; Focus on advanced engineering techniques; Learn about finishing touches and style to garments; Learn the basics on how to build a business

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/38](https://4hcurriculum.unl.edu/index.php/main/program_project/38)

### STEAM Clothing 3: A Stitch Further

Learn new technological options available in sewing; Discover the science behind textiles and fabrics; Learn about complex patterns and difficult fabrics; Market garments as a business

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/39](https://4hcurriculum.unl.edu/index.php/main/program_project/39)

### STEAM Clothing: Beyond the Needle

Learn design basics; Create embellishments and treatments; Learn about the art of clothing construction;

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/36](https://4hcurriculum.unl.edu/index.php/main/program_project/36)

# FIBER ARTS

## KNITTING & CROCHET

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

## Rules

1. **Entry Tags:** Every exhibit must be described on the appropriate entry tag accompanying it (for example: blue



afghan, yellow sweater, crocheted gray elephant). Attach the entry tag securely to the exhibit using straight pin or safety pins (no paper clips).

- 2. Identification Labels:** Each item entered as a knitting or crochet exhibit must have a label attached stating: County, Exhibitor's name and age, project name and class in which exhibit is entered, and the number of years enrolled in the project exhibited. Wool entries must have the fiber content listed on the identification label. Attach a label on every component of the exhibit using safety pins or by basting. Not responsible for unlabeled items.
- 3. Preparation of Exhibits:** Knitted and Crocheted exhibits should be entered in the most appropriate manner for the exhibit.
- 4. Removal of Entries:** Entries may not be removed for use in any other State Fair activity including State Fair Fashion Show.
- 5. General:** Garments as listed may be made for self (4-H member) or another person. All knitted and crocheted items will be displayed together or by county. 4-H'ers enrolled in knitted and crocheted 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 Knitting Level 3, you are not eligible to exhibit in Knitting Level 2.

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

Each county should select the exhibits that represent the county's best items. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Only one exhibit per exhibitor per class.

Refer to [General Rules](#)

#### **Scoresheets, Forms, and Contest Study Materials**

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hknitting-crocheting>.

#### **Special Awards**

Premier 4-H Science Award is available in this area. Please see General Rules for more details. All garments with at least 60% wool content are eligible for the "Make It With Wool" Award. **All items exhibited in the fiber arts area are eligible for the "Fiber Arts" Award.**

\***Premier 4-H Science Award** is available in this area. Please see General Rules for more details.

\***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.

## **KNITTING**

### **DIVISION 225**

#### **CLASSES:**

- **C225001 Level 2 Knitted Clothing (SF60)** (Garment eligible for State Fair Fashion Show) – 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
- **C225002 Level 2 Knitted Home Environment Item (SF60)** 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
- **C225003 Arm or Finger Knitted Item (SF60)** (Clothing or Home Environment Item)
- **C225004 Loom Knitted Item (SF60)** (Clothing or Home Environment Item)
- **C225005 Level 3 Knitted Clothing (SF60)** (Garment eligible for State Fair Fashion Show) – 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

- **C225006 Level 3 Knitted Home Environment Item (SF60)** Knitted item 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.
- **C225007 Level 3 Machine Knitting (SF60)**
  1. All knitted items will be displayed in the clothing area.
  2. Criteria for judging knitting: Design and Color, Neatness, Knitting Mechanics, Trimmings, and Construction Finishes.
  3. Each knitted exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing:
    - \*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)?)
    - \*What steps did you take as you worked toward your goal(s)?
    - \*What were the most important things you learned as you worked toward your goal(s)?
    - \* Gauge-Number of rows per inch; number of stitches per inch.
    - \*Size of needles, finger knitted, arm knitted, loom or machine knitted
    - \* Kind of yarn – weight and fiber content.
    - \*Names of stitches used.
    - \* Copy of directions.

## **CROCHET**

### **DIVISION 226**

#### **CLASSES:**

- **C226001 Level 2 Crocheted Clothing (SF61)** (Garment eligible for State Fair Fashion Show) - Crochet garment using basic stitches [including: chain, single, double, half-double, treble] to form patterns
- **C226002 Level 2 Crocheted Home Environment Item - (SF61)** Crochet item using basic stitches [including: chain, single, double, half-double, treble] to form patterns
- **C226003 Level 3 Crocheted Clothing (SF61)** (Garment eligible for State Fair Fashion Show) - Crochet garment using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.
- **C226004 Level 3 Crocheted Home Environment Item (SF61)** Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

#### **Rules**

1. All crochet items will be displayed in the clothing area.
2. Criteria for judging crochet: Design and Color, Neatness, Crochet Mechanics, Trimmings, and Construction Finishes. Scoresheet SF61 for all classes Information Sheet must be included for all classes in For Crochet.
3. Each crocheted exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing:
  - \*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)?)
  - \*What steps did you take as you worked toward your goal(s)?
  - \*What were the most important things you learned as you worked toward you goal(s)?

- \*Gauge and size of hook or type of crocheting tool.
- \*Kind of yarn - weight and fiber content or other material used.
- \*Names of stitches used.
- \*Copy of directions.

### **Crochet**

Learn basic to advanced crochet stitches; Select yarn/thread for crocheting; Learn about blocking and changing colors; Design a new stitch or pattern; Work with other media such as leather, wood and beads

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/44](https://4hcurriculum.unl.edu/index.php/main/program_project/44)

### **Knitting**

Learn about types of yarn and yarn weights; Develop basic to advanced knitting skills; Combine knitting with garment making; Knit with double-pointed needles

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/45](https://4hcurriculum.unl.edu/index.php/main/program_project/45)

## **QUILT QUEST**

**Premiums:            3.00            2.50            2.00**

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

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

### **Rules**

1. All entry cards and support information must be attached using a safety pin. **No straight pins.**
2. When judging Quilt Quest exhibits, the judges consider SF209 "Standards for Judging Quilts and Quilted Items."
3. 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 collection 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" x 21". (One half yard of fabric yields 2 fat quarters). The "fat quarter" can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
  - **Fabric Kit** is a collection of fabrics cut in large pieces to

accommodate the requirements of a particular quilt pattern. The 4-H'er 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 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.

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

None

#### **Scoresheets, Forms, and Contest Study Materials**

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

## **ALL DIVISIONS 229**

### **BEGINNING QUILTING-**

#### **C229001-C229003-(COUNTY ONLY CLASSES) CLASSES:**

- **C229001 My first quilt** 4-H'er may enter their first quilt in this class, any size.
- **C229002 One block project** Fabric block made and finished, with a border, into a table mat or other small project.
- **C229003 Hand quilting** Small project on plain fabric, finished into a useable item hand quilted by the 4-H'er. Templates may be used for the quilt design, or they may be hand drawn or traced from other sources. May make into a pillow, wall hanging, or other finished item.

### **EXPLORING QUILTS**

#### **CLASSES:**

- **C229010 - Exploring Quilts (SF208C)** Scoresheet for Education Exhibits and Computer Exploration 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, 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 x 22 inch 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.
- **C229030 - Computer Exploration (SF208C)** Quilt Quest Scoresheet for Education Exhibits and 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.

### **QUILT DESIGN OTHER THAN FABRIC**

#### **CLASS:**

- **C229020 Quilt Design Other Than Fabric (SF208B)** Two or three-dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc.

#### **Rules**

Scoresheet for Quilt Design Other than Fabric. **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: <http://4h.unl.edu/fairbook#tab3> Exhibits without supporting information will be dropped a ribbon placing.

## **BARN QUILTS**

### **CLASSES:**

- **C229021** (SF208B) Barn Quilt created that is less than 4'x4'.
- **C229022** (SF208B) Barn Quilt created that is 4'x4' or larger.

### **Rules**

SF208B Scoresheet for Quilt Design Other than Fabric.

1. 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 the Home Environment information sheet: <http://4h.unl.edu/fairbook#tab3> Exhibits without supporting information will be dropped a ribbon placing.

## **QUILTED EXHIBITS**

### **CLASSES:**

- **C229040 Wearable Art** (SF208) Quilted ?clothing or clothing accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by the 4-H member. On a half sheet of 8 1/2 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.
- **C229041 Inter-generational Quilt** (SF208) A quilt made by 4-H member and family members or friends of different generations. On a half sheet of 8 1/2 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?
- **C229042 Service Project Quilt** (SF208) A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 1/2 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 - (SF208A)**

#### **Pieced quilts made up of squares and/or rectangles**

- **C229050 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.
- **C229051 Medium** - length + width = 61" to 120"
- **C229052 Large** - length + width = over 120"

### **CLASSES 60 – 62 - (SF208A)**

#### **In addition to any of the methods in classes 50–52, quilts may have triangles, and/or may be embroidered.**

- **C229060 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.
- **C229061 Medium** - length + width = 61" to 120"
- **C229062 Large** - length + width = over 120"

### **CLASSES 70 – 72 - (SF208A)**

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.

- **C229070 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.

- **C229071 Medium** - length + width = 61” to 120”
- **C229072 Large** - length + width = over 120”

### **Rules**

1. Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project. A quilted exhibit consists of 3 or more layers. All quilted exhibits must be quilted (machine or hand) or tied. All quilt piecing and finishing must be the sole work of the 4-H member. Quilting, whether machine or hand quilted, may be done by another individual, except for the Premier Quilt class. No pre-quilted fabric may be used. Wall quilts must have a hanging sleeve on the back of the quilt or some method for hanging. All quilted exhibits must be clean and finished for intended purpose. On a half sheet of 8 1/2 x 11 inch paper, include an explanation answering the following questions: A) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? B) What did you do and what was done by others? C) What did you learn you can use on your next project?

### **PREMIER QUILT CLASSES:**

- **C229080 (SF208A) Hand quilted**
- **C229081 (SF208A) Sewing machine quilted**
- **C229082 (SF208A) Long arm quilted—non-computerized/hand guided**
- **C229083 (SF208A) Long arm quilted—computerized**

### **Rules**

1. 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. Scoresheet for Quilts and Quilted Items

#### **Resources:**

#### **Quilt Quest**

Learn about design elements, design principles, and applications; Construct a quilt from start to finish; Explore quilt science applications in other media

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/46](https://4hcurriculum.unl.edu/index.php/main/program_project/46)

## **FASHION SHOW**

**Premiums:            \$3.00      \$2.50      \$2.00**

The 4-H Fashion Show is an opportunity for youth to showcase their clothing construction and consumer management skills. Construction garment exhibitors are judged on fit, construction, poise, and overall look of the garment on the individual. Shopping In Style exhibitors are judged on garment fit, the overall look of the outfit, and poise, as well as record keeping skills in the written report.

### **Rules**

1. Registration – Date, Time and Location TBA. Separate dressing rooms will be provided for males and females.
2. Option Rehearsal – Date, Time and Location TBA.
3. Judging – Date, Time and Location TBA – Those 4-H exhibitors modeling constructed garments will be judged for Construction/Fit, Selection/Creativity, and Individual Modeling/Accessories in front of a judge. Those 4-H exhibitors modeling Shopping In Style garments will be evaluated in front of a judge for modeling skill, fit, and appearance of the outfit and accessories, worth 60% of the score. Judging of the completed Shopping In Style Fashion Show Form (SF184, revised 2/2018) will be done prior to the State Fair 4-H Fashion Show. The Shopping In Style Fashion Show Form (SF184, revised 2/2018) is worth 40% of the total score and is judged on content, completeness, accurate information, and neatness.
4. Parents are not allowed past the registration table, in the dressing rooms, or judging areas. There are volunteers/assistants in the dressing rooms to help the 4-H exhibitors if necessary.

5. The Public 4-H Fashion Show – Date, Time and Location TBA.
6. Results- All ribbons and scoresheets will be distributed as the 4-H exhibitors leave the event. Results will be posted on the web.
7. Fashion Show/Clothing Exhibits – Garments modeled in the 4-H Fashion Show can NOT be entered as Clothing Construction Exhibits.
8. Garments should be age appropriate.
9. Entries Not Accepted – The following items can NOT be entered in the State Fair 4-H Fashion Show.
  - Textile clothing accessories
  - Garments containing inappropriate language or images.

### Eligibility

Advanced Entry - Must be submitted to the State 4-H Office with all the other advance entries. Check the master schedule. These are the requirements:

- \*All 4-H exhibitors in the Fashion Show must be registered in advance via the online State Fair entry process by the deadline.
- \*A completed 4-H Constructed Garment Fashion Show Form SF24 must be mailed to Jacie Milius in Gage County by the advanced entry deadline her information can be found here at <https://epd.unl.edu/profile/jmilius2>. Or the form can be filled out online at <https://go.unl.edu/ne4-hsffashionshowconstructedgarmentsf24>. (NOTE: Fabric Swatches are still required to be mailed to Jacie Milius.). The Form SF24 it is available online, check the 4-H State Fair Book.
- \*The 4-H Shopping In Style Fashion Show Form SF184, revised 2/2018 must be sent to Stacey Keys in Thurston County by the advanced entry deadline, her information can be found here at <https://epd.unl.edu/profile/s-keys2>. Only the most current written report with narration will be accepted. Or the form may be filled out online at <https://go.unl.edu/ne4-hsffashionshowshoppinginstylesf184>. Must include a photo (print, digital, or photocopy is acceptable). You can find Form SF184 online, check the 4-H State Fair Book.
- \*The county extension staff must give the State Fair 4-H Fashion Show Exhibitor letter to the 4-H exhibitor(s) participating in the State Fair 4-H Fashion Show.

### Quota

1. A maximum of 2 Shopping In Style modeling exhibitors from each county.
2. Number of Constructed modeling exhibitors per county will be determined as follows:
  - The current total of STEAM 1-3, Beyond the Needle, and Knitting & Crochet project enrollment will determine the quota for your county: where as the number of project enrollment = number of Constructed modeling exhibitors
  - **1-100 project enrollment**= 2 Constructed modeling exhibitors
  - **101-150 project enrollment** = 3 Constructed modeling exhibitors
  - **151+=** 4 Constructed modeling exhibitors

**Number of Constructed Entries per County** – Total 4-H Fashion Show constructed entries are based on current county 4-H enrollment in the following projects:

### Number of Purchased Entries per County

– Total 4-H Fashion Show Shopping In Style purchased entries are one (1) per county.

### Scoresheets, Forms, and Contest Study Materials

Scoresheets can be found at: Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hfashionshow>.

### Special Awards

**4-H Design Gallery** - Up to 4 constructed garments will be selected for display in the 4-H Design Gallery at the Nebraska State Fair.

**Make It With Wool Award** - All garments with at least 60% wool content will be considered for the Make It With Wool Award.

## DIVISION 410 FASHION SHOW

### CLASSES:

- **C410009** COUNTY ONLY Modeled Constructed STEAM I
- **G998001** Clover Kid -Fashion Show Participant - model your favorite outfit or accessory– does not need to be handmade.

- **C410010 Modeled “Beyond the Needle” Embellished Garment(s) with an Original Design** - (SF117) - Garment is created using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H member using the elements and principles of design to make an original statement.
- **C410015 Modeled “Beyond the Needle” Garment Constructed From Original Designed Fabric** (SF117) Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added.
- **C410020 Modeled “Beyond the Needle” Textile Arts Garment(s)** (SF117) Garment is constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape.
- **C410025 Modeled “Beyond the Needle” Wearable Technology Garment** (SF117) Garment has integrated technology into its design.
- **C410030 Modeled Constructed STEAM Clothing 2 Garment(s)** (SF117) 4-H members who have enrolled in or who have completed STEAM Clothing 3 projects are not eligible to enter STEAM Clothing 2. Possible types of STEAM Clothing 2 garments include:
  - \*Dress; OR
  - \*Romper or Jumpsuit; OR
  - \*Two-Piece Outfit Combination (skirt with top, vest, or lined/unlined jacket; jumper and top; pants or shorts outfit (pants or shorts with top, vest, lined/unlined jacket). Or a purchased top can be worn to complete a vest or lined/unlined jacket outfit with a constructed bottom. OR
  - \*Upcycled Outfit Combination– must contain a complete outfit (examples: if the top is upcycled, must include a constructed bottom, upcycled dress).
- **C410040 Modeled Constructed STEAM Clothing 3 Garment(s)** (SF117) Possible types of STEAM Clothing 3 garments include:
  - \*Dress or formal; OR
  - \*Skirted Outfit Combination (skirt with top, vest, lined/unlined jacket OR jumper and shirt) A purchased top can be worn to complete a vest or jacket outfit with a skirt, pants or shorts.; OR
  - \*Pants or Shorts Outfit Combination (pants or shorts with top, vest, lined/unlined jacket) A purchased top can be worn to complete a vest or jacket outfit with a skirt, pants or shorts.; OR
  - \*Romper or Jumpsuit; OR
  - \*Specialty Wear (swim wear, costumes, western wear-chaps, chinks, riding attire or hunting gear); OR
  - \*Non-tailored Lined or Unlined Jacket or Coat, additional pieces with jacket or coat may either be constructed or purchased.; OR
  - \*Tailored Coat, Blazer, Suit Jacket, or Outerwear. Additional pieces with coat, blazer, jacket or outerwear may either be constructed or purchased. OR
  - \*Upcycled Outfit Combination– must contain a complete constructed outfit (examples: if the top is upcycled, must include a constructed bottom, upcycled dress).
- **C410050 Modeled Knitted or Crocheted Clothing (Level 2 or 3)** (SF117) Knitted garment using pattern stitches such as diamond, block, twist or seed/moss stitches or 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. Crocheted garment using pattern stitches such as texture, shell, cluster or mesh stitches or advance crochet stitches such as afghan, broomstick, hair-pin lace, design motifs or pattern stitches. The garment can be a sweater, cardigan, dress, coat, a top and bottom, or a two-piece ensemble.

- **C410060 Modeled Shopping In Style Purchased Outfit and Written Report (SF184)** Participants must be enrolled in the Shopping In Style 4-H Project to enter. The curriculum is developed and designed for youth ages 10 and older to help them strengthen their consumer skills when purchasing clothing. Participants must model a complete outfit. All pieces of the garment must be purchased.

## Resources

### Crochet

Learn basic to advanced crochet stitches; Select yarn/thread for crocheting; Learn about blocking and changing colors; Design a new stitch or pattern; Work with other media such as leather, wood and beads

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/44](https://4hcurriculum.unl.edu/index.php/main/program_project/44)

### Knitting

Learn about types of yarn and yarn weights; Develop basic to advanced knitting skills; Combine knitting with garment making; Knit with double-pointed needles

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/45](https://4hcurriculum.unl.edu/index.php/main/program_project/45)

### STEAM Clothing 1: Fundamentals

Understand the basic of sewing; Understand textiles through science experiments; Learn about how textiles are engineered into garments

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/37](https://4hcurriculum.unl.edu/index.php/main/program_project/37)

### STEAM Clothing 2: Simply Sewing

Build upon the sewing basics learned in STEAM 1; Focus on advanced engineering techniques; Learn about finishing touches and style to garments; Learn the basics on how to build a business

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/38](https://4hcurriculum.unl.edu/index.php/main/program_project/38)

### STEAM Clothing 3: A Stitch Further

Learn new technological options available in sewing; Discover the science behind textiles and fabrics; Learn about complex patterns and difficult fabrics; Market garments as a business

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/39](https://4hcurriculum.unl.edu/index.php/main/program_project/39)

### STEAM Clothing: Beyond the Needle

Learn design basics; Create embellishments and treatments; Learn about the art of clothing construction;

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/36](https://4hcurriculum.unl.edu/index.php/main/program_project/36)

# HERITAGE

## Premium \$3.00 \$2.50 \$2.00

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 of 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.

### Rules

1. An exhibit of items, pictures, maps, charts, slides/tapes, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history. Please note: Exhibits are entered at 4-H'ers own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.
2. Displays should not be larger than 22" x 28" wide. If the size needs to be a different size because the historical item is larger than 22"x28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28". Each county may enter a maximum of 3 exhibits per class from the Family Folklore and/or Foodways projects.
3. Exhibits must include NAME, COUNTY, AGE & PAST EXPERIENCE (years in Explore Your Heritage, Family Folklore or Foodways projects) on back of exhibit.
4. All entries must have documentation included. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Premier 4-H Science Award is available in this area. Please see General Rules for more details. Scoresheet—Explore Your Heritage (SF71)



**Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Quota**

Each county may enter a maximum of 3 exhibits per class

**Scoresheets, Forms, and Contest Study Materials**

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

**Special Awards**

Premier 4-H Science Award is available in this area. Please see General Rules for more details.

**DIVISION 101– (1-4 YEARS IN PROJECT)****HERITAGE LEVEL 1: BEGINNING****CLASSES:**

- **A101001 Heritage poster or flat exhibit** - (SF71) - Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.
- **A101002 Family Genealogy/History Notebook** - (SF71) - Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.
- **A101003 Local History Scrapbook/Notebook** - (SF71) - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- **A101004 Framed family groupings (or individuals) of pictures showing family history** (SF71) Pictures must be supported by a written explanation.
- **A101005 Other exhibits depicting the heritage of the member's family or community** (SF71) Exhibit must be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
- **A101006 4-H History Scrapbook** (SF71) A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H'er - no club project. If multiple books included in exhibit, only bring book with most current year's work.
- **A101007 4-H History Poster** (SF71) Poster relating 4-H history of local club or county or individual.
- **A101008 Story or illustration about a historical event** - (SF71).
- **A101009 Book review about local, Nebraska or regional history** (SF71)
- **A101010 - Other historical exhibits** (SF71) Attach an explanation of historical importance.
- **A101011 Family Traditions Book** (SF71) Exhibitor scrapbook depicting family traditions of the past.
- **A101012 Family Traditions Exhibit** (SF71) Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.
- **A101013 4-H Club/County Scrapbook** (SF71) Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- **A101014 4-H Member Scrapbook** (SF71) Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- **A101015 Special Events Scrapbook** (SF71) A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

**DIVISION 102****HERITAGE LEVEL 2: ADVANCED****CLASSES**

- **A102001 Heritage poster or flat exhibit** (SF71) Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.
- **A102002 Family Genealogy/History Notebook** (SF71) Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.

- **A102003 Local History Scrapbook/Notebook** (SF71) Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- **A102004 Framed family groupings (or individuals) of pictures showing family history** (SF71) Pictures must be supported by a written explanation.
- **A102005 Other exhibits depicting the heritage of the member's family or community** (SF71) Exhibit must be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
- **A102006 4-H History Scrapbook** (SF71) A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H'er - no club project. If multiple books included in exhibit, only bring book with most current year's work.
- **A102007 4-H History Poster** (SF71) Poster relating 4-H history of local club or county or individual.
- **A102008 - Story or illustration about a historical event** (SF71)
- **A102009 Book review about local, Nebraska or regional history** (SF71)
- **A102010 Other historical exhibits** (SF71) Attach an explanation of historical importance.
- **A102011 Exhibit depicting the importance of a community or Nebraska historic landmark** (SF71)
- **A102012 Community Report** documenting something of historical significance from past to present (SF71).
- **A102013 Historic Collection** (SF71) displayed securely and attractively in a container no larger than 22" x 28" ..
- **A102014 Video documentary of a family or a community event** (SF71) Must be produced and edited by 4-H member.(Must be entered as a DVD or USB.)
- **A102015 4-H Club/County Scrapbook** (SF71) Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- **A102016 4-H Member Scrapbook** (SF71) Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- **A102017 Special Events Scrapbook** (SF71) 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.

#### Resources

##### Heritage

Learn about the origins of your family or traditions; Find the stories in family photographs; Identify family keepsakes

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/47](https://4hcurriculum.unl.edu/index.php/main/program_project/47)

## HOME ENVIRONMENT

**Premiums:**      \$3.00      \$2.50      \$2.00

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

#### Rules

**Home Environment Exhibits are evaluated by these criteria:**

1. Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.).
2. Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday-specific items are discouraged. Exhibits made from kits are also discouraged as kits limit decision making in the design process.

3. Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used, along with simple explanation of how they designed directions for how they made their project with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.
4. Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
5. Items should be ready for display in the home: pictures framed, wall hangings and pictures ready to hang etc. No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command Strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing. All static exhibits must have received a purple ribbon at the county fair to advance to state fair.
6. Items should not be made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking). Exhibits from the beginning level projects, Design My Place, are county only and not state fair eligible.
7. Quota of Exhibits - Based on current year total of Home Environment project enrollment. This total does not include Design My Place or Clover Kid entries. Entries should represent the county's best items, not just fill a quota. Sending delicate, breakable, or valuable items is highly discouraged.
8. **Size of Exhibits:** - Exhibits may be no taller than 7 feet and no wider than 6 feet. All exhibits must be easily lifted by two 4-H staff.
9. **Number of Entries per Individual:** - One entry per exhibitor per class. **STATE FAIR EXHIBITORS**—Limit of two entries in ALL home environment projects per exhibitor.
10. **Entry Tags:** - An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color, pattern or picture descriptions to aid in identification. No straight pins.
11. **Identification:** - In addition to the entry tag, a label with the exhibitor's name and county should be attached to each separate piece of the exhibit.
12. **Supporting Information:** - Supporting information is required for all 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: <https://unl.box.com/s/8tlog5jhw8fa2cztvrh6y71pqlrp8e6v> Exhibits without supporting information will be dropped a ribbon placing.

### Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### Quota

Quota of Exhibits - Based on current year total of Home Environment project enrollment. This total does not include Design My Place or Clover Kid entries. Entries should represent the county's best items, not just fill a quota. Sending delicate, breakable, or valuable items is highly discouraged.

**1-150 Projects:** One entry per class per county for Design Decisions, Sketchbook Crossroads, Portfolio Pathways, and Heirloom Treasures.

**151-300 Projects:** One entry per class per county for Design Decisions, Sketchbook Crossroads, Portfolio Pathways, and Heirloom Treasures plus an additional 10 entries. No more than two entries per class.

**301+ Projects:** One entry per class per county for Design Decisions, Sketchbook Crossroads, Portfolio Pathways, and Heirloom Treasures plus an additional 15 entries. No more than three entries per class.

**Number of Entries per Individual - One entry per exhibitor per class. Limit of two entries in ALL home environment projects per exhibitor.**

### Scoresheets, Forms, and Contest Study Materials

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

# HEIRLOOM TREASURES & FAMILY KEEPSAKES

## DIVISION 256

### CLASSES:

- **C256001 Trunks** (SF206) including doll-sized trunks or wardrobes.
- **C256002** An Article either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated (SF205) May include a display of a collection or collectibles, being careful not to destroy value of the collection.
- **C256003 Furniture** (SF205) either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
- **C256004 Cleaned and Restored Heirloom Accessory or Furniture** (SF205) A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles for information on 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.

### Rules

1. 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.
2. **NOTE:** Resources to support this project area are available on the 4-H website. Attach information including:
  - \* List of steps taken to complete your project. Before and after pictures are encouraged.
  - \* Keepsakes documentation: how you acquired the item and the history of the item may be written, pictures, audio or video tape of interview with family member, etc.

## DESIGN DECISIONS

## DIVISION 257

### CLASSES:

- **C257001 Design board for a room** - (SF 201) - Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22' x 28', or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.
- **C257002 Problem solved, Energy savers OR Career exploration** - (SF201)– Identify a problem (such as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) OR, explore a career related to home environment. (what would it be, what education is needed, what would you do, etc.). Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration. (p. 74-93)

- **C257003 Solar, wind, or other energy alternatives for the home** (SF201) Can be models, either an original creation or an adaptation of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (p. 74-93)
- **C257004 Technology in Design** (SF200) Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.
- **C257006 - Window Covering** (SF200) May include curtains, draperies, shades, shutters, etc.
- **C257007 - Floor covering** (SF200) May be woven, braided, painted floor cloth, etc.
- **C257008 - Bedcover** (SF200) May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits.) (p. 50-53)
- **C257009 Accessory Original Needlework/Stitchery** (SF200)
- **C257010 - Accessory Textile 2D** (SF200) (table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning/10-minute table runners.)
- **C257011 Accessory Textile 3D** (SF200) - (pillows, pillow shams, fabric bowls, etc. No fleece tied exhibits)
- **C257012 Accessory 2D** (SF200)
- **C257013 Accessory 3D** (SF200) (string art, wreaths, etc.)
- **C257014 Accessory Original Floral Design** (SF200)
- **C257015 Accessory Original made from Wood** (SF200) burn, cut, shape or otherwise manipulate
- **C257016 Accessory Original made from Glass** (SF200) etch, mosaic, stain, molten or otherwise manipulate
- **C257017 Accessory Original made from Metal** (SF200) cut, shape, punch, sculpt, reassemble or otherwise manipulate.
- **C257018 Accessory Original made from Ceramic or Tile.** (SF200) Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
- **C257019 Accessory Recycled/Upcycled Item for the home** (SF207) 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.
- **C257020 Furniture Recycled/Remade** (SF207) 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.
- **C257021 Furniture Wood Opaque finish such as paint or enamel** (SF203).
- **C257022 Furniture Wood Clear finish showing wood grain** (SF203).
- **C257023 Furniture Fabric Covered** (SF200) May include stool, chair seat, slip-covers, headboard, etc.
- **C257024 Furniture Outdoor Living** (SF200) Furniture made/refurbished suitable for outdoor use. (NOTE: May be displayed outside). Include description of what was done to recycle or reuse item in your attached information.
- **C257025 Accessory Outdoor Living** (SF200) Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: May be displayed outside.) Include description of what was done to recycle or reuse item in your attached information.
- **C257026 Other (County Only)-** Any accessory/item that does not fit into other classes.

#### **Rules**

1. Attach information to explain steps taken. Information must also include element or principle of design used (p. 9-12).

# VISUAL ARTS

## (NEW Area but SAME Classes)

The purpose of the Visual Arts projects is to learn design principles and develop design techniques. In addition, youth should work to communicate a personal voice, with intention, through their work. Be sure to take note of the rules section to develop a successful project. By completing supporting documentation, youth will examine their choices and demonstrate an understanding of the elements of art and principles of design.

### Rules

1. Original Work– Items must be the original work of the 4-H member and should show creativity and originality. No copyrighted images or master studies.
2. Display– Items should be ready for display, framed, ready to hang, etc. No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.
3. Entries per Exhibitor: 4-H members may enter up to three exhibits but no more than one exhibit per class.
4. Entry Descriptions: Entry tags should include a clear, visual description of the exhibit, such as colors, size, or subject to aid in identification.
5. Supporting Information: Supporting information is required for all Visual Arts exhibits. Information must include responses to at least two reflection questions and steps taken to complete the project. Supporting information tag templates can be found at <https://go.unl.edu/ne4hvisualarts>. Exhibits without supporting information will be dropped a ribbon placing.

### Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### Quota

Based on current year total of Visual Arts project enrollment.

- 1-150 projects: up to 8 entries in Portfolio Pathways and up to 10 entries in Sketchbook Crossroads.
- 151-300 projects: up to 10 entries in Portfolio Pathways and up to 12 entries in Sketchbook Crossroads.
- 300+: up to 12 entries in Portfolio Pathways and up to 14 entries in Sketchbook Crossroads.

### Scoresheets, Forms, and Contest Study Materials

Scoresheets, Forms, Contest Study Materials, and additional resources can be found at <https://go.unl.edu/ne4hvisualarts>.

### Special Awards

On-Campus Exhibition: State Fair visual arts may be selected for special on-campus exhibitions. Selected pieces will be collected at the end of State Fair and will be returned to county Extension offices following the on-campus exhibition. Youth whose pieces are selected will be contact directly with additional information including the exhibition and reception dates.

## SKETCHBOOK CROSSROADS

### Division 260

#### CLASSES:

- **C260001– Original Pencil or Chalk Drawing-** (SF200)- Ready to hang. Scratch art accepted here.(p.10-21)
- **C260002– Original Ink Drawing-** (SF200) Ready to hang. (p.22-28)
- **C260003– Home Accessory made with Fiber-** (SF200)- (p.29)
- **C260004– Home Accessory made with Felted Wool-** (SF200)- (p.29-33)
- **C260005– Home Accessory made with Cotton Linter-** (SF200)-(p.34-36)
- **C260006– Home Accessory using Batik-**(SF200)- (p.37-39)

- **C260007– Home Accessory made by Weaving-**(SF200)- (p.40-47)
- **C260008– Home Accessory made with Fabric exhibitor has dyed-** (SF200)-(p.48-50)
- **C260009– Original Sculpted or thrown home accessory made with clay-**(SF200)- (no purchased items)(p.53-62)
- **C260010– Nebraska Life Exhibit-** (SF200)- 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.

#### **Rules**

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

## **PORTFOLIO PATHWAYS**

### **DIVISIONS 261**

#### **CLASSES:**

- **C261001– Original Acrylic Painting-** (SF200)- based on techniques learned in Unit 1 of Portfolio Pathways, framed, and ready to hang. (p.12-13)
- **C261002– Original Oil Painting-** (SF200)- based on techniques learned in Unit 1 of Portfolio Pathways, framed, and ready to hang. (p.26-33)
- **C261003– Original Watercolor-** (SF200)- based on techniques learned in Unit 1 of Portfolio Pathways, framed, and ready to hang. (p.14-17)
- **C261004– Original Sand Painting-** (SF200)- based on techniques learned in Unit 1 of Portfolio Pathways, framed, and ready to hang. (p. 20-21)
- **C261005– Original Encaustic Painting-** (SF200)- based on techniques learned in Unit 1 of Portfolio Pathways, framed, and ready to hang.(p.34-35)
- **C261006– Home accessory made with any printing technique in Portfolio Pathways Unit II.** (SF200)-(p,36-56)
- **C261007– Original Mixed Media Accessory-** (SF200)- 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)
- **C261008– Nebraska Life Exhibit-** (SF200)- 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, or watercolor painting of scenes of your community or the surrounding area; or using objects from nature to make the painting. Include the required information listed above and how this project represents Nebraska life.

#### **Rules**

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

#### **Resources**

##### **Design Decisions**

Explore ways to make your house more “green”; Learn new painting techniques; Design or select furniture, fabric, and storage items for your room; Accessorize a room-design or select unique items such as wall art, wall arrangements, or lamps

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/49](https://4hcurriculum.unl.edu/index.php/main/program_project/49)

##### **Design My Place**

Apply color and design principles using different materials to make and display objects for your home; Develop original designs; Plan a comfortable, clean, attractive home; Make connections between visual arts and other disciplines

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/48](https://4hcurriculum.unl.edu/index.php/main/program_project/48)

#### **Portfolio Pathways**

Learn painting, printing, and graphic design techniques; Make connections between visual arts and other disciplines

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/52](https://4hcurriculum.unl.edu/index.php/main/program_project/52)

#### **Preserving Heirlooms**

Recognize factors that make antiques valuable; Refurbish and restore heirloom or heritage furnishings and accessories; Preserve family heirlooms

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/50](https://4hcurriculum.unl.edu/index.php/main/program_project/50)

#### **Sketchbook Crossroads**

Practice drawing, fiber arts, and sculpting; Develop artistic talents and skills; Understand the visual arts in relation to history and culture

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/51](https://4hcurriculum.unl.edu/index.php/main/program_project/51)

## **CONSUMER MANAGEMENT**

**Premiums: 3.00 2.50 2.00**

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 goals and keeping a spending plan. For more resources and materials in this category refer to the resource section at the bottom of the page.

### **Rules**

1. General Rules

2. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### **Scoresheets, Forms, and Contest Study Materials**

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

## **MONEY FUN-DAMENTALS (COUNTY ONLY)**

### **DIVISION 250**

#### **CLASSES:**

- **C250001 Comparison Shopping, Page 9** - Considering the differences between your needs and wants on Page 6-9 in manual do comparison shopping for school supplies; OR purchasing a video, going to the movies, or movie rental. (SF2)21
- **C250002 Financial Goals, Page 20-21** - Using your creativity share three of your SMART financial goals in this exhibit. (One of Each: Short term, Intermediate, and Long term) (SF221)
- **C250003 Educational Exhibit, Page 26 & 27** - Show what you have learned or done in this project through a poster, notebook, or other creative display. (SF221)

## **MONEY MOVES (COUNTY ONLY)**

### **DIVISION 248**

#### **CLASSES:**

- **C248001 Comparison Chart, Page 23** - Using the comparison chart on Page 23 of the manual do a comparison of financial institutions such as bank, savings and loan, credit unions or other financial institutions on the Web or in your



- **C248002 Advertisement**, Page 26-27 - Make an ad for a product with help of page 26 in your manual.
- **C248003 Web-based Financial Game**, Use your creativity to share the results of one of these web based finance games at: or [consumerjungle.com](http://consumerjungle.com).
- **C248004 Champion's Challenge**, Using a calculator on the web (see possible sites on page 14) complete the calculations for number 2 in the Champions' Challenge on page 14.
- **C248005** Write a paragraph to show your findings and include a printout of the calculations done on the web which show month, monthly payment, remaining amount owed each month, principal paid, interest paid, and cumulative interest paid (ie. repayment schedule).

## MAKING CENTS OF IT (COUNTY ONLY)

### DIVISION 249

#### CLASSES:

- **C249001** Complete page 13 of the manual or color our state quarter located at the web site ([4h.unl.edu.makingcentsofit](http://4h.unl.edu.makingcentsofit)) under the tab for Lesson 1.
- **C249002** Read the story listed on page 8 and draw and label on an 8 1/2" x 11" sheet at least 5 different objects used as money before coins and paper currency were made.
- **C249003** Make a wants/needs poster (11" X 17") using the information on page 16 of the manual.
- **C249004** Make a decorated bank (see page 28 of the manual).

## MY FINANCIAL FUTURE

### DIVISION 247

#### CLASSES:

- **C247001 Write 3 SMART financial goals for yourself** (SF247) (one should be short term, one intermediate, and one long term.) Explain how you intend to reach each goal you set.
- **C247002 Income Inventory** (SF247) 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.
- **C247003 Tracking Expenses** - (SF247) - 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.
- **C247004 Money Personality Profile** - (SF247) - 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.
- **C247005 Complete Activity 8 "What Does It Really Cost?"** - (SF247) - on pages 39-40.
- **2C47006 My Work; My Future** - (SF247) - 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?

- **C247007 Interview** (SF247) - 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.
- **C247008 The Cost of Not Banking** (SF247) - Type your answers to the questions about Elliot on page 50.
- **C247009 Evaluating Investment Alternatives** - (SF247) - complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.
- **C2470010 Understanding Credit Scores** - (SF247) - 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.
- **247011 - You Be the Teacher** - (SF247) - Create an activity, story board, game or display that would teach another youth about "Key Terms" listed on page 62. Activity/display must include at least five (5) of the terms.

#### Rules

1. 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.

## SHOPPING IN STYLE

### DIVISION 240

#### CLASSES:

- **C240001 - Best Buy for Your Buck** - (SF84) - (Ages 10-13 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 (see general information above). 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.

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
- **C240002 - Best Buy for Your Buck** - (SF84) - (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 (see general information above). 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.

Provide details listed for those ages 10-13 plus include the following additions:

- Body shape discussion

- Construction quality details
  - Design features that affected your selection
  - Cost per wearing
  - Care 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
- **C240003 - Revive Your Wardrobe** - (SF88) - Take at least two items in your wardrobe that still fit but that you don't wear anymore and pair them with a new garment or garments to make them wearable once again. Create a photo story which includes before and after photos and a description of what was done. Put in a binder, poster, or video (see general information).
  - **C240004 - Show Me Your Colors** - (SF89) - 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).
  - **C240005 - Clothing 1st Aid Kit** - (SF64) - 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.
  - **C240006 - Mix, Match, & Multiply** - (SF90) - 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).

#### **Rules**

1. If exhibit is a poster it should be on 14" x 22" poster board. If a three-ring binder is used it should be 8 1/2" 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 QuickTime Player.

## **SAFETY**

**Premiums:**            3.00            2.50            2.00

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 about personal safety and have the knowledge base to educate others about safety. For more resources and materials in this category refer to the resource section at the bottom of the page.

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

Counties may enter one exhibit in each safety class for each 25 (or part thereof) current safety project enrollees in the county.

#### **Scoresheets, Forms, and Contest Study Materials**

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

## **DIVISION 440**

### **SAFETY**

#### **CLASSES:**

- **E440001 First Aid Kit (SF110)** 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 in-

ventory 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 and score sheet SF110 for guidance.

**Kits containing any of the following will be automatically disqualified:**

1. 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.)
  2. Materials with expiration dates on or before the judging date. (This includes sterile items, non-prescription medications, ointments, salves, etc. Articles dated month and year only are considered expired on the last day of that month.)
  3. Any controlled substance.
- **E440002 - Disaster Kit (Emergency Preparedness)** (SF111) Disaster kits must contain the materials to prepare a person or family for emergency conditions caused by a 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 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. Refer to score sheet SF111.
  - **E440003 - Safety Scrapbook** (SF292) 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.
  - **E440004 - Safety Experiences** (SF 190) 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 Rev. 12/19/2014 documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.
  - **E440005 Career in Safety** (SF191) 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.

## **DIVISION 450**

### **FIRE SAFETY**

#### **CLASSES:**

- **E450001 Fire Safety Poster (SF269)** 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".
- **E450002 Fire Safety Scrapbook (SF270)** 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.
- **E450003 Fire Prevention Poster (SF268)** 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".

#### **Resources:**

##### **All-Terrain Vehicles (ATV)**

Find out how to use ATV's safely; Learn about trouble-shooting and emergency procedures; Find out about hazards of the trail; Learn how to dress appropriately when riding

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/88](https://4hcurriculum.unl.edu/index.php/main/program_project/88)

##### **Fire Safety**

Design a poster about fire safety; Learn to develop fire escape plans

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/87](https://4hcurriculum.unl.edu/index.php/main/program_project/87)

##### **Safety**

Learn how to report an emergency; Learn basic first aid; Find out how to stock a first aid kit; Discover strategies for safety at home and away

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/86](https://4hcurriculum.unl.edu/index.php/main/program_project/86)

##### **Tractor Safety**

Learn to operate a tractor safely; Understand tractor controls and safety checks:

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/89](https://4hcurriculum.unl.edu/index.php/main/program_project/89)

## **YOUTH IN MOTION** **(COUNTY ONLY)**

**Premiums:**      3.00      2.50      2.00

### **DIVISION 905**

#### **CLASSES:**

- **G905001 YOUTH in Motion Poster, Scrapbook, or Photo Display** about the 4-H'er or the 4-H'ers family involved in a physical activity or concept/lesson involving this project. This might contain pictures, captions, and/or reports about the physical activity the individual or family did as a result of taking this project.
- **G905002 Activity Bag** - A duffel bag or backpack that the 4-Her packs so that they are always prepared to be active and make healthy food choices. May include:
  1. Proper workout attire, a healthy beverage or snack, a notebook or goal sheet, etc

2. Make sure all items are clean, clearly labeled and an explanation of why it is included in the Activity Bag.
  3. DO NOT put valuable items (i.e. electronics) in Activity Bag, instead use a picture of the item or include in the listing of items.
- **G905004 YOUTH in Motion Healthy Snack Recipe File** - Collection of 10 recipes from any source.
    1. Each recipe must accompany a complete menu in which the recipe is used following the idea that a healthy snack includes foods from at least two different food groups.
    2. An additional 10 recipes maybe added each year 4-Her is in project, with year clearly marked on recipes.
    3. Consider creativity and neatness. Display in recipe file or box or a clear plastic binder.
  - **G905005 Healthy Lifestyle Interview** - Interview someone in your life that you admire that is physically active or has a healthy lifestyle.
    1. Why do they enjoy their exercise program or lifestyle choices?
    2. What are their goals?
    3. Why do you admire them?
    4. Maximum of two pages, one-sided write up of an interview with someone who has an active exercise program.
    5. Consider creativity and neatness.
    6. Mount on a 9" x 12" colored paper or poster board, or display in clear plastic binder.
    7. Include a picture of the person interviewed. (May be laminated to preserve exhibit.) Overall size of mounted exhibit should be no larger than 9: x `12" inches.
  - **G905006 Healthy Snack** - See ideas for non-perishable snacks on page 36.
    1. Four cookies, bars, muffins, etc., on a paper plate, or at least 1 cup of mix (examples might include: granola bars, homemade crackers or chips.)
    2. Supporting information to include recipe and snack menu, and why this snack menu might be considered a healthy snack.
  - **G905007 Health Promotion Poster** - Over any concept/lesson.
  - **G905008 Health Promotion Brochure** (for kids & families, by kids) - Over any concept/lesson
  - **G905009 Health Promotion PSA or Video Blurb** - Exhibit can be a tape with a 60 second PSA or a DVD/Video with a 60 second commercial.
  - **G905-010 Health Interview** - Interview of a professional in the health field about topics from the project.
  - **G905011 Photo Display** - Display of a field trip to a recreation center, training table, etc.
  - **G905012 Progress Log/Journal/Portfolio** - Show progress in activity levels and nutritious choices throughout span of project, can include any relevant educational material the 4-Her collects, photos, etc.)
  - **G905-013 Electronic Portfolio or Webpage** - Make it similar to the hard-copy project above or can be more of an educational tool for others.
  - **G905-014 Physical Activity File/Book** - An organized collection of game ideas, stretching & strength exercise diagrams, web sites, pages with sports rules, etc. on serving sizes served in restaurants, at home, etc. OR do an investigation and report on food labels. Exhibit can be a poster or notebook.
  - **G905-016 Portfolio or Scrapbook** of a Community Service Project supporting healthy lifestyles (portfolio that can be passed on to future club members and leaders to use).

# HUMAN DEVELOPMENT

**Premiums:**            3.00        2.50        2.00

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

## **Rules**

### **Information Sheets**

1. Classes 1 – 6 & Class 8: Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet.

### **Information sheets for Classes 1 - 6 should include:**

1. Where did I get the idea for this exhibit?
2. What decisions did I make to be sure exhibit is safe for child to use?
3. What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 mths; Toddlers, 18 mths-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 (see project manuals).
4. How is the toy, game or activity intended to be used by the child?

### **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 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).

For General Rules [click here](#)

### **Eligibility**

All static exhibits **must have received a purple ribbon** at the county fair to advance to the State Fair.

### **Quota**

None

### **Scoresheets, Forms, and Contest Study Materials**

To learn characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development, please refer to the new 4-H online resource: <https://unl.box.com/s/eoigrjsuq67yvtq1def160mmjuhozvck> - 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>. Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hhumandevlopment>.

## **DIVISION 220**

### **HUMAN DEVELOPMENT**

#### **CLASSES:**

**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 developmental area related to each class. For example, a game that is developed to help youth learn language and literacy skills would be an exhibit for class C200002. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

- **C200001 Social Emotional Development (SF30)**
- **C200002 Language and Literacy Development SF30)**
- **C200003 Science (SF30)**
- **C200004 Health and Physical Development (SF30)**
- **C200005 Math (SF30)**
- **C200006 Creative Arts (SF30)**
- **C200007 Activity with a Younger Child (SF115)** Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child, or child care or child interactions. May include photos, captions, story

or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er must make scrapbook or poster. No information sheet needed for class 7. (SF 115)

- **C200008 Babysitting Kit** (SF85) - . Purpose of the kit is for the 4-H member to take this them when they babysit in someone else's home. Do not make kit for combination of ages or for your own family to use. 4-H member should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not larger than 12"x15"x10". All items in kit must be safe for child to handle. Most importantly the kit should serve a defined purpose, not just be a catch all for several items. (Scoresheet – SF85) Information sheet for Class C200008 should include:

- 1.State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for.
- 2.What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
- 3.What will the child learn or what skills will they gain by using the kit?
- 4.What item(s) were made by the 4-H member.

#### **4-H'ers taking any of the projects in DEPARTMENT C-200 may enter:**

- **C200009 Family Involvement Entry.** (SF115) - Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include a list of family members and what each person did to participate in the event. (SF 115)

#### **4-H'ers taking GROWING ALL TOGETHER (2 or 3) may enter:**

- **C200010 Growing with Others Scrapbook or Poster** - . (SF115) - 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.
- **C200011 - Growing in Communities** - (SF115) - . Scrapbook or poster. Examples: A career study. A photo story about your own growth and development, not only physically but emotionally, socially, spiritually, mentally. A television evaluation (see project manual). How you have overcome obstacles. Friendships. A community profile. A community service project. Working with parents. Teaching experiences. Understanding discipline. Playground safety check. (Scoresheet – SF 115)

#### **Rules**

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

#### **Resources**

##### **I Have What It Takes To Be A Babysitter**

Learn skills and techniques of child care; Find out how to be a caring sitter; Learn to provide a safe environment for children



URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/53](https://4hcurriculum.unl.edu/index.php/main/program_project/53)

#### **Kids On The Grow 1**

Explore how people grow and develop; Inspect toddler's toys, minimize hazards; Learn about roles in life, handling emotions;

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/54](https://4hcurriculum.unl.edu/index.php/main/program_project/54)

#### **Kids On The Grow 2**

Learn about self care, rules, responsibility and safety; Introduction to babysitting; Gain awareness of common dangers in the world

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/55](https://4hcurriculum.unl.edu/index.php/main/program_project/55)

#### **Kids On The Grow 3**

Explore child development careers; Gain experience as a teacher or coach; Participate in a community service project

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/56](https://4hcurriculum.unl.edu/index.php/main/program_project/56)

## **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. The purpose of entrepreneurship exhibits is to help 4-H'ers prepare for the business world.

### **Rules**

1. 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.
2. **Exhibit Guidelines** - The 4-H member's name, age, town and county must be listed on the back of the exhibit. Entry cards should be stapled or taped (not paper-clipped) to the upper right-hand corner of posters. If exhibit is a poster, it must be 14" x 22" and may be arranged either horizontally or vertically. 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.

### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### **Scoresheets, Forms, and Contest Study Materials**

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

## **DIVISION 531**

### **Entrepreneurship Investigation**

#### **CLASSES:**

- **F531001 - 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) (SF181)
- **F531002 - 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 print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for ideas.SF181
- **F531003 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. SF181
- **F531004 Sample of an Original Product** - SF181with 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 prod-

- uct? 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?
- **F531005 Photos of an Original Product** - (mounted on a 14” by 22” poster) must include three photos of developed product and a mounted information sheet answering the following questions. **If exhibiting in both Class F531004 and F531005, products must be entirely different products.**(SF181)
    - 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 much would you earn per hour? Show how you determined this figure.
    - 6.What is unique about this product?
  - **F531006 Entrepreneurship Challenge** - Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 4-H members 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 way. 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 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 the prototype.
    - 7.Work with a friend to develop a new business idea!
    - 8.Contact your local Extension office to learn about entrepreneurship opportunities.
    - 9.Create an activity to teach others about entrepreneurship (color page, puzzle, game, etc.)

**Resources:**

**Blueprint**

Working knowledge of entrepreneurship; Understand financials and feasibility; Understand marketing principles, including global markets; Understand what it takes to be in business

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/96](https://4hcurriculum.unl.edu/index.php/main/program_project/96)

**Discover the E-Scene**

Learn about entrepreneurs; Take Entrepreneur Skills Assessment; Investigate the risks

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/93](https://4hcurriculum.unl.edu/index.php/main/program_project/93)

**The Case Of Me**

Learn about the importance of reputation; Sell your product or idea; Learn about a business plan

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/94](https://4hcurriculum.unl.edu/index.php/main/program_project/94)

**Your Business Inspection**

Develop a concept; Find resources; Learn about business start up

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/95](https://4hcurriculum.unl.edu/index.php/main/program_project/95)

# CITIZENSHIP

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.

## **Rules**

1. Exhibits are entered at 4-H's own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.
2. Displays should not be larger than 22" x 28" wide. If the size needs to be a different size because the historical item is larger than 22"x28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28".
3. **Supporting Material** - All entries must have a statement explaining:
  - \*The purpose of the exhibit
  - \*Exhibitors are encouraged to show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps the judges understand what the 4-H'er did and learned in the process that led to the exhibit.
  - \*References - All exhibitors should reference material sources or supporting information used in exhibits (i.e., if questions from a game were taken from an outside source, they must be referenced).
  - \*Identification - All entries should be labeled with the exhibitor's name, club and county.

## **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

## **Quota**

### **Scoresheets, Forms, and Contest Study Materials**

**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/ne4hcitizenship>.

**SF182-Citizenship-Exhibit-Scoresheet(04-01).doc** <https://unl.box.com/s/flxuklhtme7flx7stw3md948tj1cfmu>

**SF182-Citizenship-Exhibit-Scoresheet(04-01).pdf** <https://unl.box.com/s/ml1tsrcxp5uu6a1k89e9oyxa75z5uiknu>

**SF183-Seeing-i2i-Exhibit-Scoresheet(07-15).doc** <https://unl.box.com/s/kvescdpihflpf423okh6ly6z41gs1iy>

**SF183-Seeing-i2i-Exhibit-Scoresheet(07-15).pdf** <https://unl.box.com/s/ldjridhe66a69uzkgwni7m5ev1f5zq1s>

## **Special Awards**

Premier 4-H Science Award - Premier 4-H Science Award is available in this area. Please see <http://4h.unl.edu/fairbook/science-engineering-tech/premier-science> for more details.

## **DIVISION 120**

### **CITIZENSHIP**

#### **CLASSES:**

- **A120001 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.
- **A120002 Citizenship Game** - which could include but is not limited to symbol flash cards, question and answer board or stimulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.

- **A120003 Patriotic or Cultural Fine Arts** - can be made of any art media but should tie in the relevance of the artwork to citizenship.
- **A120004 Public Adventure Scrapbook** - should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".
- **A120005 Public Adventure Poster** - should describe your Public Adventure or Service Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24" x 28".
- **A120006 Written or Recorded Stakeholder Interview** - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted
- **A120007 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.
- **A120008 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.
- **A120009 Service Items** - can include but aren't limited to lap quilt, Quilt of Valor and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.
- **A120010 4-H Club Exhibit** - should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item or care package, Quilt of Valor.

## **DIVISION 130**

### **SEEING I2I**

#### **CLASSES:**

- **A130001 Cultural Fine Arts** - can be made of any art media but should symbolize what makes them unique.
- **A130002 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.
- **A130003 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.
- **A130004 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.)
- **A130005 Exhibit depicting a cultural food** - that is special to your family. Can be a story or essay.
- **A130006 - "This is Who I Am" poem**
- **A130007 Poster** - that depicts what you have learned through the i2i Project.
- **A130008 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.
- **A130009 Play Script** - written about a different culture.

#### **Resources:**

##### **Citizenship: Public Adventures**

Solve real problems in your community; Discover the possibilities of democratic citizenship; Plan and conduct a project that will create, change, or improve something valuable to people

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/91](https://4hcurriculum.unl.edu/index.php/main/program_project/91)

## Seeing i2i

Discover your own family genealogy; Expand your cultural knowledge; Explore different cultures and ways of thinking

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/92](https://4hcurriculum.unl.edu/index.php/main/program_project/92)

# ENVIRONMENTAL EARTH SCIENCE

## CONSERVATION, WILDLIFE & SHOOTING SPORTS

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.

### Rules

1. **Show What You Did and Learned:** - All exhibitors will show evidence of their personal field experiences, study, 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 instructions includes wild fish, amphibians, reptiles, birds, or mammals. Please make sure you are following all wildlife laws.
5. **Project Materials:** - Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, 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/](http://outdoornebraska.gov/afterschool/) and [www.whep.org](http://www.whep.org).
6. **Board and Poster Exhibits:** Mount all board exhibits on ¼" 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.

### Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### Scoresheets, Forms, and Contest Study Materials

and additional resources can be found at <https://go.unl.edu/ne4hconservation-wildlife-shooting>.

## DIVISION 340

### WILDLIFE AND HOW THEY LIVE

#### CLASSES:

- **D340001 - Mammal Display** (SF154) 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 and habitats.
- **D340002 - Bird Display**(SF154) 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 and habitats.
- **D340003 - Fish Display** (SF155) 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 and habitats.

- **D340004 Reptile or Amphibian Display** (SF156) 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 and habitats.
- **D340005 Wildlife Connections** (SF157) 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. Displays might show how animals interact with other animals, with people, or with their habitat. Examples: Food chain supply 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; show the role of predators, scavengers, insect eaters, or others in nature; show how wildlife numbers (populations) change through the year; show predation, competition, or other behavioral interactions of wildlife; 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,
- **D340006 Wildlife Tracks** (SF158) Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are 3 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. - Option 1 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) - Option 2 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. (OR) - Option 3 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.
- **D340007 Wildlife Knowledge Check** (SF159) Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife conservation or shooting sports related knowledge. Plan size and shape to fit transportation and display; maximum size 24 x 24 inches.
- **D340008 -Wildlife Diorama** (SF160) Exhibit 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 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.
- **D340009 -Wildlife Essay** (SF161) 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. 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 ethics, proper behavior in the outdoors, hunting, or fishing. The essay is between 100 and 1000 words long and typed, double spaced on 8 ½ x 11 paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.
- **D340010 Wildlife Values Scrapbook** (SF162) Make a scrapbook about the various values of wildlife. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be the Wildlife Conservation project booklet (4-H 125).
- **D340011 Wildlife Arts** (SF163) 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, 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).

### **Rules**

Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. For more ideas, refer to project booklets. Remember to look at General Rules for this area.

## **DIVISION 341**

### **OUTDOOR ADVENTURES— LEVEL 2**

#### **CLASSES:**

- **D341001 Poster**-Create a poster display no larger than 22"x28". Topics may include, but not limited to one or more of the following: how to pitch a tent, knot tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up an emergency shelter, dealing with weather, collection of photos from camping trips, "Leave No Trace" and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, park or trail clean up, sanitation/hygiene while outdoors or use of GPS.
- **D341002 Journal/ Binder**– Written report of actual, virtual or actual camping/ hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/ flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no larger than 16"X16".
- **D341003 Camping/Hiking Safety**– Must include explanation of use of item and why selected/ purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/ water safety or hand hygiene kit. Exhibits measure no larger than 18"X24".
- **D341004 Digital Media**- ?Use digital media to show video/ slideshow/ presentation of setting up a tent (include why site is chosen) OR protecting natural resources or environmental issues or computer video camping/ hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- **D341005 Other Camping Items**– Must include what inspired the creation of the item, and its purpose. May include, but are not limited to one of the following: nature art, nature haiku poem, spider web sketches or knot display. Exhibits measure no longer than 18"X24".

### **Rules**

1. See General Rules.
2. Display posters must be made of material, e.g. foam board or poster board and measure no larger than 22"X28". Poster material should be sturdy enough to hold display items.
3. Display exhibits other than posters to be no larger than 18"X24".
4. Journal/binder exhibits measure no larger than 16"X16".
5. Consider neatness and creativity.

## **DIVISION 341**

### **OUTDOOR ADVENTURES -LEVEL 3**

#### **Classes:**

- **D341006 Poster**– Create a poster display, no larger than 22"X28". Topics may include but not limited to one of the following: Topographic map, backpacking trip plan, camp layout, plan an expedition (can be dreamed or lived), col-

lection of photos from your expedition, trails hiked, cost comparison of rental vs purchase or using GPS/compass.

- **D341007 Journal/Binder**– Written report of actual, virtual, or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.). Explain growth in project, challenges in leading a group, teaching others about wildlife and nature identification and “Leave No Trace.” Exhibits measure no larger than 16”X16”.
- **D341008 Expedition Safety**–Must include an explanation of use of items, why selected/purpose of item, how it meets hiking/camping/expedition needs. May include, but not limited to: travel sized edible plants, creepy crawly guide, tent repair kit, travel first aid kit or weather/water safety. Exhibits measure no larger than 18”X24”.
- **D341009 Digital Media**– Use digital media to show video/slideshow/ presentation of one of the following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- **D341010– Other Expedition Items**– Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to; nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a re-sealable plastic bag with ingredients, instructions, and nutritional facts included). Exhibits measure no larger than 18”X24”.

## Rules

1. See General Rules.
2. Display posters must be made of material, e.g. foam board or poster board and measure no larger than 22”X28”. Poster material should be sturdy enough to hold display items.
3. Display exhibits other than posters to be no larger than 18”X24”.
4. Journal/Binder exhibits measure no larger than 16”X16”.
5. Consider neatness and creativity.

## **DIVISION 342**

### **WILDLIFE HABITAT**

#### **CLASSES:**

- **D342001 Houses** (SF165) 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, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: check NebGuide on bird houses and shelves.
- **D342002 Feeders/Waterers** (SF166) - Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Include the following information: 1) the kinds of animal(s) for which the water/feeder is intended, 2) where are and how the water/feeder should be located for best use 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: check NebGuide on feeding birds.
- **D342003 Wildlife Habitat Design Board or Poster Exhibit** (SF167) 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.

## **DIVISION 343**

### **HARVESTING EQUIPMENT**

#### **CLASSES:**

- **D343001 - Fish Harvesting Equipment** (SF168) 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: the purpose of each item, when or where each item is used, and any personal experiences you've had with the item(s).
- **D343002 - Build a Fishing Rod** (SF169) Rod building kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches in length. Exhibit must be mounted on a board. Include with the exhibit:
  - \* Explanation of cost of materials/components, where materials/components were purchased, and how many number of hours required for construction.
  - \* Label 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 information, and neatness.
- **D343003 - Casting Target** (SF170) Make a casting target for exhibit and use. Target must be under 48" x 48". The bullseyes must be 2+ feet, outer band must be 1 foot in diameter and can have up to 3 rings. The exhibit must be easy to store, durable, and weather resistant. Include the purpose and rules of using your casting target.
- **D343004 - Wildlife Harvesting Equipment Board Exhibit** (SF171) 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 drawings or pictures. Label all items displayed: the purpose of each item, when or where it is used, and any personal experiences you've had with the item(s).
- **D343005 - Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory** (SF168) Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc.... Share your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype, and any adjustments you made.

## **DIVISION 346**

### **TAXIDERMY**

#### **CLASSES:**

- **D346001 Tanned Hides or Taxidermy** (SF172) Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information: - the animal's name - information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

## **DIVISION 361**

### **OTHER NATURAL RESOURCES**

#### **CLASS:**

- **D361001 - Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology** (SF171) This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into 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.

## **Resources**

### **4-H Geology**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/208](https://4hcurriculum.unl.edu/index.php/main/program_project/208)

### **Amphibians**

Identify native amphibians; Conduct field research; Learn about ecosystems

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/68](https://4hcurriculum.unl.edu/index.php/main/program_project/68)

### **Bird Behavior**

Learn about different types of bird behavior; Start a lifetime bird list; Find out how to attract birds to backyards

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/69](https://4hcurriculum.unl.edu/index.php/main/program_project/69)

### **Environment 1**

Learn the four elements of life; Build your own ecosystem; Construct a food web; Compost to reduce waste; Learn about habits

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/57](https://4hcurriculum.unl.edu/index.php/main/program_project/57)

### **Environment 2**

Describe the soil profile; Identify the basic parts of a flower; Explore life cycle of a product or food; Identify common animal tracks; Identify common animal tracks

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/58](https://4hcurriculum.unl.edu/index.php/main/program_project/58)

### **Environment 3**

Describe the six major biomes of the world; Make and use equipment for assessing water quality; State causes and consequences of soil erosion; Explore how your transportation choice have impact; Compare biodiversity of two sites

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/59](https://4hcurriculum.unl.edu/index.php/main/program_project/59)

### **Fishing For Adventure 1**

Develop angling skills; Create fishing tackle; Learn how to be a good steward of aquatic resources

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/70](https://4hcurriculum.unl.edu/index.php/main/program_project/70)

### **Fishing For Adventure 2**

Practice different types of casting; Learn the different characteristics of fish; Recognize the importance of water quality for fish habitats; Prepare a fish meal

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/71](https://4hcurriculum.unl.edu/index.php/main/program_project/71)

### **Fishing For Adventure 3**

Build a fishing reel; Make artificial flies and lures; Modify fishing equipment; Collect and identify aquatic insects

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/72](https://4hcurriculum.unl.edu/index.php/main/program_project/72)

### **Outdoor 1: Hiking Trails**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/210](https://4hcurriculum.unl.edu/index.php/main/program_project/210)

### **Outdoor 2: Camping Adventures**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/211](https://4hcurriculum.unl.edu/index.php/main/program_project/211)

### **Outdoor 3: Backpacking Expeditions**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/212](https://4hcurriculum.unl.edu/index.php/main/program_project/212)

### **Outdoor Skills**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/209](https://4hcurriculum.unl.edu/index.php/main/program_project/209)

### **Taxidermy**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/206](https://4hcurriculum.unl.edu/index.php/main/program_project/206)

### **Wildlife Conservation 1**

Learn about the history of wildlife conservation; Explore the values of wildlife to humans; Learn wildlife management terms

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/73](https://4hcurriculum.unl.edu/index.php/main/program_project/73)

### **Wildlife Conservation 2**

Learn about wildlife habitats; Make a nature diorama; Explore wildlife communities and ecosystems

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/74](https://4hcurriculum.unl.edu/index.php/main/program_project/74)

### **Wildlife Conservation 3**

Learn about the interface between people and wildlife; Explore why and how we manage wildlife; Learn about threatened and endangered species

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/75](https://4hcurriculum.unl.edu/index.php/main/program_project/75)

### **Wildlife Habitat Evaluation**

# SHOOTING SPORTS

## Division 347

### CLASSES:

- **D347001– Shooting Aid or Accessory-(SF253)** 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.
- **D347002– Storage Case-(SF254)-** Any 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.
- **D347003-Practice Game or Activity- (SF255)-** Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 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.
- **D347004– Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display- (SF256)-** 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 1/2 X 11” paper.
- **D347005– Healthy Lifestyles Plan-(SF257)-** Include a shooter’s (hikers, camper’s, angler’s) diet and exercise plan, and how the 4-H member will benefit or improve from the 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 diet plan.
- **D347006– Citizenship/Leadership Project-(SF258)-** 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, Conservation, or Wildlife. Examples could be range development, conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefitted from the project, what the 4-H member’s role was, and any results.
- **D347007– Career Development/ College Essay, Interview or Display-(SF252)-** 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 1/2 X 11” paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.
- **D347008-Community Vitality Display-(SF251)-** Explore the different shooting sports, conservation, fishing, and hunting make in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for people to learn from.
- **D347009– Ag-Literacy-Value added Agriculture Interview or Research Project-(SF250)-** 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 findings in an interesting way for the public to learn from.

### Rules

1. 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 pow-

der/ muzzleloader, and/or hunting skills. NO Firearms can be entered as an exhibit, nor live ammunition; however, information can be shared through pictures. Classes 004-009 can be entered by anyone in the conservation and wild-life area. Remember to look at General Rules for this area.

# SHOOTING SPORTS FAIR COMPETITION (COUNTY ONLY)

## Rules

1. Youth must participate in a safety training performed by a 4-H Certified Shooting Sports Instructor.
2. 4-H Shooting Sports Instructors will have the final say in whether a youth is eligible to participate in the fair shoot based on safety precautions.

**Junior and Senior “Top Shot” award will be awarded to someone that competes in all disciplines in their age category.**

## DIVISION 348 TRAP SHOOTING

### CLASSES:

- D348001 Trap Shooting (Jr. High 6th-8th)
- D348002 Trap Shooting (Sr. High 9th-12th)

## DIVISION 349- BB AND AIR SPORTS

### CLASSES:

- D349001- Jr. BB Gun Shooting Competition (8-12yrs)
- D349002—Jr. Small Bore Competition (12-13yrs)
- D349003—Sr. Small Bore Competition (14-18yrs)
- D349004—Jr. Air Pistol Competition (8-12yrs)
- D349005—Sr. Small Bore Pistol Competition (13-18yrs)

## DIVISION 350 ARCHERY

**Bare Bow** is archery with no accessories other than finger and arm guards

**Unlimited Bow** allows the bow to be equipped with stabilizers, scopes, lasers, etc. to enhance shooting performance

### CLASSES:

- D350001 Jr. Bare Bow (8-12 yrs)
- D350002 Sr. Bare Bow (13--18 yrs)
- D3500003 Jr. Unlimited Bow(8-12yrs)
- D350004 Sr. Unlimited) Bow (13-18 yrs)

### Resources

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/](https://4hcurriculum.unl.edu/index.php/main/program_project/)

22Rifle: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/186](https://4hcurriculum.unl.edu/index.php/main/program_project/186)

Air Pistol: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/187](https://4hcurriculum.unl.edu/index.php/main/program_project/187)

Air Rifle: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/188](https://4hcurriculum.unl.edu/index.php/main/program_project/188)

Archery: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/189](https://4hcurriculum.unl.edu/index.php/main/program_project/189)

BB Gun: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/190](https://4hcurriculum.unl.edu/index.php/main/program_project/190)

Muzzleloader: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/203](https://4hcurriculum.unl.edu/index.php/main/program_project/203)

Shotgun: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/192](https://4hcurriculum.unl.edu/index.php/main/program_project/192)

Smallbore Pistol: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/193](https://4hcurriculum.unl.edu/index.php/main/program_project/193)

# ENTOMOLOGY

**Premiums: \$3.00 \$2.50 \$2.00**

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. For help getting started with this project contact your county 4-H extension office.

## Rules

1. 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.

## Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Exhibitors may, and should, correct and update collections for competition at the State Fair.

## Quota

None

## Scoresheets, Forms, and Contest Study Materials

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

## Special Awards

Premier 4-H Science Award is available in this area. Please see click [here](#) General Rules for more details.

## DIVISION 800 ENTOMOLOGY CLASSES:

- **H800001 Entomology Display, First-Year Project** - (SF186) Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.
- **H800002 Entomology Display, Second-Year Project** - (SF186) 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.
- **H800003 Entomology Display, Third-Year or More Project** (SF186) Collection to consist of a 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 of 3 boxes.
- **H800004 - Special Interest or Advanced Insect Display** - (SF187) - Educational display developed according to personal interests and/or advanced identification capability. This is also 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, in-

sects galls, insect from goldenrod, insect pollinators. etc.).

- **H800005 - Insect Habitats** (SF186) 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 describing activities must accompany the exhibit.
- **H800006 - Macrophotography** (SF189) - 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 mat 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.
- **H800007 - Insect Poster/Display Exhibits** (SF190) 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.
- **H800008 - Reports or Journals** (SF191) 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 of 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.

## Special Entomology Project

### Division 810

#### CLASSES:

- **H810001– Special Entomology Project Educational Exhibit on what was learned from the project.** Present information on a poster no larger than 22"X28" 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. Reports may include life cycle, distribution of the insect, insect behavior (ex. Nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes). May include a certain species or broad overview of the family or group of insects.
- **H810002– Special Entomology Project Display–** The current years' Special Entomology Project pinned species along with a one to two report of what was learned from researching the insect type. Reports may include life cycle, distribution of the insect, insect behavior (ex. Nesting, finding food, mobility, defenses, etc); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes). May include a certain species or broad overview of the family or group of insects.

#### Rules

The insect of the year for 2022 is the tiger beetle.

#### Resources

#### Entomology 1

Make an insect collection; Learn where to look for insects; Learn how

to identify and classify insects

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/62](https://4hcurriculum.unl.edu/index.php/main/program_project/62)

### **Entomology 2**

Complete an insect collection table; Plan an insect collection trip; Raise meal worms; Explore insect legs and collect insects with an extractor

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/63](https://4hcurriculum.unl.edu/index.php/main/program_project/63)

### **Entomology 3**

Test ant food preferences; Conduct honey bee learning experiments; Record insect observations; Identify insect mouth types

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/64](https://4hcurriculum.unl.edu/index.php/main/program_project/64)

### **Insectigator**

Learn the difference between an insect and a bug; Identify insect parts and know why each is important; Find and examine bugs and insects in the field; Design your own insect or create a home for an insect

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/61](https://4hcurriculum.unl.edu/index.php/main/program_project/61)

## **FORESTRY**

**Premiums: \$3.00 \$2.50 \$2.00**

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

### **Rules**

1. 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>
2. Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
3. 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".
4. Display "books" must measure no more than 16" x 16".
5. At least 5 of the 10 samples in Class 2, 3, 4, and 5 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.
6. 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.
7. 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.
8. How well the exhibitor follows written directions is an important factor in judging.



### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### **Quota**

Refer to ?general rules for more information about the quota <https://4h.unl.edu/fairbook/general/rules> All static exhibits must have received a purple ribbon at the county fair to advance to the state fair.

### **Scoresheets, Forms, and Contest Study Materials**

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

### **Special Awards**

Premier 4-H Science Award is available in this area. For more details about this award visit this website <https://4h.unl.edu/fairbook/premier-science-award> Please see General Rules for more details.

## **DIVISIONS 320**

### **FORESTRY**

#### **CLASSES:**

- **D320001 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 pests. The only requirement is that the display must be no larger than 24 inches by 24 inches by 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used, but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.
- **D320002 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.
  - 1.**Collection:** Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. Leaf samples 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 the exhibitor. o
  - 2.**Mounting:** Leaves may be displayed in a notebook or on a display board. Any method may be used to mount leaves, e.g. wire, glue, tape, staples, plastic bags, but be sure all their features can be clearly identified.
  - 3.**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 red cedar sample because the leaves are very small and difficult to remove from the twig.
  - 4.**Supplemental information:** e.g. general uses, common products, fall color, etc., may be included to enhance educational value.
- **D320003 - 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.
  - 1.**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.
  2. **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 features can be clearly identified. The non-terminal



end must be cut at a slant so the pith can be seen.

**3.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)

**4.Supplemental information:**, e.g. general uses, tree characteristics, etc., may be included to enhance educational value.

- **D320004 Seed Display** - The seed display must include seed samples from at least 10 different tree species.

**1.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 seeds, not fruit. For example, the seed of honeylocust 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. o

**2.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. o

**3.Labeling:** The label 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)

**4.Supplemental information:**, e.g. maturity date, average number of seed in the fruit, etc., may be included to enhance educational value.

- **D320005 - Wood Display** - The wood display must include wood samples from at least 10 different tree species.

**1.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 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.

**2. 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.

**3.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)

**4.Supplemental information:**, e.g. common products, wood density, etc., may be included to enhance educational value.

- **D320006 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 state fair 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. If the disc is treated with a clear finish, both sides must be treated to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed.

o

**1.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 o A separate label attached to the back of the disc must include: 7. Common name 8. Scientific name 9. Tree classification (softwood or hardwood) 10. Age (of the cross section)

11. Collector's name 12. Collection date 13. Collection location (be specific, state and county at a minimum)

- **D320007 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, e.g. phloem, xylem, cambium, annual ring, pith, etc., is optional. Attach a separate label on the back of the poster that includes the exhibitor's name and age.
- **D320008 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 a drainage hole(s), and a drain pan to catch drainage water.
  1. **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. collector's name
  2. **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.
- **D320009– Forest Product Display**– Prepare a visual display and/ or collection tracing the origin of one non-lumber product that comes from trees and/or forests. The display must be no larger than 24"x22"x28". Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 22"x28" and may either be vertical or horizontal. The contestant must identify what species of tree the product is derived from and where the product is harvested, grown, or otherwise collected. The product listed must be partially or fully derived from trees; if partial the approximate percentage should be articulated in the display.
  1. The goal of this exhibit is for students to learn that many products come from trees and forests and to explore one of these products through in-depth study.
  2. Information about the tree or forest product: e.g. information about harvesting, processing, industry information, and environmental or other benefits may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
  3. Personal interviews with industry professionals are encouraged as a source of information.
- **D320010– Forest Health Display**-Prepare a visual display outlining a specific forest health issue such as a tree disease, insect pest, animal- or -human caused damage, or an abiotic tissue such as weather damage. The display must be no larger than 24"x24"x24". Original photographs, drawings, samples, charts, posters, etc. can be used. Actual specimens are strongly encouraged but must be properly preserved, i.e. insects pinned or placed in vials of alcohol, leaves pressed and dried. Posters submitted may be no larger than 24"x24".
  1. Explain through the display what species of trees the health issue affects, diagnostic features of the issue (symptoms in trees, identifying features of the pest, etc.), and management options.
  2. Include common and scientific names of trees and pests.
  3. Supplemental information about the tree or forest health issue: e.g. origin, proliferation in Nebraska/ United States, and physiological effects on the tree may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
  4. Attach a separate label on the back of the display that

includes the exhibitor's name and age.

- **D320011– Wildfire Prevention Poster**– Prepare a poster, no larger than 24”X24” that promotes wildfire prevention strategies. Strategies articulated in the poster can include personal and /or land management actions. Attach a separate label on the back of the poster that includes the exhibitor's name and age.

1. Supplemental information about wildfire prevention should be attached to the poster: e.g. frequency of wildfires in Nebraska/ United States, financial costs of wildfires, environmental factors that contribute to wildfires, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information,

- **D320012– Sustainable Landscape Diorama**– Box must be no larger than 24”X24”. The exhibit must show a Nebraska landscape that includes such as windbreaks, fields, pastureland, CRP, public lands, community/municipal landscapes. The goal of this exhibit is for students to articulate conservation and sustainability best-practices that can be implemented on a landscape, while addressing landowner and other stakeholder interests.

1. Label point/ nonpoint sources of pollution, carbon sequestration, water-wise practices, wildfire prevention strategies, renewable energy sources, and other conservation practices as well as at least 10 species of plants included in the diorama.

2. Attach to the exhibit a brief report including supplemental information describing the diorama, defining conservation practices, and outlining opportunities for landscape improvements to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

- **D320013– Tree Planting Project Display**– Plant a tree in your community. Prepare a visual display where the student articulates proper tree planting techniques, why the individual tree species was chosen, as well as steps taken to continue care for the tree after initial planting. The display must be no larger than 24”X24”X24”. Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 24”X24”. The tree must have been planted 60 days to 1 year before State Fair judging day. Students must obtain permission from necessary authorities and property owners before planting any trees.

1. Labeling; the following information about the tree must be included in the display: 1. common name 2. scientific name 3. planting location 4. planting date 5. tree source 6. planter's name 7. proper tree planting steps 8. tree care (after planting).

2. Supplemental information about the tree: e.g. why the species was chosen, 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 but should not exceed three printed pages of text. Cite sources of information.

## Resources

### Tree Identification

Learn to use a dichotomous key to classify trees; Identify common Nebraska trees

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/65](https://4hcurriculum.unl.edu/index.php/main/program_project/65)

**Superintendents: Hilgert, Jack.**

# FOODS & FOOD PRESERVATION

## FOOD & NUTRITION

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Rules

- 1. Supporting Information:** - Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place food on the appropriate sized plate or container and put in self-sealing bag. Attach entry tag and recipe at the corner of the bag. For non-food entries, NON-FOOD ENTRIES please attach the entry tag to the upper right hand corner of the entry. GENERAL LABELING INFORMATION, Additional information including recipes and supplemental information should be identified with 4-H'ers name and county.
- 2. 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, commercially prepared seasoning mixes for food preservation and other pre-made mixes entered in other categories will be lowered a ribbon placing.
- 3. Food Projects:** Projects Exhibits should be entered using a disposable pan or plate and covered by a plastic self-sealing bag. The State Fair is not responsible for non-disposable containers, lost bread boards, China, or glassware.
- 4. 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 will be disqualified.
- 5. Food Safety:** Exhibits are on display for several days. Please think FOOD SAFETY! Items that require refrigeration will not be accepted, judged, or displayed as 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:
  - \*Egg or Cream cheese fillings and cream cheese frostings;
  - \*Any meat item including meat jerky, imitation meat bits (bacon bits, pepperoni, etc);
  - \*Melted cheese on top of food exhibit toppings (cheese mixed into baked goods is considered safe and will be accepted)
  - \*Uncooked fruit toppings (i.e., fresh fruit tart).

### Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### Quota

Number of Entries per County - The current total Food and Nutrition project enrollment, not including School Enrichment or Clover Kids enrollment, will determine the maximum number of entries in all classes.

### Number Of Projects — Exhibits per class

\* 1-150 ----- 1

- \* 151-300 — 2
- \* 301-450 — 3
- \* 451+ --4 All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Entries per Individual - One entry per exhibitor per class. Limit of six (6) entries per exhibitor (Three (3) in General Foods and Nutrition, and three (3) entries per exhibitor in Food Preservation).

**Scoresheets, Forms, and Contest Study Materials**

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hfood-nutrition>.

# COOKING

## DIVISION 401

### COOKING 101 (COUNTY ONLY)

**CLASSES:**

- **E401001 Cookies** (any recipe)-Four on a paper plate.
- **E401002 Muffins** (any recipe)-Four on a paper plate
- **E401003 Baking Mix in a Jar.**
- **E401005 Intergenerational** recipe card with a story of baking experience. Story of why you chose that particular recipe, what they learned from baking partner.
- **E401007 Table Setting**

## DIVISION 410

### COOKING 201

**CLASSES:**

- **E410001 - Loaf Quick Bread** (SF123) 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” x 5”. If mini-loaf pans are used for exhibit, two loaves must be presented for judging.
- **E410002 - Creative Mixes** (SF142) any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked 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 ready-made bread dough, monkey bread 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 home-made recipe or recipe "from scratch". Does it make it better or easier to use a convenience product or mix? Why or why not?
- **E410003 - Biscuits or Scones** (SF136) 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.
- **E410004 - Healthy Baked Product** (SF124) - any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate or may be baked 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.).
- **E410005 - Coffee Cake** (SF129) - any recipe or shape, non-yeast product - at least ¾ of baked product on a paper plate or may be baked in a disposable pan.) Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201.
- **E410006 - Baking with Whole Grains** (SF134) - any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate. May be baked 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.)
- **E410007 - Non-Traditional Baked Product** (SF133) - 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  $\frac{3}{4}$  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.

## **DIVISION 411**

### **COOKING 301**

#### **CLASSES:**

- **E411001 - White Bread** (SF138) \_any yeast recipe, at least  $\frac{3}{4}$  of a standard loaf displayed on a paper plate.
- **E411002 - Whole Wheat or Mixed Grain Bread** (SF138) any yeast recipe, at least  $\frac{3}{4}$  of a standard loaf displayed on a paper plate.
- **E411003 - Specialty Rolls** (SF138) 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.
- **E411004 - Dinner Rolls** (SF138) any yeast recipe, 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks, or any other type of dinner roll.
- **E411005 - Specialty Bread** (SF141) any yeast recipe, includes tea rings, braids, or any other full-sized specialty bread products. Must exhibit at least  $\frac{3}{4}$  of a full sized baked product. May be baked in a disposable pan.
- **E411006 - Shortened Cake** (SF137) Must exhibit at least  $\frac{3}{4}$  of the cake (recipe must not be from a cake mix). 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 frostings allowed).

#### **Rules**

1. 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.

## **DIVISION 412**

### **COOKING 401**

#### **CLASSES:**

- **E412001 - Double Crust Fruit Pie** (SF144) 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.
- **E412002 - Family Food Traditions** (SF145) any recipe, at least  $\frac{3}{4}$  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.
- **E412003 - Ethnic Food Exhibit** (SF146) any recipe, at least  $\frac{3}{4}$  of baked product or 4 muffins or cookies on a paper plate or may be baked 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.
- **E412004 - Candy** (SF147) any recipe, 4 pieces of candy on a paper plate or  $\frac{1}{2}$  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.
- **E412005 - Foam Cake** (SF138) original recipe (no mixes) of at least  $\frac{3}{4}$  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).

- **E412006 - Specialty Pastry**(SF143) any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or may be baked in a disposable pan. Baked items such as pie tarts, puff pastry, phyllo doughs, 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.

#### **Rules**

1. 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.

## **FOOD PRESERVATION**

### **DIVISION 407**

#### **UNIT 1 FREEZING**

##### **CLASS:**

- **E407001 - Baked Item made with Frozen Produce** (SF155) any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or may be baked 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**

##### **CLASSES:**

- **E407001 - Dried Fruits** ( SF154) exhibit 3 different examples of 3 different dried fruits. Place each dried fruit food (6-10 pieces of fruit, minimum 1/4 cup) in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- **E407002 - Fruit Leather** (SF154) 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.
- **E407003 - Vegetable Leather** ( SF154) 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.
- **E407004 - Dried Vegetables** (SF149) 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.
- **E407005 Dried Herbs** (SF149) 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.
- **E407006 - Baked Item made with Dried Produce/Herbs** - (Scoresheet SF156) - any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or. May be baked in a disposable pan. Recipe **MUST** include a dried produce/herb item made by the 4-H'er. Ex. Granola bar made with dried fruits, dried cranberry cookies, Italian herb bread, lemon thyme cookies. Supporting information must include both the recipe for the dried produce/herb **AND** the baked food item.

#### **UNIT 3 BOILING WATER CANNING**

##### **CLASSES:**

- **E408001 - 1 Jar Fruit Exhibit** (SF150) exhibit one jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations.
- **E408002 - 3 Jar Fruit Exhibit** ( SF150) exhibit 3 jars of different canned fruits. May be three different techniques for same type of product, ex. Applesauce, canned apples, apple pie filling, etc. Entry must be processed in athe boiling water



bath according to current USDA recommendations.

- **E408003 - 1 Jar Tomato Exhibit** (SF150) exhibit one jar of a canned tomato product. Entry must be processed in a boiling water bath according to current USDA recommendations.
- **E408004 - 3 Jar Tomato Exhibit** (SF150) exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a boiling water bath according to current USDA recommendations.
- **E408005 - 1 Jar Pickled Exhibit** (SF150) one jar of a pickled and/or fermented product. Entry must be processed in athe boiling water bath according to current USDA recommendations.
- **E408006 - 3 Jar Pickled Exhibit** (SF150) exhibit 3 jars of different kinds of canned pickled and/or fermented products. Entry must be processed in athe boiling water bath according to current USDA recommendations.
- **E408007 - 1 Jar Jelled Exhibit** (SF153) exhibit one jar of a jam, jelly or marmalade. Entry must be processed in athe boiling water bath according to current USDA recommendations.
- **E408008 - 3 Jar Jelled Exhibit** (SF153) exhibit 3 different kinds of jelled products. Entry may be made up of either pints or half pints (but all jars must be the same size). Entry must be processed in athe boiling water bath according to current USDA recommendations.

## **UNIT 4 PRESSURE CANNING**

### **CLASSES:**

- **E414001 - 1 Jar Vegetable or Meat Exhibit** (SF150) exhibit one jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA recommendations.
- **E414002 - 3 Jar Vegetable Exhibit** (SF150) exhibit 3 jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.
- **E414003 - 3 Jar Meat Exhibit** (SF150) exhibit 3 jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.
- **E414004 - Quick Dinner** (SF151) 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 of the jars. Entry must be processed according to current USDA recommendations.
- **E414005 - 1 Jar Tomato Exhibit** (SF150) exhibit one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations.
- **E414006 - 3 Jar Tomato Exhibit** (SF150) exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a pressure canner according to current USDA recommendations.

### **Rules**

1. **Processing Methods** : Current USDA processing methods and altitude adjustments must be followed for all food preservation. Jam, 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. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed container disqualifies entry.
2. **Jars** :Do not need to be and type of lid should be the same size, all small or large, not necessarily 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. Improperly canned or potentially



- hazardous food items will be disqualified.
3. **Current Project:** - All canning must be the result of this year's 4-H project., since September 1, of the previous calendar year.
  4. **Criteria for Judging:** - Exhibits will be judged according to score sheets available at your local Extension office or the State Fairbook at <https://4hfairbook.unl.edu/fairbookview.php/rulesat> <http://4h.unl.edu/county-fair/scoresheets>. 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 this site <https://food.unl.edu/canning#elevation> for your county's altitude and how that affects food processing times and pounds of pressure. The State Fair Board is not responsible for lost, damaged or broken exhibits.
  5. **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.
  6. **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** [https://nchfp.uga.edu/publications/publications\\_usda.html](https://nchfp.uga.edu/publications/publications_usda.html)
    - \***Nebraska Extension's Food Website** <https://food.unl.edu/food-safety>: or Extension publications from other states
    - \***Ball Blue Book** (published after 2009) or online: <https://www.freshpreserving.com/recipes>
    - \*See <http://food.unl.edu/web/preservation/home> for current USDA guidelines, how to find your Nebraska altitude, and proper procedures for food preservation.
    - \*Jars should be labeled with name of 4-H'er, county, and date of processing.
  7. 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:
    - \* Name of product
    - \* Date preserved
    - \* Method of preservation (pressure canner, water bath canner, or dried)
    - \* 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.

## **DIVISION 350**

### **GENERAL FOODS & NUTRITION**

#### **CLASSES:**

- **E350001 - Food Science Exploration ( SF152)** Open to

any 4-H'er enrolled in a Foods & Nutrition, food preservation or food production. Show the connection between food and science as it relates to food preparation, food safety, 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 display, a written report in a portfolio or notebook. Consider neatness and creativity.

- **E350002 - Foods and Nutrition Poster, Scrapbook, or Photo Display** ( SF122) Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. The project should involve a nutrition or food preparation .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 display, or a written report in a portfolio or notebook. Consider neatness and creativity.
- **E350003 - Physical Activity and Health Poster, Scrapbook, or Photo Display** ( SF122) 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 display, or a written report in a portfolio or notebook. Consider neatness and creativity
- **E35004 - Cooking Basics Recipe File** ( SF251) 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.

## **CAKE DECORATING**

### **COUNTY ONLY**

**Premiums:            3.00            2.50            2.00**

### **DIVISION 430**

### **CAKE DECORATING - UNIT 1**

**Specify on a 3"x 5"card occasion for cake, tip(s) name and tip(s) number used, techniques used and number of years in cake decorating.**

#### **CLASSES:**

- **E430001 One layer decorated cake** - must use two decorating tips.
- **E430002 Novelty Cake** using character or shaped pan, two decorating tips.
- **E430003 Sample Cake Board** demonstrating at least 1 technique from 3 different categories.
  - \*Basic Borders – dots, balls, stars, rosettes, shells or zigzag. Message – printed, may use round or star tips.
  - \*Drop Flower with center – star or swirled Leaves
- **E430004 Cake Portfolio Book** - Include pictures of 5 Cakes decorated by 4-Her. Each picture should have accompanying information including:
  - \*Occasion for cake,
  - \*Type of frosting,
  - \*Tips name and numbered d) technique used.

## **DIVISION 431**

### **CAKE DECORATING - UNIT II**

Specify on a 3"x 5" card occasion for cake, tip(s) names and tip(s) number used, techniques used and number of years in cake decorating.

#### **CLASSES:**

- **E431001 2 or 3 layered or tiered, stacked cake or combination tiered or stacked.** Each tier or stack must be 2 layers. Plastic separators may be used.
- **E431002 2 or 3 tiered, stacked cake or combination tiered** or stacked using fondant frosting. Each tier or stack must be 2 layers.
- **E431003 Original shaped cakes** (ex. Butter fly) from a Cut up cake baked in a round, square, heart, rectangle or a combination to make a new shape. May decorate using unlimited tips. (CF135X)

## **DIVISION-432**

### **CUPCAKE DECORATING - UNIT I**

Specify on a 3"x 5" card occasion for cake, tip(s) name and tip(s) number used, techniques used and number of years in cake decorating.

#### **CLASSES:**

- **E432001 Decorate Class d Cupcake** using 2 tips
- **E432002 Cupcake** using 3 or more tips.
- **E432003 Decorated Cupcake** using fondant frosting.
- **E432004 Sample Board** demonstrating at least 3 techniques from 3 different categories
  - \*Figure piping – clowns, people, animals etc.
  - \*Flowers made on a flat surface, not on a nail - sweet peas, Rosebuds, half roses etc.
  - \*Borders – reverse shells, grass, ruffles, ribbons bows, puffs.
  - \*Side decorations, dots or stars, scrolls, reverse shell, “c” scroll, fleur-de-lis.
  - \*Message-script (not printed) may use round or star tips
- **E431005 Cupcake Portfolio Book**—A continuation of the **Unit 1 portfolio.**
  - a)Include an additional 5 photos (total 10 including Unit I pictures) of Cupcakes created by 4-Her.
  - b)A progression of skill and difficulty should be shown. Each picture should have accompanying information including:
    - \*occasion for cake,
    - \*type of frosting,
    - \*tips name and number used,
    - \*technique used.

#### **Resources**

##### **Cooking 101**

Learn how to use MyPlate; Learn how to avoid spreading germs while cooking; Learn how to measure and mix ingredients; Learn how to test baked goods for doneness; Learn how to brown meat; Learn how to set the table for a family meal

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/194](https://4hcurriculum.unl.edu/index.php/main/program_project/194)

##### **Cooking 201**

Understand and prevent foodborne illnesses; Learn how to thaw foods; Learn proper knife techniques; Learn how to read Nutrition Fact labels; Learn how to make soups, rice, pasta, and other foods

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/195](https://4hcurriculum.unl.edu/index.php/main/program_project/195)

##### **Cooking 301**

Practice making bread, grilling meats, vegetables, and fruit; Learn how to and practice making butter; Learn about yeast, gluten, and different types of fats

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/196](https://4hcurriculum.unl.edu/index.php/main/program_project/196)

##### **Cooking 401**

Learn about herbs and spices; Learn how to make ethnic foods; Practice making cakes, candy, pastries, and pies

- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/197](https://4hcurriculum.unl.edu/index.php/main/program_project/197)
- Superintendents:** Well, Cami; Burr, Kathy; Hinrichs, Kayla; Spieker, Brittany.
- Cooking 101**  
Learn how to use MyPlate; Learn how to avoid spreading germs while cooking; Learn how to measure and mix ingredients; Learn how to test baked goods for doneness; Learn how to brown meat; Learn how to set the table for a family meal
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/194](https://4hcurriculum.unl.edu/index.php/main/program_project/194)
- Cooking 201**  
Understand and prevent foodborne illnesses; Learn how to thaw foods; Learn proper knife techniques; Learn how to read Nutrition Fact labels; Learn how to make soups, rice, pasta, and other foods
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/195](https://4hcurriculum.unl.edu/index.php/main/program_project/195)
- Cooking 301**  
Practice making bread, grilling meats, vegetables, and fruit; Learn how to and practice making butter; Learn about yeast, gluten, and different types of fats
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/196](https://4hcurriculum.unl.edu/index.php/main/program_project/196)
- Cooking 401**  
Learn about herbs and spices; Learn how to make ethnic foods; Practice making cakes, candy, pastries, and pies
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/197](https://4hcurriculum.unl.edu/index.php/main/program_project/197)
- Unit 1 Freezing Project Manual**  
Learn how to safely freeze foods and maintain quality; Learn how to use frozen foods in healthy recipes
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/198](https://4hcurriculum.unl.edu/index.php/main/program_project/198)
- Unit 2 Drying Project Manual**  
Learn how to safely dry foods and maintain quality; Learn how to use dried foods in healthy recipes
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/199](https://4hcurriculum.unl.edu/index.php/main/program_project/199)
- Unit 3 Boiling Water Canning Project Manual**  
Learn how to safely preserve fruits, tomatoes, fruit spreads, and pickles; Learn how to use home-canned foods in healthy recipes
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/200](https://4hcurriculum.unl.edu/index.php/main/program_project/200)
- Unit 4 Pressure Canning Project Manual**  
Learn how to safely preserve tomatoes, vegetables, and meats; Learn how to use home-canned foods in healthy recipes
- URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/201](https://4hcurriculum.unl.edu/index.php/main/program_project/201)

## PLANT SCIENCE AGRONOMY

**Premiums \$3.00 \$2.50 \$2.00**

### **Rules**

For General Rules visit <https://4h.unl.edu/fairbook/general/rules>

### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### **Scoresheets, Forms, and Contest Study Materials**

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

## **FIELD CROPS**

### **DIVISION 750**

#### **CLASSES:**

- **G750001 - Corn** (includes yellow, white, pop, waxy, or any other type)
- **G750002 - Soybeans**
- **G750003 - Oats**
- **G750004 - Wheat**
- **G750005 - Any other crop** (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

- **G750006 - 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.
- **G750007 - Crop Technology Display** – Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
- **G750008 - 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.) This should not be about the process of crop production, but focus on an end product(s).
- **G750009 - 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.
- **G750010 - Career Interview Display** – The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview one 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.

## **SPECIAL AGRONOMY PROJECT**

- **G750011 - Special Agronomy Project - Educational Exhibit** (SF259)- 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.
- **G750012 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.
- **G750013 Special Agronomy Project** (Freshly Harvested Crop) Plant exhibits must be the result of the current year's project. Depending on the type of crop selected for the current year:
  - \*Corn - 10 ears or 3 stalks (cut at ground level with no roots or 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 (½ 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.

## Rules

### The Crop of the year for 2022 is broomcorn sorghum.

#### 1. Grain or Plant Exhibits - Classes 1-5:

A completed Crop Production Worksheet (available at <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. Essay

\*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 the previous year's project. Display containers will be furnished.

\*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 roots or 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 or half size small square bale.

#### 2. 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.

- 3. NEW: Special Agronomy Project** - 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 aged 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

## WEED SCIENCE

### DIVISION 751

#### CLASSES:

- **G751001 - 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, saltcedar, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites), and at least three five weeds that are a problem primarily in lawns.
- **G751002 - Life Span Book** - A collection of 7 perennials, 1 biennial, and 7 annual weeds.
- **G751003 - 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 uses for weeds.

#### Rules

1. 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. At least 15 of the specimens must represent this year's work. For assistance identifying plants, participants can use the Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).

#### 2. Books Classes 1-2

\*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 cover.

\*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: - Scientific name (in italic or underlined), with authority, - Common name, - County of collection, - Collection date, - Collector's name, - Personal collection number, indicating the order that plants were collected in your personal collection, - Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

**3. Displays Class 3** 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. Refer to Scoresheet SF259.

\*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.

**Resources:**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/](https://4hcurriculum.unl.edu/index.php/main/program_project/)

**Field Crops 1**

Discover the world of farming; Learn how plants grow; Learn the value and uses of field crops

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/101](https://4hcurriculum.unl.edu/index.php/main/program_project/101)

**Field Crops 2**

Take a soil sample; Learn about products made from field crops; Decide what crops need to grow and at what time

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/102](https://4hcurriculum.unl.edu/index.php/main/program_project/102)

**Field Crops 3**

Learn about integrated crop management; Discover hybrid selection; Find out more about harvesting and marketing crops

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/103](https://4hcurriculum.unl.edu/index.php/main/program_project/103)

## 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. For more resources and materials in this category refer to the resource section at the bottom of the page.

**Rules**

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, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC150, Revised July 201609), Common Grasses of Nebraska (EC170), and Common Forbs and Shrubs of Nebraska (EC118).
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. Premier 4-H Science Award is available in this area. Please see General Rules for more details. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Scoresheets, Forms, and Contest Study Materials**

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

## DIVISION 330

### RANGE MANAGEMENT

**CLASSES:**

- **D330001 - Value and Importance for Livestock Forage and Wildlife Habitat and Food Book** - (SF260) - 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 im-



portance classifications can be found in the Range Judging Handbook and Contest Guide, Appendix Table 1 (EC150, Revised July 2016) starting on page 42. 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.

- **D330002 - Life Span Book** – (SF260) - A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- **D330003 - Growth Season Book** - (SF260) - – A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- **D330004 - Origin Book** - (SF260) - – 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.
- **D330005 - Major Types of Range Plants Book** - (SF260) - – A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like, and 3 shrubs.
- **D330006 – Range Plant Collection Book** - (SF260) - – 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.
- **D330007 – Parts of a Range Plant Poster** - (SF259) - – Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner, including the scientific and common name of the plant. Put your name and 4-H county on the back of the poster.
- **D330008- Special Study Board** - (SF260) - – 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. This should be placed in a sheet cover attached to the board.
- **D330009- Junior Rancher Board** - (SF260) - – 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.

## Rules

1. **Books Classes 1-6** 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. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Refer to Scoresheet SF260. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: Scientific name (in italic or underlined), with authority - Common name. - County of collection. - Collection date. - Collector's name. - Personal collection number, indicating order that plants were collected in your personal collection, - 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.
2. **Displays Class7** 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.
3. **Boards Classes 8-9** Boards should be should no larger than 30” wide by 36” tall or if hinged in the middle a maximum of 60” wide by 36” tall. Boards should be adequately labeled.

## Resources

### Reading the Range

Learn the names of range plants; Identify and collect range plants;  
Explore the basics of range management

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/116](https://4hcurriculum.unl.edu/index.php/main/program_project/116)

### Using Nebraska Range

Study Nebraska's grassland heritage; Understand plant vigor and the effects of grazing; Identify range sites; Calculate range conditions; Understand stocking rates

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/117](https://4hcurriculum.unl.edu/index.php/main/program_project/117)

### Weed Science

Learn the names of range plants; Identify and collect range plants;  
Explore the basics of range management

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/118](https://4hcurriculum.unl.edu/index.php/main/program_project/118)

# PLANT SCIENCE HORTICULTURE

### Premium 2.50 2.00 1.50

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

### Rules

For General Rules [click here](#)

### Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### Quota

•Each county may select 10% of their youth enrolled in the **World of Flowers, Annual Flowers, and/or Growing Great Houseplants** projects to exhibit floriculture at State Fair. If the county has enrollment in less than 10 projects, the county may still send exhibits from one youth.

\*Youth must be enrolled in the World of Flowers and/or Annual Flowers projects to exhibit a maximum of FOUR (4) entries per person in classes 1-46 (cut flowers) and 50-53 (educational exhibits). Since cut flower are seasonal, youth may substitute and exhibit in any class, however, youth are still limited to four exhibits at State Fair. Exhibits are limited to ONE EXHIBIT PER EXHIBIT CLASS NUMBER. Entries must be the work of the 4-H member.

\*Youth must be enrolled in the Growing Great Houseplants project to exhibit in classes 50-66. Youth may enter a maximum of THREE (3) entries in classes 50-53 (educational exhibits) and 60-66 (houseplants), but each entry must have received a purple ribbon at the county fair to advance to the State Fair.

•Each county can select 10% of their youth enrolled in the **Everyone A Gardener** project and/or **Gardening Unit 1-Unit 4** projects. If the county has enrollment in less than 10 projects, the county may still send exhibits from one youth.

\*Youth must be enrolled in the Everyone A Gardener project and/or Gardening Unit 1-Unit 4 projects to exhibit An exhibitor may enter a maximum of FOUR (4) entries per person in classes 201-286 (vegetables, herbs, fruits) and 290-294 (educational exhibits). Since vegetables, herbs, and fruits are seasonal, youth may substitute and exhibit in any class, however, youth are still limited to four exhibits at State Fair. Exhibits are limited to ONE EXHIBIT PER EXHIBIT CLASS NUMBER. Entries must be the work of the 4-H member. Notebooks and posters must have received a purple ribbon at the county fair to advance to the State Fair.

•Each county may select 10% of their youth enrolled in the current years' **Special Gardening Project** to exhibit at State Fair. If the county has enrollment in less than 10 projects, the county may still send exhibits from one youth.

### Scoresheets, Forms, and Contest Study Materials

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hhorticulture>.

### Special Awards

Premier 4-H Science Award is available in this area. Please see General Rules for more details.

# FLORICULTURE, EDUCATIONAL EXHIBITS, & HOUSEPLANTS

## DIVISION 770

### Floriculture

#### CLASSES:

Cut Flower Annuals and Biennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis. Classes 1-2 (SF106)

- **G770001 - Aster**
- **G770002 - Bachelor Buttons**
- **G770003 - Bells of Ireland**
- **G770004 - Browallia**
- **G770005 - Calendula**
- **G770006 - Celosia (crested or plume) (3 stems)**
- **G770007 - Cosmos**
- **G770008 - Dahlia**
- **G770009 - Dianthus**
- **G770010 - Foxglove**
- **G770011 - Gladiolus (3 stems)**
- **G770012 - Gomphrena**
- **G770013 - Hollyhock (3 stems)**
- **G770014 - Marigold**
- **G770015 - Pansy**
- **G770016 - Petunia**
- **G770017 - Salvia**
- **G770018 - Snapdragon**
- **G770019 - Statice**
- **G770020 - Sunflower (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems)**
- **G770021 - Vinca**
- **G770022 - Zinnia**
- **G770023 - 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 - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis. Classes 30-46 - (SF106)

- **G770030 - Achillea/Yarrow**
- **G770031 - Chrysanthemum**
- **G770032 - Coneflower**
- **G770033 - Coreopsis**
- **G770034 - Daisy**
- **G770035 - Gaillardia**
- **G770036 - Helianthus**
- **G770037 - Hydrangea (3 stems)**
- **G770038 - Liatris (3 stems)**
- **G770039 - Lilies (3 stems) (Not Daylilies)**
- **G770040 - Platycodon**
- **G770041 - Rose (3 stems)**
- **G770042 - Rudbeckia/Black-eyed Susan**
- **G770043 - Sedum**
- **G770044 - Statice**
- **G770045 - Any other perennial (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) (do not duplicate entries in classes 30-44)**
- **G770046 - 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 not more than 18" in any dimension. Boxes may not be returned at State Fair. Do not duplicate entries in classes 1-45 with any in the group collection.

## EDUCATIONAL EXHIBITS

### CLASSES:

- **G770050 - Flower Notebook** - (SF100) - 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. 4-H'ers may show more than one cultivar of the same species, but they will only count as one species. The notebook must be the result of the current year's work. 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 or summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the notebook.
- **G770051 - Flower Garden Promotion Poster** - (SF103) - Individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayon, etc. as 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, county, and years in the project(s) must be on the back of the poster.
- **G770052 - Educational Flower Garden Poster** - (SF104)- Prepare a poster 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flower or houseplant project. 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 to the upper right hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.
- **G770053 - Flower Gardening History Interview** - (SF105)- Neatly handwritten or typed account of a gardening history interview 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 the project(s) must be on the back of the report cover.

## HOUSEPLANTS

### CLASSES:

- **G770060 - Flowering potted houseplant(s)** - (SF107) - that are blooming for exhibition. Container may have one or more houseplants in container. Label name for each plant. Non-blooming plants will be disqualified.
- **G770061 - Foliage potted houseplant(s)** - (SF107) one variety of tropical or cacti or succulent plant.
- **G770062 - Hanging basket** - (SF107) - of flowering and/or foliage houseplants. Container may have one or more houseplants in container. Label name for each plant.
- **G770063 - Dish garden** - (SF 107) - an open/shallow container featuring a variety of houseplants excluding cacti and succulents. Label name for each plant.
- **G770064 - Fairy or Miniature garden** - (SF107) - 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. Label name for each plant.
- **G770065 - Desert garden** - (SF107) - an open/shallow container featuring cacti and/or succulents grown as houseplants. Label name for each plant.
- **G770066 - Terrarium** - (SF107) - a transparent container, partially or completely enclosed; sealed or unsealed. Label

name for each plant.

## Rules

### FLORICULTURE (Classes 1-46)

1. **Classes 1-23:** = Cut Flower Annuals and Biennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.
2. **Classes 30-46:** = Cut Flower Perennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.
3. The cultivar or variety name must be included on all entry cards. If potted container with several cultivar or varieties identify each individually within the pot, 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 staff or office personnel. For Floriculture, punch hole in the top center of entry tag, use a rubber band to securely attach entry tag to containers.
4. Exhibits entered under an incorrect class number or containing an incorrect number of stems will be dropped one ribbon placing. In classes 23, 45 & 46, do not duplicate entries from the already listed classes, or entry will be dropped one ribbon placing. For example 4-H'ers with two cultivars or varieties of marigolds can only enter the marigold class and cannot enter the other cultivar or variety in any other class. 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.
5. All 3 or 5 stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. Containers will not be judged; however, they should be clear glass containers that won't tip over (No plastic containers at State Fair) and of adequate size to display blooms. Any exhibit not in a clear glass container will be dropped one ribbon placing. Containers may not be returned from State Fair.
6. Follow the guidelines in 4-H Preparing Cut Flowers Exhibits 4H227 (revised 2016)  
[unl.box.com/s/2f3a785c67p77qhqasevp6gu6adf3ugon](http://unl.box.com/s/2f3a785c67p77qhqasevp6gu6adf3ugon) when preparing entries for the fair.

### EDUCATIONAL EXHIBITS (CLASSES 50-53)

#### HOUSEPLANTS (CLASSES 60-66)

1. **Container Grown 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. Identify each plant individually if more than one cultivar or variety. Houseplants should be grown in the display container for a minimum of six weeks. Plants grown as houseplants must be used. NebGuide G2205 "[Guide to Growing Houseplants](#)" and NebGuide G837 "[Guide to Selecting Houseplants](#)" includes a listing of common houseplants. **Containers of annual flowers or annual plants (i.e. petunias, geraniums, impatiens) will be disqualified and will not be judged.**
2. Entries in Classes 60-66 must have been designed and planted by the 4-H member. .
3. Container grown houseplants shall be in pots no greater than 12" in diameter (inside opening measurement). Dish gardens, fairy or miniature 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.
4. Classes 60-65 exhibitors must have and provide 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.

# VEGETABLES, HERBS, FRUITS & EDUCATIONAL EXHIBITS

## VEGETABLES (NUMBER'S TO EXHIBIT)

### CLASSES 1-56 - (SF108)

- G773201 - Lima Beans, 12
- G773202 - Snap Beans, 12
- G773203 - Wax Beans, 12
- G773204 - Beets, 5
- G773205 - Broccoli, 2
- G773206 - Brussels Sprouts, 12
- G773207 - Green Cabbage, 2
- G773208 - Red Cabbage, 2
- G773209 - Carrots, 5
- G773210 - Cauliflower, 2
- G773211 - Slicing Cucumbers, 2
- G773212 - Pickling Cucumbers, 5
- G773213 - Eggplant, 2
- G773214 - Kohlrabi, 5
- G773215 - Muskmelon/Cantaloupe, 2
- G773216 - Okra, 5
- G773217 - Yellow Onions, 5
- G773218 - Red Onions, 5
- G773219 - White Onions, 5
- G773220 - Parsnips, 5
- G773221 - Bell Peppers, 5
- G773222 - Sweet (Non-Bell) Peppers, 5
- G773223 - Jalapeño Peppers, 5
- G773224 - Hot (Non-Jalapeño) Peppers, 5
- G773225 - White Potatoes, 5
- G773226 - Red Potatoes, 5
- G773227 - Russet Potatoes, 5
- G773228 - Other Potatoes, 5
- G773229 - Pumpkin, 2
- G773230 - Miniature Pumpkins (Jack Be Little type), 5
- G773231 - Radish, 5
- G773232 - Rhubarb, 5
- G773233 - Rutabaga, 2
- G773234 - Green Summer Squash, 2
- G773235 - Yellow Summer Squash, 2
- G773236 - White Summer Squash, 2
- G773237 - Acorn Squash, 2
- G773238 - Butternut Squash, 2
- G773239 - Buttercup Squash, 2
- G773240 - Other Winter Squash, 2
- G773241 - Sweet Corn (in husks), 5
- G773242 - Swiss Chard, 5
- G773243 - Red Tomatoes (2" or more in diameter), 5
- G773244 - Roma or Sauce-type Tomatoes, 5
- G773245 - Salad Tomatoes (under 2" diameter), 12
- G773246.- Yellow Tomatoes (2" or more in diameter), 5
- G773247 - Turnips, 5
- G773248 - Watermelon, 2
- G773249 - Dry Edible Beans, 1 pint
- G773250 - Gourds, mixed types, 5
- G773251 - Gourds, single variety, 5
- G773252 - Any other vegetable, 2, 5 or 12 (do not duplicate entries in classes 201-251) that doesn't fit in any other class
- G773255 - 4-H Vegetable Garden Collection of five kinds of vegetables. Display Garden Collection in a box

not more than 24" in any dimension. Boxes may not be returned from State Fair. 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.

- **G773256 - 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 or squash or onions or tomatoes, etc. Display in a box not more than 24" in any dimension. Boxes may not be returned from State Fair. 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).

## **HERBS**

### **Classes 60-69 - (SF108)**

- **G773260 - Basil**, 5
- **G773261 - Dill** (dry), 5
- **G773262 - Garlic** (bulbs), 5
- **G773263 - Mint**, 5
- **G773264 - Oregano**, 5
- **G773265 - Parsley**, 5
- **G773266 - Sage**, 5
- **G773267 - Thyme**, 5
- **G773268 - Any other herb**, 5 (do not duplicate entries in classes 260-267)
- **G773269 - 4-H Herb Garden Display** of 5 different herbs. Displayed in a box or other holder not more than 18" in any dimension. Boxes may not be returned from State Fair. 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 group collection.

## **FRUITS**

### **Classes 80-86 - (SF108)**

- **G773280 - Strawberries** (everbearers), 1 pint
- **G773281 - Grapes**, 2 bunches
- **G773282 - Apples**, 5
- **G773283 - Pears**, 5
- **G773284 - Wild Plums**, 1 pint
- **G773285 - Other small fruit or berries**, 1 pint (do not duplicate entries in classes 280-284)
- **G773286 - Other fruits OR nuts**, 5 (do not duplicate entries in classes 280-284)

## **EDUCATIONAL EXHIBITS**

### **CLASSES 773290-773294:**

- **G773290 - Garden Promotion Poster** - (SF103)- 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, county, and years in the project(s) must be on the back of the poster.
- **G773291 - Educational Vegetable or Herb Garden Poster** - (SF104)- Prepare a poster 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 the project(s) must be on the back of the poster.

- **G773292 - Vegetable and/or Herb Gardening History Interview** - (SF105)- 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 1 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 the project (s) must be on the back of the report cover. Score Sheet SF105.
- **G773293 - Vegetable Seed Display** - (SF101)- 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 seeds or otherwise fasten clear containers of seeds 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. Information on vegetable family members can be obtained from your Extension office. Score Sheet SF101.
- **G773294 - World of Vegetables Notebook** - (SF102)- Choose a favorite foreign cuisine and learn what vegetables 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. Give proper credit by listing the source of pictures and information used. Protect in a clear report cover or 3-ring notebook. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the report cover or notebook. Score Sheet SF102.

### Rules

1. **The cultivar or variety name must be included on all entry cards.** 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 staff or 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 from any of the other classes 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. Score Sheet SF108.
2. Follow the guidelines in Selecting and Preparing Vegetables, Herbs and Fruits for Exhibit 4H226 (Free Download- <http://4h.unl.edu/4hcurriculum/preparingvegetabesherbsandfruit>) when preparing entries for the fair. At State Fair, plates will be provided for the exhibitor.
3. Vegetables (Classes 1-56) Class, Vegetable, Number's #'s to Exhibit
4. Herbs (Classes60-69) 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 glass container of water. Containers may not be returned from State Fair. Potted herb plants will be disqualified and will not be judged. Score Sheet SF108.
5. Fruits(Classes80-86) 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.

## Special Gardening Project

**The 2022 Special Gardening Project is focused on the Rubenza Cosmos.**

Each county may select 10% of their youth enrolled in the current years' Special Gardening Project to exhibit at State Fair. If the county has enrollment in less than 10 projects, the county may still send exhibits from one youth.

### COUNTY ONLY

#### CLASSES G77503-G77504

- **G775003 Poem**— Write a poem about some aspect of the growing, picking, insect pests, the choice is yours! Exhibit in a clear plastic report cover.
- **G775004 Choice** - Your choice of a project, but be sure it includes some thing about Classic Magic Bachelor Buttons
- **G775001 - Special Garden Project** - (SF109)- 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. Score Sheet SF109
- **G775002 - Special Gardening Project Fresh Cut Flowers or Harvested Vegetables** - (SF109) - The current years' Special Gardening Project fresh cut flowers or harvested vegetables should be entered in this class. Refer to classes 1-45 for quantity to exhibit if Special Gardening Project is a fresh cut flower (SF106). Refer to classes 201-252 for quantity to exhibit if Special Gardening Project is a vegetable (SF108).

#### **Resources**

##### **Annual Flowers**

Plant, grow, and care for annual flowers

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/105](https://4hcurriculum.unl.edu/index.php/main/program_project/105)

##### **Everyone A Gardener**

Choose a garden site; Plan a garden; Grow vegetables; Select and purchase garden supplies; Grow transplants

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/107](https://4hcurriculum.unl.edu/index.php/main/program_project/107)

##### **Gardening A**

Plan and plant a garden; Find out how seeds germinate; Learn what different plant parts do; Harvest and use your vegetables

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/108](https://4hcurriculum.unl.edu/index.php/main/program_project/108)

##### **Gardening B**

Transplant plants into your garden; Grow plants from plant parts; Feed your garden; Earn money by growing vegetables

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/109](https://4hcurriculum.unl.edu/index.php/main/program_project/109)

##### **Gardening C**

Learn about succession planting; Grow an herb garden; Find out about photosynthesis; Identify pest damage

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/110](https://4hcurriculum.unl.edu/index.php/main/program_project/110)

##### **Gardening D**

Use intercrop and double crop planting methods; Plant a computer-planned garden; Identify plant diseases; Learn about plant scientists

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/111](https://4hcurriculum.unl.edu/index.php/main/program_project/111)

##### **Houseplants**

Grow foliage and bulb plants indoors; Learn what houseplants need to stay healthy

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/106](https://4hcurriculum.unl.edu/index.php/main/program_project/106)

##### **Special Gardening Project**

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/176](https://4hcurriculum.unl.edu/index.php/main/program_project/176)

##### **The World of Flowers**

Learn about growing healthy plants; Grow flowers from seeds; Learn about caring for flowers

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/104](https://4hcurriculum.unl.edu/index.php/main/program_project/104)

# SCIENCE, ENGINEERING & TECHNOLOGY

## **RULES**

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. Each individual is limited to one exhibit per class. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.
3. Several classes require a display board which should be a height of 24 inches and not to exceed 1/4-inch 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 foot by 8-foot sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board. (Example: Woodworking & Electricity).
4. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
5. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
6. Demonstration boards should include an overall title for the display, plus other necessary labeling.
7. 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.
8. 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.
9. **Premier 4-H Science Award** is available in this area. Please see General Rules for more details.

## DIVISION 930 SET CAREERS **CLASSES:**

- **H930001 Careers Interview (SF239)** Interview someone who is working in any field associated with science, engineer and technology and research that career (i.e. computer programmer, architect, engineer, pilot, etc.).
  - a)Interviews can either be written or in a multimedia format (CD/DVD).
  - b)Written interviews should be in a notebook.
  - c)Written reports should be 3 to 5 pages, double spaced, 12-point font, and 1" margins.
  - d)Multimedia reports should be between 3 to 5 minutes in length.

## **AEROSPACE** **(Rockets/Drones)**

**Premium 3.00 2.50 2.00**

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. For help getting started with this project contact your county 4-H office.

### **Rules**

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
- Each individual is limited to one exhibit per class. All static

- exhibits must have received a purple ribbon at the county fair to advance to the State Fair.
2. Rockets must be supported substantially to protect the rocket from breakage. Rockets are to 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" x 12"), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins.
  3. The rockets must 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.
  4. Rockets must be equipped as prepared for launching, with wadding and parachute or other recovery system. Rockets entered with live engines, wrong base size or sideboards will be disqualified.
  5. A report, protected in a clear plastic cover, must include: 1) rocket specification (include original or photo of manufacture packaging stating rocket skill level), 2) a flight record for each launching (weather, distance, flight height), 3) number of launchings, 4) flight pictures 5) Safety (how did you choose your launch site? Document safe launch, preparations, and precautions) 6 objectives learned and 7) conclusions.
  6. 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 at the State Fair.
  7. 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 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.

- 8. 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.**

9. Posters can be any size up to 28"X22" when ready for display. Example: tri fold poster boards are not 28"X22" when fully open for display.

For General Rules [click here](#)

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

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair. Entry level rockets, made with PLASTIC FINS and PLASTIC BODY TUBES, are COUNTY ONLY projects.

#### **Quota**

Counties are allowed a maximum of four entries for all rocketry.

Refer to [General Rules](#)

#### **Scoresheets, Forms, and Contest Study Materials**

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

#### **Special Awards**

Premier 4-H Science Award is available in this area. Please see [click here](#) for more details.

## **DIVISION 850**

### **AEROSPACE**

#### **CLASSES:**

- **H850001 - Rocket - (SF92) - Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or air brush.**
- **H850002 - Aerospace Display (SF93)**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 was learned. Display can be any size up to 28” by 22”.
- **H850003 - Rocket (SF92)** Any Skill Level 2 Rocket with **wooden fins and cardboard body tubes** painted using commercial application, for example: commercial spray paint.
- **H850004** Rocket-Self designed with wooden fins

#### **Rules**

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

## **SELF-DESIGNED ROCKET**

#### **CLASS:**

- **H850004- Rocket (SF92)** Any Skill Level 4 Rocket with wooden fins or any self-designed rocket with **wooden fins and cardboard body tubes.**

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

## **DRONES**

#### **CLASSES:**

- **H850009- 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”.
- **H850006-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, and drones used for structural engineering. Video should not exceed 5 minutes. Videos should be submitted to Amy Timmerman at [atimmerman2@unl.edu](mailto:atimmerman2@unl.edu) by August 15th, 2022. Videos should also be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing.

#### **Rules**

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

#### **Resources**

##### **Aerospace 2**

Fly kites and launch rockets; Explore space; Experience disorientation

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/120](https://4hcurriculum.unl.edu/index.php/main/program_project/120)

##### **Aerospace 3**

Learn to fly an airplane; Make a shuttle on a string; Control flight directions

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/121](https://4hcurriculum.unl.edu/index.php/main/program_project/121)

##### **Aerospace 4**

Create an altitude tracker; Evaluate navigation systems; Explore pilot certification requirements

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/122](https://4hcurriculum.unl.edu/index.php/main/program_project/122)

# **COMPUTER**

## **Premium 3.00 2.50 2.00**

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. For help getting started with this project contact your county 4-H extension office.

## Rules

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit. Each individual is limited to one exhibit per class. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.
2. Demonstration boards should include an overall title for the display, plus other necessary labeling.
3. 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.
4. 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.
5. Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
6. Please refer to the General Rules for the policy regarding use of copywritten images.
7. Premier 4-H Science Award is available in this area.
8. Team Entries: To qualify for entry at the Nebraska State Fair team materials entered in H860007– Maker Space/ Digital Fabrication must be clearly be the work of a team instead of an individual, and 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.

For General Rule [click here](#)

### Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### Quota

None.

### Scoresheets, Forms, and Contest Study Materials

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

### Special Awards

The Premier 4-H Science Award is available in this area. [Click here](#) for more details.

## DIVISIONS

### COMPUTER MYSTERIES: UNIT 2

#### CLASSES:

- **H860001 - Computer Application Notebook(SF277)** 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 such as a birthday, wedding, anniversary, sympathy get well or other); a business card (3 cards for 3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (I-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 (8.5x11 inches) which should include a (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.
- **H860002 - Produce a Computer Slideshow Presentation -** (SF276) Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. All slide shows for state fair should be emailed to Amy Timmerman [atimmerman2@unl.edu](mailto:atimmerman2@unl.edu) before August 15. Files must be saved in a PC compatible format with county name and last name of participant before emailing.

Or the slide show may be shared through a share link or QR code which is included in the notebook. A notebook with a printout of all the 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 sounds do not count). Each slide should include notes for a presenter. All slideshows must be up loaded.

## **COMPUTER MYSTERIES: UNIT 3**

### **CLASS:**

- **H860003 Produce an Audio/Video Computer Presentation** (SF276) Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. All presentations for state fair should be emailed to Amy Timmerman [atimmerman2@unl.edu](mailto:atimmerman2@unl.edu) before August 15th. OR the presentation can also be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or QuickTime Player. A notebook with a printout of all the slides should be submitted. 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.
- **H860004 “How to” STEM (Science, Technology, Engineering and Math) Presentation** (SF276) 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 or may be uploaded to a video streaming application and exhibitors can provide a hard copy QR code for public viewing. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .mov, .ppt, or .avi.
- **H860005 - Create a Web Site/Blog or App** (SF275) 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 IrfanView or GIMP OR online using a WIKI such as Google Sites. If the Website, Blog, or App isn’t live include all files comprising the Website, Blog or App should be submitted on a in a flash drive case along with the explanation of why the site was created or may be shared though a hard copy share link or QR code for viewing. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created.
- **H860006- 3D Printing** (SF1050) - 3D printing uses plastic or other materials to build a three-dimensional (3D) object from a digital design (including 3D Pen Creation). Youth may use original designs or someone else’s they have redesigned 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. Must include design notebook that addresses the following questions:
  1. What was the motivation for your design or the problem you were solving with your design? I.e. Is your item a functional or decorative piece?
  2. Please include a picture of original design, citation of designer/website OR if design is completely original (you created it using CAD software), then state that it’s original. If item was completely original, indicate what change was made with each modification, and what prompted the need for the change. I.e. I printed it and the design was too fragile, so I resliced the print to make thicker external walls, or to have a denser infill.
  3. Define your process for designing/ printing. What software and/or hardware was used (indicate type of 3D printer or if item was created with 3D pen)?
  4. What materials were selected for your project?
  5. If your final design has any moving parts, define how

you determined appropriate allowance in your design.  
6. Identify any changes that you would make to improve your design.

- **H860007– Maker Space/ Digital Fabrication- (SF1051)-**  
This project is a computer generated project created using a laser cutter, vinyl cutter, heat press, or CNC router. Vector or 3D based software such as Corel Draw or Fusion 360 would be an example of an appropriate software used to create your unfinished project. Project should include a notebook with the following:
  1. What motivated you to create this project?
  2. Software and equipment used
  3. Directions on how to create this project.
  4. Prototype of plans
  5. Cost of creating project
  6. Iterations or modifications made to original plans.
  7. Changes you would make if you remade this project.

**Team Entry Options:** To qualify for entry at the Nebraska State Fair team materials entered in H860007– Maker Space/ Digital Fabrication must clearly be the work of a team instead of an individual, and 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.

#### Resources

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/123](https://4hcurriculum.unl.edu/index.php/main/program_project/123)

#### Computer Mysteries 1

Learn about hardware and software; Discuss Internet Safety; Create and save data.

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/124](https://4hcurriculum.unl.edu/index.php/main/program_project/124)

#### Computer Mysteries 2

Use Internet search engines; Take apart a computer; Participate in a chat room; Create a newspaper or magazine.

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/125](https://4hcurriculum.unl.edu/index.php/main/program_project/125)

#### Computer Mysteries 3

Build your own computer system; Design a Web site; Develop a multimedia presentation; Use spreadsheets

## ELECTRICITY

### Premium 3.00 2.50 2.00

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

#### Rules

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. Several classes require a display board which should be a height of 24 inches and not to exceed 1/4-inch 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 foot by 8-foot sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board. (Example: Woodworking & Electricity.)
  - \*Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
  - \*Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.

\*Demonstration boards should include an overall title for the display, plus other necessary labeling.

\* 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.

For General Rules [click here](#)

**Premier 4-H Science Award is available in this area. Please see General Rules for more details.**

#### **Eligibility**

Exhibits must have received a purple ribbon at the county fair to advance to State Fair.

#### **Quota**

Each individual is limited to one exhibit per class. Counties are limited to 10 total projects.

Refer to [General Rules](#)

#### **Scoresheets, Forms, and Contest Study Materials**

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

#### **Special Awards**

Premier 4-H Science Award is available in this area. Please see [click here](#) General Rules for more details.

## **DIVISION 870**

### **MAGIC OF ELECTRICITY UNIT 1**

#### **CLASSES H870015-H870021- COUNTY ONLY**

##### **CLASSES:**

- **H870015 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. Follow directions on page 11 of project manual
- **H870016 Control the Flow:** Make a switch. Follow directions on page 13 of the project manual.
- **H870017 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 items that are insulators. Create a table that illustrates your results.
- **H870018 Is There a Fork in the Road:** Use the following items to construct 1 parallel and 1 series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5 volt light bulb.
- **H870019 Mixed Media–** Create a paper craft and install lights using copper tape.

## **INVESTIGATING ELECTRICITY UNIT 2**

##### **CLASSES:**

- **H870020 Rocket Launcher:** Follow directions on page 31 of project manual. You must successfully build a rocket launcher and light 2 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.
- **H870021 Stop the Crime:** Build an alarm following the directions on page 33 of the project manual. Create a poster using photographs to show the “step by step process” you used to build your alarm.
- **H870019 Mixed Media -** Create a paper craft and install lights using copper tape– **County Only**

## **ELECTRICITY - WIRED FOR POWER: UNIT 3**

##### **CLASSES:**

- **H870001 - Electrical Tool/Supply Kit (SF224) -** 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.
- **H870002 - Lighting Comparison (SF225) -** Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display, or an actual item.
- **H870003 - Electrical Display/Item (SF226) -** 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

- **H870004 - Poster** - (SF227) Poster should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28" by 22".

## **Electronics: Unit 4**

### **Classes**

- **H870005 - Electrical/Electronic Part Identification** (SF228) 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.
- **H870006 - Electronic Display** (SF229) 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).
- **H870007 - Electronic Project** (SF230) -Exhibit an electronic item designed by the 4-H'er or form a manufactured kit that shows the electronic expertise of the 4-H'er. Examples include: a radio, a computer, or a volt meter.
- **H870008 - Poster** (SF231) Poster should exemplify one of the lessons learned in the Entering Electronics Project. Posters can be any size up to 28" by 22".

### **Resources**

#### **Electric Excitement 1**

Explore electrical insulation; Learn about the effects of magnetism; Build and electromagnet and electric motor

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/126](https://4hcurriculum.unl.edu/index.php/main/program_project/126)

#### **Electric Excitement 2**

Decode circuit diagrams; Build circuits and test voltages; Build a rocket launcher and a burglar alarm

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/127](https://4hcurriculum.unl.edu/index.php/main/program_project/127)

#### **Electric Excitement 3**

Measure electrical usage; Replace electrical switches; Evaluate light bulbs and test for electrical power

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/128](https://4hcurriculum.unl.edu/index.php/main/program_project/128)

#### **Electric Excitement 4**

Explore LED's and SCR's, transistors, and the construction of an SCR intruder alarm; Learn the basics of solid-state electronics; Build a blinking" flasher and an amplifier"

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/129](https://4hcurriculum.unl.edu/index.php/main/program_project/129)

# **ROBOTICS**

## **Premium 3.00 2.50 2.00**

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

### **Rules**

1. 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 the notebooks so the owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. 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.
3. Posters can be any size up to 28"X22" when ready for display. Example: tri fold poster boards are not 28"X22" when fully open for display.

For General Rules click here

## Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

## Scoresheets, Forms, and Contest Study Materials

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

# DIVISIONS

## ROBOTICS SHOWCASE

### CLASSES:

- **H861001 -Robotics Poster** (SF236) - Create a poster (28" 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.
- **H861002 -Robotics Notebook** (SF237) – 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'ers 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.
- **H861004 -Robotics /Careers Interview** (SF239) – 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. Multimedia reports should be between 3 to 5 minutes in length.
- **H861005 - Robotics Sensor Notebook** (SF241) – Write pseudo code which includes at least one sensor activity. Include the code written and explain the code function.
- **H861007 Kit Labeled Robot (cannot be programmed) and Notebook** (SF243) – 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." The exhibit should include a notebook with the robot the youth has constructed. Included in the notebook should be (1) a description of what the robot does, (2) pictures of programs the robot can perform, (3) why they chose to build this particular form, and (4) how they problem solved any issues they might have had during building and programming. A picture story of assembly is recommended. If robot is more than 15" inches wide and 20" inches tall they may not be displayed in locked cases.
- **H861008 - 3D Printed Robotics Parts** - (SF244) - This class is intended for youth to create parts through 3D printing, that help create their robot or aid the 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.

### Rules

1. Youth enrolled in Virtual Robotics, Junk Drawer Robotics (Levels 1, 2, or 3), or Robotics Platforms or GEAR TECH 21 may exhibit in any class within this division.
2. **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.
3. 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. Videos should be uploaded to a video streaming application and exhibitors should provide a hard copy QR code for viewing.

### Resources

### **Junk Drawer Robotics 1**

Discover the design and functions of robotic arms; Build a robotic arm that moves

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/136](https://4hcurriculum.unl.edu/index.php/main/program_project/136)

### **Junk Drawer Robotics 2**

Explore robot movement, power transfer, and locomotion; Design and build machines the roll, slide, draw or move underwater

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/137](https://4hcurriculum.unl.edu/index.php/main/program_project/137)

### **Junk Drawer Robotics 3**

Make the connection between the mechanical and electronic elements of robots; Explore sensors, write programs, build circuits and design your own robot

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/138](https://4hcurriculum.unl.edu/index.php/main/program_project/138)

### **EV 3 Robotics 1 and 2**

Activities are based on the EV3 Core Set available from LEGO education.

**URL:** <https://shop4-h.org/collections/science-technology-engineering-math-curriculum/products/lego-robotics-curriculum-with-ev3>

### **Robotics Platforms**

Use commercial robotics kits to explore the world of robotics; Learn to program your robot using sensors, loops and conditional statements

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/139](https://4hcurriculum.unl.edu/index.php/main/program_project/139)

### **Virtual Robotics**

Learn how robots are designed and developed; Program your own virtual robots and test it in a variety of environments

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/135](https://4hcurriculum.unl.edu/index.php/main/program_project/135)

## **GEOSPATIAL**

### **Premium 3.00 2.50 2.00**

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

#### **Rules**

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.

Each individual is limited to one exhibit per class. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

2. 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.

3. Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.

4. Please refer to the General Rules for the policy regarding use of copywritten images.

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

For General Rules [click here](#)

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

Each individual is limited to one exhibit per class. All Static exhibits must have received a purple ribbon at the county fair to advance to the state fair.

Refer to [General Rules](#)

#### **Scoresheets, Forms, and Contest Study Materials**

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

**Learn about Geography; Learn about Geographical Information Systems (GIS); Learn about Global Positioning Systems (GPS)**

## **DIVISIONS 880**

### **GEOSPATIAL**

#### **CLASSES:**

- **H880001 - Poster** (SF299) Create a poster (not to exceed 14" x 22") 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.
- **H880002 - 4-H Favorite Places or Historical Site Poster** (SF299) 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".
- **H880003 - GPS Notebook** (SF300) 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.
- **H880004 - Geocache** (SF301) Assemble a themed geocache. Each geocache should be a water-tight container. It should include a logbook 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.
- **H880005 Agriculture Precision Mapping** (SF302) 4-Hers will assemble a notebook that will include a minimum of 2 digital copies of various data layers that can be used in precision agriculture to identify spatial patterns and/or correlations (printed copies of websites were applications can be purchased is acceptable) A report of how the analysis of the various data will be used to make a management decision.
- **H880006 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://www.4-hhistorypreservation.com/History\\_Map](http://www.4-hhistorypreservation.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 the historical significance of 4-H place or person. (a minimum of one paragraph)
- **H880007 GIS Thematic Map** – Using any GIS software, create a thematic map. 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 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", which should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of the map.

## **CAREERS**

#### **CLASS:**

- **H880010 Careers Interview** (SF239) Interview someone who is working in a Geospatial field and include research that career. 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. Multimedia reports should be between 3 to 5 minutes in length.

#### **Rules**

1. Youth enrolled in Geospatial may exhibit in any class within this division.

#### **RESOURCES**

##### **GEOSPATIAL**

Learn about Geography; Learn about Geographic Information Systems (GIS); Learn about Global Positioning Systems (GPS)

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/132](https://4hcurriculum.unl.edu/index.php/main/program_project/132)

# SMALL ENGINES

Premium 3.00 2.50 2.00

## COUNTY ONLY

### DIVISION 890

#### CLASSES:

- **H890001 Small Engine Display/Item** - Show an application of one of the concepts learned in the Warm It Up project. Examples include: comparison of engine oil types, transmissions, or safety related to engines. Exhibit could be a poster display, or an actual item.
- **H890002 Engine Display/Item:** Display/Item should exemplify one of the lessons learned in the Tune It Up Project. Examples include: diagnostic tools, fuel systems, ignition systems. If a complete engine is exhibited it will not be started. However, display needs to report process of building/rebuilding engine and how/where engine will be utilized (i.e. lawn mower, weed eater, snow blower, etc.)
- **H890003 Small Engine Display/Item:** Show an application of one of the concepts learned in the unit one project. Examples include: identify the parts of a small engine, a safety rules for starting a small engine, small engine repair tool identification.

## PHYSICS/POWER OF WIND

Premium 3.00 2.50 2.00

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. For more resources and materials in this category refer to the resource section at the bottom of the page. For help getting started with this project contact your county 4-H office.

#### Rules

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. Several classes require a display board which should be a height of 24 inches and not to exceed 1/4-inch 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 foot by 8-foot sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board. (Example: Woodworking & Electricity.)
3. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
4. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
5. Demonstration boards should include an overall title for the display, plus other necessary labeling.
6. 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.

For General Rules [click here](#)

**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.**

Premier 4-H Science Award is available in this area. Please see General Rules for more details

#### Eligibility

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### Scoresheets, Forms, and Contest Study Materials

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

## DIVISIONS

### PHYSICS/POWER OF WIND

#### CLASSES:

- **H900001 Create and Compare Energy Resources Poster** - (SF307) - 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."
- **H900002 Experiment Notebook** - (SF305) - 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.
- **H900003 Solar as Energy Display** - (SF308) - Item should be the original design of the 4-Her. 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.
- **H900004 Water as Energy Display** - (SF308) - Item should be the original design of the 4-Her. 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.
- **H900005 Wind as Energy Display** - (SF308) - Item should be the original design of the 4-Her. 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 wind.
- **H900006 Other Nebraska Alternative Energy** - (SF306) - Notebook should explore Nebraskan 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.

#### Resources

##### 4-Wheelin' Physics Fun

Learn basic principles of physics, such as friction, energy, elasticity; Do experiments with a radio-controlled pickup

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/133](https://4hcurriculum.unl.edu/index.php/main/program_project/133)

##### The Power of Wind

Learn about wind and its uses; Design, create, build and test a wind-powered device; Explore wind as a potential energy source in the community

URL: [https://4hcurriculum.unl.edu/index.php/main/program\\_project/134](https://4hcurriculum.unl.edu/index.php/main/program_project/134)

## WOODWORKING

#### Premium 3.00 2.50 2.00

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. For more resources and materials in this category refer to the resource section at the bottom of the page.

Rules

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. **Requirements:** All articles exhibited must include a plan (with drawings or sketch or blueprints) 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 alterations 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 securely attached and protected by a clear plastic cover.
3. 4-H'ers must be in Unit 3 or Unit 4 for the exhibit to be considered for State Fair. All projects must have appropriate finish.
4. 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.
5. **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.**

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

For General Rules [click here](#) Each individual is limited to one wood-working exhibit per class. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Scoresheets, Forms, and Contest Study Materials**

Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hwoodworking>.

#### **Special Awards**

Premier 4-H Science Award is available in this area. Please click here see [General Rules](#) for more details

## **DIVISION 911**

### **MEASURING UP UNIT 1 -(COUNTY ONLY)**

#### **CLASSES:**

**Article made with Hand Tools.** Items made using skills learned in the Measuring Up project guide. Examples include: recipe holder, stilts or other skill lever appropriate item. Construction plans must accompany item.

- **H911021** Flower Box
- **H911022** Napkin or Letter Holder
- **H911023** Picture Frame
- **H911024** Article comparable to items in Level 1.

### **MAKING THE CUT UNIT 2**

#### **CLASSES:**

**Article made with Simple Power Tools.** Item made using skills learned in the Making the Cut project guide. Examples include: birdhouse, foot stool, and napkin or letter holder. Construction plans must accompany item .

- **H911025** Napkin or Letter Holder
- **H911026** Birdhouse
- **H911027** Foot Stool
- **H911028** Article comparable to items in Level 2

### **NAILING IT TOGETHER: UNIT 3**

#### **CLASSES:**

- **H911001 Woodworking Article** (SF91) - 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.
- **H911003 Recycled Woodworking Display** (SF951) – 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 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. Build the item (What was your woodworking plan, and what processes did you use to build your item?) 5. Reason for article finish (What type of finish, how did you finish or why you choose this finish?) 6. Evaluate (How does your item solve the original need?) 7. Present results (How would you do this better next time?)

- **H911004 Composite Wood Project** - (SF96) - 60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alternations 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.
- **H911005 Outdoor Wood Project made with Treated Wood** - (SF97) - Treated wood projects DO NOT have to have a finished coating. All plans and plan alternations 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.

## **FINISHING UP: UNIT 4**

### **CLASSES:**

- **H911006 Woodworking Article** - (SF91) - 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.
- **H911008 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?)

## **CAREERS**

### **CLASS:**

- **H911010. Careers Interview (SF239)** – Interview someone who is working in the field of woodworking and research that career. 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. Multimedia reports should be between 3 to 5 minutes in length.

### **Resources**

#### **Woodworking Wonders 1**

Develop skills such as measuring, squaring and cutting a board, driving nails, and using clamps and screws; Build a picture frame, a letter holder, a box, or an airplane

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/144](https://4hcurriculum.unl.edu/index.php/main/program_project/144)

#### **Woodworking Wonders 2**

Measure , cut, sand, drill, and use advanced hand and power tools;



Apply paint and use bolts and staples; Build a sawhorse, birdhouse, tool box, or a stool

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/145](https://4hcurriculum.unl.edu/index.php/main/program_project/145)

### **Woodworking Wonders 3**

Practice measuring angles, cutting dado and rabbet joints; Use a circular saw, a table saw, and a radial arm saw; Sand and stain wood

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/146](https://4hcurriculum.unl.edu/index.php/main/program_project/146)

### **Woodworking Wonders 4**

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/205](https://4hcurriculum.unl.edu/index.php/main/program_project/205)

## **WELDING**

### **Premium 3.00 2.50 2.00**

This category helps 4-H'ers learn the basics of welding. In addition, 4-H'ers get the opportunity to present their knowledge on the topic and display what they have made. Involvement in SET Welding gives participants a first-hand experience in a skill that can be used for a lifetime. For help getting started with this project contact your county 4-H office.

#### **Rules**

1. 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 the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. All welds exhibited in class 1 or 2 must be mounted on a 12"high X15" 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 the weld when necessary. Each weld should be labeled with information stated (1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.), (2) kind of weld, (3) welder setting, (4) electrode/ wire/ rod size, and (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.**
3. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
4. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
5. 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.
6. If no plans are included with welding art, welding article, welding furniture or composite weld project item will be disqualified.
7. 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.

See General Rules [click here](#)

#### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Quota**

Each individual is limited to one exhibit per class. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

#### **Scoresheets, Forms, and Contest Study Materials**

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

#### **ARC Welding**

Learn to cut metal with an arc solder; Weld high carbon, spring steel and alloy steels; Weld horizontal, vertical, and overhead positions

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/143](https://4hcurriculum.unl.edu/index.php/main/program_project/143)

## **DIVISIONS**

### **ARCS AND SPARKS**

#### **CLASSES:**

- **H920001 Welding Joints (SF281)** - a display of one butt, one lap and one fillet weld.

- **H920002 Position Welds** (SF281) - a display showing three beads welded in the vertical down, horizontal and overhead positions.
- **H920003 Welding Art** (SF283)- any art created using tack welds to hold the metal pieces together (examples include horseshoe projects). Type of welder, welder settings, all plans, plan alterations, and a bill for material 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.
- **H920004 Welding Article** (SF281) - 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. Type of welder, welder settings, all plans, plan alterations, and a bill for material 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.
- **H920005 Welding Furniture** (SF282) – 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. Type of welder, welder settings, all plans, plan alterations, and a bill for material 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.
- **H920006 Plasma Cutter/Welder Design** (SF279) Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4-H members will create a notebook describing the design process to create the "artwork" to butt cut into metal. In the notebook include:
  - \*A photo (front and back) of the finished project.
  - \*Instructions on how the design was created (include software used), this allows for replication of the project.
  - \*Lessons learned or improvements to the project.
  - \*Steps to finish the project.
- **H92007 Composite Weld Project** (SF280) - 60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. Type of welder, welder settings, all plans, plan alterations, and a bill for material 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.

## **Rules**

### **Class 1: 4-H Welding Project Tips and Suggestions:**

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. Suggested rod-AC and DC straight or reverse polarity- first E-7014, second E-6013
6. MIG welding: Suggested coupon thickness - 1/4" if using .035 wire and 1/8" if using .023 wire
7. Oxy-Acetylene: Suggested coupon thickness - 1/8". Suggested rod- 1/8" mild steel rod 4-H

## **Class 2: Welding Project Tips and Suggestions:**

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 ¼" 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.
3. 4-H Welding Project Tips and Suggestions: Class 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.

### **Resources**

#### **ARC Welding**

Learn to cut metal with an arc solder; Weld high carbon, spring steel and alloy steels; Weld horizontal, vertical and overhead positions

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/143](https://4hcurriculum.unl.edu/index.php/main/program_project/143)

# VETERINARY SCIENCE

**Premiums:            3.00            2.50            2.00**

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

### **Rules**

1. A Veterinary Science exhibit may consist of a poster, notebook or a display. The exhibit may represent material from any of the Veterinary Science projects including entry level exhibits from Unit I.
2. 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.
3. **First-Aid Kits:** Because of public safety concerns and risk of theft of first-aid kit 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 print-outs, or empty packaging of pharmaceuticals.**
4. **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.
5. **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 1/4" plywood or equivalent that does not exceed 24" high or 32" wide or in a three ring binder or another bound notebook format.

### **Eligibility**

All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

### **Scoresheets, Forms, and Contest Study Materials**

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

### Special Awards

Premier 4-H Science Award is available in this area. Please see General Rules for more details.

## **DIVISION 840**

### **VETERINARIAN SCIENCE**

#### **CLASSES:**

- **H840001** - 4-H Veterinary Science Large Animal Poster, Notebook, or Display - (SF119)
- **H840002** - 4-H Veterinary Science Small Animal/Pet Poster, Notebook, or Display - (SF119)

#### **Rules**

##### **I. 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 & 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 needs 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.***

#### **Resources:**

##### **Animal Disease**

Study bacteria, viruses and parasites; Learn about diseases relationship to nutrition, stress, heredity and poison; Learn basic disease prevention techniques

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/22](https://4hcurriculum.unl.edu/index.php/main/program_project/22)

##### **Animal Health and Its Relationship to Our World**

Study environmental influences on animal health; Learn about maintaining animal health; Explore veterinary medicine as a career

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/23](https://4hcurriculum.unl.edu/index.php/main/program_project/23)

##### **The Normal Animal**

Take an animal's temperature and pulse; Recognize healthy skin and membranes; Clean and disinfect animals quarters

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/21](https://4hcurriculum.unl.edu/index.php/main/program_project/21)

##### **Veterinary Science**

Understand animals basic needs; Keep health records; Learn about future veterinary science technology

**URL:** [https://4hcurriculum.unl.edu/index.php/main/program\\_project/20](https://4hcurriculum.unl.edu/index.php/main/program_project/20)

## **4-H and FFA** **LIVESTOCK POLICY**

### **General Rules for All Animal Projects**

1. More than one animal per project may be displayed at county fair.
2. All animal ID papers must be submitted by June 15th to the Extension Office. Market animals that did not attend a weigh-in must provide pictures of the animal with the tag clearly visible.
3. A family may enter all eligible animals on one form but must be designated on the correct forms. For example, breeding stock **MUST** be on the breeding papers and mar-

ket must be on market papers. Switching animals from one category to another after June 15<sup>th</sup> will require Livestock Committee approval.

4. Pre-Fair Entry forms are due on July 15th. Animals must be designated on proper youth forms by tag numbers. Switching participants at fair requires Livestock Committee approval. Animals shown for Showmanship are NOT required to be designated on the entry form. Those decisions can be made the day of the show.
5. Exhibitors must have received Quality Assurance Training or testing through a UNL Extension program prior to June 15th. Those taking the online version must provide a digital or hard copy of the certificate.
6. All withdrawal times for drugs, medication, and feed additives MUST be followed. The Wholesome Meat Animal Assurance Program will be followed. Forms will be provided and must be properly completed and presented to the superintendent at the time the animal is weighed in.
7. The 4-H Livestock Committee must approve replacement of all lost animal tags before a new tag is issued.
8. State Fair Livestock General Rules and Livestock Premier Exhibit Contest information are available upon request from the Extension Office.
9. Compliance with the Ownership Affidavit in regards to the feeding and care of animals by the exhibitor will be regulated by the 4-H Council and the Livestock Committee using guidelines of Protest and Appeals process.
21. **ALL 4-H and FFA Animal Youth Exhibitors must attend one of the two scheduled clean-ups or make arrangements to work on their own clean-up project at the fairgrounds by calling the office to get an assignment. Failure to help in clean-up will result in NOT being allowed to show that year.**

**2022 Clean-up Dates are:**  
**June 12 at 4 pm and**  
**July 29 at 6 pm**

#### **Weigh-in and Check-in At Fair**

1. No animals, show boxes, equipment, etc. will be allowed in the barn prior to weigh-ins on Thursday night of fair.
2. Market animals, stocker/feeder calves, and bucket calves will be weighed at the set times at the County Fair. This will be the official weight for the show.
3. Breeding Stock, poultry, and rabbit must be checked in with the superintendent at proper species check-in time.
4. Livestock not meeting minimum entry weights can only be shown in showmanship classes, and are not eligible to be sold at the livestock sale.

#### **Showing Policies**

1. GROOMING OF LIVESTOCK: Preparation and grooming of an animal should be the primary responsibility of the exhibitor; however, assistance may be provided by other 4-H or FFA exhibitors and/or immediate family members.
2. Livestock exhibitors shall wear the following clothing for showing livestock, unless a project specifies differently: White shirt with 4-H emblem or white shirt, dark solid colored pants, and hard-soled shoes or boots. The Garden 4-H Council may amend this policy as needed.
3. A 4-H or FFA member must show his/her animal unless excused by the FFA Advisor or Livestock Committee. If a member has more than one animal in a class, a Garden County 4-H or FFA member MUST show the animal.
4. The showmanship classes will be held before the livestock evaluation classes. Exhibitors will be judged on how well she/he shows their animal and how well an animal is fitted. Basis of judging is approximately 40% on the appearance of the animal, 40% on showing the animal, and 20% on the appearance and merits of the exhibitor. Animals used in Showmanship must be property of the showman and must be their exhibit at fair.
5. Showmanship classes will be set based upon a quota of two youth per class of any given species registered on June 15<sup>th</sup> in order for Junior (ages 8-10), Intermediate (ages 11-13), and Senior (ages 14-18) classes to take place in that species. If less than two are registered following the livestock ID

forms being turned in on June 15th, there will only be Junior (ages 8-12) and Senior (ages 13-18) Showmanship classes in that species. Regardless of numbers, there will always be a Junior and Senior class in order to allow younger youth the opportunity to learn and develop skills needed for future success. Due to the flexibility of intermediate classes, Large Animal Intermediate Round Robin will only be held if there is an intermediate class for each of the following species –sheep, goat, beef, and hog. An Intermediate Small Animal Round Robin Showmanship will be held if there is a class of intermediate poultry and rabbits.

6. Any livestock may be subject to inspection for physical alteration. If any animal or carcass is found to have been altered physically, they will be disqualified and forfeit all winnings.
7. No minimum number of participants required for a grand and reserve champion to be awarded

### **Selling and Release of Animals**

1. Animals eligible to sold at the Garden County Livestock Sale include, Market Beef, Market Goat, Market Sheep, Market Swine, Meat Rabbits, Single Cockerel or Single Pullet, Young Drake or Young Hen, and Young Gander or Young Goose.
2. All animals sold at the 4-H and FFA livestock sale will be assessed a commission fee 3%.(commission fee subject to change by vote of the Garden County Livestock Committee
3. All animals must be on display from entry day until released the last day of the fair. This time is designated by the Garden County Fair Board, and any changes must meet their approval. **Those who disregard this rule will be assessed an additional 10% fine OFF of their SALE Check**
4. Each exhibitor may auction one animal per specie.
5. Each exhibitor is required to participate in showmanship in order to sell that species in the livestock sale.
6. Youth selling animals are required to fill out the appropriate Project Record Sheet and turn into the office (along with buyer's thank you cards that have been addressed and have a stamp but not sealed) by September 1<sup>st</sup>. All papers turned in on time will have Any papers and thank yous turned in after that date will have their checks mailed to the primary address found on 4hOnline as soon as all buyers have paid and checks have been written. Paperwork turned in after Sept 1<sup>st</sup> will have checks mailed 10 office days in order to allow for time to check over papers. If Project Record Sheets and thank yous are not turned in by November 1<sup>st</sup>, a 5% handling fee will be assessed. Checks will be mailed 10 days after papers are turned in. If paperwork is not turned in by December 31<sup>st</sup>, youth must attend a livestock committee meeting to request your check. Additional fees may apply based on time lapsed.

### **Herdsmanship**

So long as the animals are stalled at the Garden County Fairgrounds, youth will care for their animals in a kind, compassionate, and respectful manner. Therefore, it is expected that animals will be removed from their stalls on a daily basis to be fed and watered. Stalls will be free from manure and feed pans as much as possible. Animals will be cared for on a daily basis. Expectations will be posted in the barns. Superintendents will check in with youth that are not taking care of animals correctly. It is the youth's responsibility to be show Garden County and all visitors of the fairgrounds how 4-H and FFA care for animals properly and are agricultural advocates.

### **General Health Requirements**

1. No animals under quarantine can be exhibited.
2. Animals showing signs of infection or contagious diseases will not be allowed to show.
3. Animals that have active ringworm, visible warts, or abscesses, will not be allowed to unload on the Fair Grounds.
4. The inspecting veterinarian may judge the ringworm to be inactive if the lesion is not encrusted and hair has begun

regrowth in the area and is so stated on the health certificate.

\*Animals with warts that are visible by a hands-off inspection will not be allowed to remain on the premises.

\*Animals that have visible abscesses' will not be allowed to remain on the premises

5. All animals must meet all brand and health requirements as directed by State Law.

### **SHEEP AND GOAT**

1. All sheep and goats being exhibited, except withers, need to be individually identified with USDA official Flock ID tags.
2. Under no circumstances may sheep and goats be exhibited which originate from Scrapie-source flocks or Scrapie-infected flocks.

### **BEEF AND DAIRY CATTLE**

1. **Tuberculosis** - no test required to exhibit.
2. **Brucellosis** - no test required to exhibit.

### **SWINE**

1. See health certificate requirements in Rule 9, 4-H Livestock Policy and in addition to those:
2. Swine shall originate directly from any herd not under quarantine for pseudo rabies and A State IV or V county; or A pseudo rabies qualified herd.

### **POULTRY**

1. Health certificate not required for poultry.
2. Poultry will be inspected by a State Veterinarian and may be dismissed from exhibit.

## **EDUCATIONAL DISPLAY ENTRIES FOR ANIMALS**

**Premiums                      2.00                      3.00                      2.00**

### **RULES**

1. 4-H'ers are invited to create a poster highlighting an educational aspect of their animal project. The poster could focus on a current livestock issue, animal industry career, animal care or health, economic impacts of the livestock industry, within the species of dairy, beef, sheep, swine, goat, poultry, and rabbit.
2. Posters will be displayed in the entrance of the livestock buildings as a way to increase the educational experiences of both the 4-H member and the general public increasing agricultural literacy and promoting good will at the Nebraska State Fair.
3. During the time when the corresponding animal is not stalled on the fairgrounds, the poster will be displayed in the 4-H Exhibit Building.
4. In order to be eligible for the State Fair, posters must have been exhibited at the county fair and received a purple ribbon. Because posters may have been exhibited at the county fair in outside conditions, it is understood that they may be re-done prior to Nebraska State Fair but the content and design should be similar
  - ▶ Entries are limited to those that reference species that stall on the fairgrounds during the Nebraska State Fair. Species include dairy, beef, sheep, swine, goat, poultry and rabbit. (Horse, small animal and dog posters are not allowed in this division as they do not stall during the Nebraska State Fair.
  - ▶ **Entries will be registered by county office staff and entered during the static entry day at the Nebraska State Fair.**
  - ▶ **Posters will be judged on static entry day of the State Fair when other static exhibits are judged.**
  - ▶ **Posters will be displayed in the respective barns based on the focus of the exhibit. Educational display superintendents will display posters and they will be in place throughout the weekend of their respective exhibition at the Nebraska State Fair.**
  - ▶ Poster display should be sturdy enough to last through the fair and no larger than 22 x 28 inches. Only standard poster board will be accepted. Foam Board or cardboard posters are discouraged. NOTE: Please take into consid-

eration that these exhibits will be displayed inside the barns and may not be returned to the exhibitor in the original condition at the time of entry.

- ▶ State Fair Educational Display Superintendents and/or Livestock Superintendents will be responsible for displaying the entries.
- ▶ All entries **must** match the specie of livestock they have entered at EITHER the county fair OR in the Nebraska State Fair. For example, if a 4-H'er is exhibiting beef, their entry must be about beef and not another species. Also a 4-H'er is NOT required to exhibit their livestock/animal entry at the State Fair. The entry just needs to match the species that was exhibited at the county level.
- ▶ Posters will be judged. Refer to scoresheet for this exhibit.

## **DIVISION 090**

### **CLASS:**

- **G090100 Educational Display**

# **COMPANION ANIMAL**

## **DIVISION 100**

### **COMPANION ANIMAL-(COUNTY ONLY)**

#### **CLASS DESCRIPTIONS:**

- \*Only those animals listed below will be allowed to show in the companion animal show.
- \*Any class with less than 5 entries will be combined into one "companion animal" class.
- \*Entries in the Garden County 4-H Companion Animal Show are judged on the overall health and appearance of the animal, and the exhibitor's presentation and knowledge of the animal; not judged according to breed standards. Mixed breed animals can be entered and identification is not required. Rabbits shown in the pet rabbit class cannot be shown in the Garden County Fair Rabbit Show.
- \*Substitute entries will be accepted on the day of the show if an advanced entry is on file.

#### **CLASS:**

- **G100001– Cat– 4 months of age**
- **G100002– Pet Rabbit– 9 weeks of age**
- **G100003– Ferret– 4 months of age**
- **G100004– Chinchilla– 7 weeks of age**
- **G100005– Guinea Pig– 4 weeks of age**
- **G100006– Gerbil– 4 weeks of age**
- **G100007– Hamster– 4 weeks of age**
- **G100008– Mouse– 4 weeks of age**
- **G100009– Rat– 4 weeks of age**
- **G1000010– Hedgehog– 5 weeks of age**
- **G1000011– Poster**

\*Poster division (#12) can include entries covering any companion animal (including reptiles, companion birds, or others). Poster should be the size of the one full standard poster (not to exceed 22"x28") board. Exhibitors should make a poster with information on the proper care of a companion animal (may include companion animals not exhibited in the Companion Animal Show). However, posters should not cover an animal the exhibitor is showing in the Companion Animal Show in another class. Exhibitors must be present at time of judging and will be judged on quality of the poster, accuracy of information provided, and ability of the exhibitor to explain the information and answer judge's questions.



# DOG

## **General Rules:**

1. To be eligible to participate in showmanship and obedience in the Dog Show project area all youth must adhere to the following policies: all dogs shown must be a bona fide project of the exhibitor and owned: By the 4-H'er; Or
2. By the exhibitor in partnership with other member(s) of his or her immediate family. Only the name of the showman can be on the show entry. Immediate family is defined as members of a household, including parents, brothers and sisters, and youth in the care of the head of the household; OR
3. By someone outside the immediate family, but identified by the exhibitor, provided the exhibitor provides the primary care and training for the dog (cares for, feeds, trains, grooms, etc.), has use of the dog as a 4-H project animal at least 75 percent of the time during the project year and permission for the use of the dog is certified in an owner's affidavit. The dog should reside with the exhibitor or be cared for by the exhibitor the majority of the year.
4. A dog must be 6 months or older to be exhibited in dog competitions.
5. All dogs must be immunized for DHL, Coronavirus, Parvo and Rabies. Exhibitors are required to bring certificate of immunization. No animal will be allowed to show if found unfit.
6. Dogs with AKC degrees will show as follows: "CD" degree must show in Graduate, Novice, or higher "CDX" or "UD" degree must show in Utility
7. Females in season will not be permitted to show, lame or crippled dogs will not be permitted to show.
8. Exhibitor and dog must attend at least two practices of the Garden County Dog Club before fair. The leader will verify this.
9. An exhibitor may make no more than two entries. For example, an exhibitor may make two entries in obedience or one entry in obedience and one entry in showmanship. A dog can be entered in only one obedience class.
10. An exhibitor must wear a white shirt, County t-shirt or long sleeved with jeans or jean capris. An exhibitor must wear closed toe shoes.

## **DIVISION 700**

### **DOG SHOWMANSHIP**

#### **CLASSES:**

- **G700001 Junior Showmanship (ages 8-10)**
- **G700002 Intermediate Showmanship (ages 11-13)**
- **G700003 Senior Showmanship (ages 14 and up)**

## **DIVISION 701**

### **DOG OBEDIENCE CLASS**

**ADVANCEMENT LEVELS IN OBEDIENCE CLASSES AND AGILITY CLASSES**— Follow rules in Nebraska 4-H Dog Show Guidelines 4-H 420. A youth will move up to a 'transition year' after they receive 2 purples in a specific class at county or state level competition. Youth will finish their 4-H year at the same level if the second purple ribbon occurs in the middle of their 4-H year. Youth do not have to move up to the middle of a 4-H year. Youth will then have the option to stay in their current class for one additional year (after receiving 2 purple ribbons) called the 'transition year'. During the transition year, youth will practice the more advanced class (gaining skills such as off leash work) but may compete in their same level. Youth may advance up to the next level more quickly and readiness of youth and dog. This may especially occur if the youth has had previous dog handling experiences.

**BEGINNING NOVICE**— All exercises must be performed on a six-foot leash. Dogs must heel including figure 8: stand for examination; come on recall; long sit for one minute and long down for three minutes.

#### **CLASSES:**

- **G701010 Beginning Novice Division A**
- **G701020 Beginning Novice Division B**

- **G701025 Beginning Novice Division C**
- **G701030 Novice A**
- **G701035 Novice B**
- **G701040 Graduate Novice**
- **G701045 Advanced Graduate Novice**
- **G701050 Open**
- **G701055 Graduate Open**
- **G701060 Utility**

## **DIVISION 702** **DOG AGILITY**

Agility Jump heights (measure dogs at withers to determine jump height):

- \* Dogs 11 inches or less– 4 inches,
- \* Dogs over 11 inches up to and including 14 inches– 8 inches,
- \* Dogs over 14 inches up to and including 18 inches– 12 inches,
- \* Dogs over 18 inches– 16 inches.

### **CLASSES:**

The following classes are available upon request only. The Dog Superintendent and Extension Office must be notified by June 15th if participants are wanting to compete at Level 4 and 5 due to limited supplies available. If supplies are able to be obtained by the fair, participants may compete.

- **G702010 Level 1 6 obstacles**– 3 bar jumps which have two bars each, short dog walk, pause box or table, and tunnel (open).
- **G702020 Level 2 10 obstacles**– several bar jumps which have two bars each, short dog walk, pause box or table, tunnel (open), chute (collapsed or closed tunnel), solid panel jump and tire jump (hoop jump).
- **G702030 Level 3 10 obstacles**– same obstacles as Level 2 but dogs run off leash for Level 3.
- **G702040 Level 4 13 obstacles**– bar jump which has one bar each, bar jump which has two bars each, tall dog walk, pause box or table, tunnel (open), chute (collapsed or closed tunnel), solid panel jump, teeter totter (seesaw), weave poles (single set with 6 poles), and tire jump (hoop jump)
- **G702050 Level 5 15-20 of any of the following obstacles such as**– bar jump which has one bar each, bar jump which has two bars each, tall dog walk, pause box or table, tunnel (open), chute (collapsed or closed tunnel), solid panel jump, A-frame short, A-frame tall, teeter totter (seesaw), weave poles (single set with 6 poles), weave poles (double set with 12 poles), and tire jump (hoop jump) broad jump, dump jump, triple bar jump, swing bridge, crawl, etc. Number of obstacles used for a course will depend on ring size and available equipment at show site. Course layout may include more advanced handling techniques.

## **DIVISION 703** **DOG SKILLATHON-CONTEST**

PG. 137

## **DIVISION 704** **DOG RALLY**

Rally obedience is a dog sport based on obedience. Rally Obedience is a dog performance class that uses directional signs that are numbered to indicate the course the handler to follow during the performance. The team of dog and handler heel from sign to sign, and perform the exercises indicated by the numbered sign at each location. At the start sign, the judge gives permission to start the course and then the dog and handler go through the course. The judge will say “Are you ready?” followed by “Forward.” No other directives are given. The course consists of signs that instruct the team what to do. Unlike traditional obedience, handlers are allowed to encourage their dogs during the course. There are 4 classes and the number of stations/signs is noted (start and finish signs are not included in the sign count and are automatically used). Signs may be duplicated and used more than one time to create the

course. Although every course will have many of the same exercises, the sequence of those exercises in the course design may vary.

#### **CLASSES:**

- **G703010– Beginning Rally**– dog is on leash and there are 5 to 10 stations. These beginning Rally signs are suggested – halt sit, halt down dog, right turn, left turn, about turn right, slow pace, fast pace, and normal pace. These are the same commands that exhibitors use in beginning novice obedience levels.
- **G702020 Rally 1**– dog is on leash, 10-15 stations.
- **G703030 Rally 2**– dog is off leash, 12-17 stations.
- **G703040 Rally 3**– dog is off leash, 15-20 stations.

### **DIVISIONS 705**

#### **DOG PROJECTS (COUNTY ONLY)**

Projects must have been constructed during the current 4-H year. The following classes will be judged 50% on workmanship and 50% on proper size or correct contents and use of proper material for that article. Only one entry per class. A great way to show knowledge gained in the Dog-Skill-a-Thon—for example, a poster of dog breeds or body parts.

#### **CLASSES:**

- **G705010 Homemade care item** (crate, house, grooming table or box, first aid kit, etc.)
- **G705020 Homemade fabric item** (bed, clothing, toy, etc.)
- **G705030 Homemade food or training item** (dish, treat container, treat (include recipe), scented articles, etc.)
- **G705040 Homemade or decorated collar or leash**
- **G705050 Homemade other**
- **G705060 Miscellaneous educational exhibit**– maximum size of 2’x2’. Judged on creativity, presentation, educational value and exhibitor’s knowledge of dogs.
- **G705070 Poster**– related to dog project (i.e. favorite breed, care, parts, dog groups). Poster can be 22”x14” OR 28”x22” either vertical or horizontal. Poster will be judged on educational content and visual presentation/design.

## **SWINE**

### **Superintendents– Ross Rote**

|          |      |      |      |
|----------|------|------|------|
| Premiums | 5.00 | 4.00 | 3.00 |
|----------|------|------|------|

### **DIVISION 616**

#### **SWINE SHOWMANSHIP**

#### **CLASSES:**

- **G616001 Jr Showmanship (ages 8-10 )**
- **G616002 Intro Showmanship (11-13 years )**
- **G616003 Senior Showmanship (14 and up)**

### **DIVISION 617**

#### **MARKET SWINE**

#### **CLASS::**

- **G617001 Market Swine**  
**Minimum Weight: 200 Pounds**

Information on State Fair is available upon request from the Garden County Extension Office.

## **BEEF**

### **Superintendents– Shauna Roberson**

|          |      |      |      |
|----------|------|------|------|
| Premiums | 5.00 | 4.00 | 3.00 |
|----------|------|------|------|

Garden County Beef shows including Showmanship, Market Beef and Breeding Beef will be Blow and Go. Animals may be clipped, blown and brushed or combed to enhance their appearance. Guidelines for the Blow and Go show:

- Beef animals will be shown free of any adhesive, glue, paint, or powder products.
- Any compounds that have adhesive qualities that when

applied cannot be combed or brushed through or alter the color of the animal are forbidden. These products include, but are not limited to commonly used adhesives and colorants such as Prime Time, EZ Comb, Tail Adhesive, Ultra White Touch Up, Black Touch Up, Black Finisher and black show foam.

- Alcohol, water, oil, foam or any water- or alcohol-based products with no adhesive or glue qualities, or artificial colorings are permitted. These products include conditioners and commonly used sprays such as Kleen Sheen, Revive, Final Bloom and white show foam. Paint will be allowed on the hooves and dewclaws only.

## **DIVISION 600** **BEEF SHOWMANSHIP**

### **CLASSES:**

- **G600001 Jr Showmanship (ages 8-10 )**
- **G600002 Int. Showmanship (ages 11-13 )**
- **G600003 Sr Showmanship (ages 14 and up)**

## **DIVISION 610** **MARKET BEEF**

### **CLASS:**

- **G610001 Market Beef (Steers and Heifers)**  
**MINIMUM WEIGHT – 1000 Pounds**

## **DIVISION 611** **BRED AND FED**

**Finalized and Approved – Feb 19, 2020**

### **Purpose:**

To educate youth on the importance of responsible beef production and the impact of decisions on market animals.

### **Contest Will Consist of:**

Each exhibitor intending to participate in the Bred and Fed Market Beef class are required to:

1. Purchase their market beef animal from a Garden County producer in which the cow is owned and bred by the producer;
2. Tag their market beef animal at the Garden County Beef Weigh-in date;
3. Enter into the Bred and Fed Class on Pre-Fair Entry form;
4. Complete the Garden County Record book appropriate for their age division;
5. Answer additional questions that will require an interview of the producer – attach answers to the Record book;
6. Show animal in the Market Beef show at the Garden County Fair;
7. Have animal available for an ultrasound at time specified in the fair schedule;
8. Provide a 45 second speech to be given at the fair.

### **BRED AND FED Rules:**

1. Only one animal per exhibitor may participate each year.
2. Youth can tag multiple calves to compete in the competition at the initial weigh-in; however, youth must declare which calf is going to be used by the weigh-in at fair.
3. In order to participate, youth, producer, and parent/guardian of youth must sign the Consent to Participate form and will be turned in with the Pre-Fair Registration Forms due by July 15th.

### **Awards:**

- a. One Grand Bred and Fed and one Reserve Bred and Fed will be selected. Appropriate rubrics will be used to evaluate a junior's work, an intermediate's work, and a senior's work. Therefore, allowing all to compete for the same title.
- b. Grand and Reserve awards will be similar to Round Robin awards.
- c.** An additional plaque will be given to the producer.

## **Scoring will consist of the following:**

### **Animal Judging = 150 points**

- Placing within the Market Beef Show – points given within each class (max = 75 points)
  - \* Scoring will be based upon number of participants and their ranking within their market classes
- Ultrasound – 50 points
- Rate of Gain Ranking – max 25 points
  - \* 1<sup>st</sup> place – 25 points
  - \* 2<sup>nd</sup> place - 24 points
  - \* etc.

### **Agricultural Advocacy = 150 points**

- **Record Book** – 75 points (will be evaluated based on their age level and scored based on that rubric)
- **Interview with Producer Essay** – 25 points (will be evaluated based on their age level and scored based on that rubric)
- **Speech** – 50 points (will be evaluated based on their age level and scored based on that rubric)
  - \* Jrs will present to one or two judges only
  - \* Intermediates and Seniors will present in front of the crowd

### **Tie Breaker – Higher scoring ultrasound.**

#### **CLASS:**

- G611001 Bred and Fed (Steers and Heifers)

## **DIVISION 612**

### **BREEDING BEEF**

#### **CLASSES:**

- G612001 Cow/Calf Pair
- G612002 Breeding Heifer

## **DIVISION 614**

### **BUCKET CALF/STOCKER FEEDER**

#### **CLASSES:**

- G614001 Bucket Calf
- G612002 Stocker Feeder

## **DIVISION 616**

### **DAIRY**

#### **CLASSES**

- G616001 Heifer
- G616002 Cow

# **DAIRY & MEAT GOAT**

Superintendent– Tyrell Anderson

Premiums            4.00            3.00            2.00

#### **GOAT SHOW RULES:**

1. AGE – Market Goats are to have milk teeth and there shall be no evidence of breaking of the skin or eruption of the two permanent front teeth.
2. All goat's horns must be tipped to dime-sized at the end. All breeds will be shown together within Dairy and Meat Goat classes.
3. All nannies (market and breeding) and breeding billy goats must be individually identified with USDA Official ID (part of Scrapie's Eradication Program.)

## **DIVISION 618**

### **GOAT SHOWMANSHIP**

#### **CLASSES:**

- G618001 Jr Showmanship (ages 8-10 )
- G618002 Intr Showmanship (ages 11-13 )
- G618003 Senior Showmanship (ages 14 and up)

## **DIVISION 620** **MARKET GOAT**

### **CLASS:**

- G620001 Market Goat

## **DIVISION 622** **BREEDING GOAT**

### **CLASSES:**

- G622-001 Dairy Goat Breed Nannies
- G622-002 Dairy Goat Breed Billy Goats
- G622-003 Meat Goat Breed Nannies
- G622-004 Meat Goat Breed Billy Goats

# **SHEEP**

**Superintendent**– Casper Corfield

**Premiums:**           **5.00      4.00      3.00**

### **SHEEP SHOW RULES:**

1. USDA OFFICIAL IDENTIFICATION. All ewes (market and breeding) must be individually identified with USDA Official ID (part of scrapie eradication program). This is in addition to 4-H identification.
2. At time of weigh-in at the fair, all market lambs will be dry, have all covers removed, and have been sheared within the last ten (10) days.

## **DIVISION 624** **SHEEP -SHOWMANSHIP**

### **CLASSES:**

- G624001 Jr Showmanship (ages 8-10 )
- G624002 Intr Showmanship (ages 11-13 )
- G624003 Senior Showmanship (ages 14 and up)

## **DIVISION 626** **SHEEP- MARKET LAMB**

### **CLASS:**

- G626-001 Market Lambs  
**Minimum Weight: 90 Pounds**

## **DIVISION 628** **SHEEP -BREEDING EWES**

### **CLASSES:**

- G628-001 Yearling Ewe—born between Sept 1, 2020 and August 2021
- G628-002 Lamb Ewe—born after Sept 1 of 2021
- G628-003 Aged Ewe—born before Sept 1st of 2020

# **RABBIT**

**Superintendent**—Levi Rauch

**Premiums:**           **3.00      2.50      2.00**

### **PRE-ENTRY REQUIREMENTS**

- \* Rabbit Id Sheets due Wednesday, June 15th by 4:00 p.m. to the office
- \* Pre-Fair entry forms are due July 15th by 4:00 p.m. with the exact classes being shown identified.

**CHECK-IN:** Thursday, August 4th from 6 :00 p.m. to 8:00 p.m. (Poultry Barn)

**SHOW DATE:** Friday, August 5th 2:00 p.m.ish

**RELEASE:** Sunday, August 7th at 3:00 p.m. or at the discretion of the superintendent following the livestock sale. You must check out with the superintendent to make sure your cages are clean enough before leaving the area.

**RABBIT GUIDELINES:** FOR ADDITIONAL INFOR-

**MATION:** Refer to the GENERAL RULES AND REGULATIONS at the beginning of the fairbook or GENERAL LIVESTOCK RULES at the beginning of the livestock section.

**ANIMAL IDENTIFICATION REQUIREMENTS:**

- \* The rabbits must be properly identified on a Garden County Identification Sheet with photograph of the rabbit (either digital or hardcopy) and filed with the Nebraska Extension Office by **JUNE 15** of the current year.
- \* The ID's for all rabbit entries will be checked by the show committee when the animal is brought to fair. Final decision as to the class in which an animal will be shown will rest with the show committee.

**YOUTH for the QUALITY CARE of ANIMALS (YQCA) CERTIFICATION REQUIREMENTS:**

Nebraska 4-H and FFA Programs REQUIRE members (8 - 18 years old) exhibiting RABBITS be certified Youth for the Quality Care of Animals (YQCA). This program is mandated by the Nebraska 4-H program and has been implemented into the Garden County 4-H and FFA Programs. Therefore, ALL youth exhibiting RABBITS at the Garden County Fair are required to be YQCA certified by June 15 of the current year to be eligible to exhibit.

**HEALTH RULES:**

- \* All rabbits must be healthy and free of disease.
- \* Rabbits exhibited will be subject to inspection prior to placement in cages. Inspection includes ear mites as well as any types of diseases that could spread to other rabbits. Those infected will be excused from the show at the discretion of the Livestock committee.

**ENTRY LIMIT/EXHIBITING:**

- \* An exhibitor is limited to exhibiting ONE entry per breed, per class (from the Meat, Fancy, Commercial and Pet Divisions), ONE Doe and Litter Class, and ONE Costume Class with MAXIMUM of FIVE entries plus ONE Showmanship Class.
- \* Once an exhibitor has withdrawn from a class, they will not be allowed to re-enter that class.

**DRESS CODE:**

- \* Exhibitors are required to wear a white shirt or blouse with the official 4-H Chevron attached or a white 4-H T-shirt. Chevrons are available for purchase at the Garden County Office or at the 4-H Office during the fair.
- \* Dark blue jeans (or longer skirt) and hard soled shoes or boots are appropriate.
- \* No hats, caps or other types of headgear are to be worn while exhibiting. (SOURCE: Nebraska State Fair - 4-H Fairbook)
- \* Failure to comply with dress code will result in the drop of a ribbon placing.

**HOUSING:**

- \* **NEW 2020** - It is suggested that exhibitors lock their cages. Zip ties will be provided by the Livestock Committee with a designated area for scissors and more zip ties being disclosed to participants.
- \* There shall not be any "For Sale" signs up for sale of any rabbit during the fair.
- \* **EXHIBITOR RESPONSIBILITY** - Individual exhibitors will be responsible to feed and water their animal. Individual exhibitors are also required to keep the area clean by picking up trash and sweeping around their cages on a frequent basis.

**DIVISION 120**

**RABBIT SHOWMANSHIP**

**CLASSES:**

- **G630003** Senior Showmanship (ages 14-18)
- **G630002** Intr Showmanship (ages 11-13)
- **G630001** Jr Showmanship (ages 8-12)

## **SHOWMANSHIP GUIDELINES:**

- \* The rabbit used for showmanship must come from Division 81-84 (Meat, Fancy, Commercial and Pet Divisions).
- \* In showmanship classes, a 4-H member can ONLY exhibit an animal that has been officially identified in their name AND that they have entered in the live show. Exhibitors may NOT exhibit another exhibitor's animal (including siblings) in the showmanship competition.
- \* Basis for judging - showmanship is based on grooming and training of the rabbit and the appearance and behavior of the exhibitor.
- \* The exhibitor must vocally explain the steps in their routine and the merit of the rabbit.
- \* Primarily, showmanship is the skill of the exhibitor in presenting and explaining the rabbit before the judge, the excellence of the rabbit is not considered in scoring.
- \* The judge may or may not ask questions of the exhibitor at the close of the routine.

## **DIVISION 633**

### **MEAT BREEDS**

#### **CLASS:**

- **G633001** Single Fryer

## **DIVISION 634**

### **FANCY BREEDS**

- \* Indicate BREED, DIVISION and CLASS on entry form.
- \* To compete in this class, exhibitors must have a rabbit of an identifiable breed shown below.
- \* Different breeds will be shown together in one class of fancy rabbits.
- \* It is up to the discretion of the judge as to the fitness of a rabbit to be a part of the Fancy Class

#### **FANCY BREED CLASSES:**

##### **ELIGIBLE BREEDS:**

American Fuzzy Lop, American Sable, Belgian Hare, Britannia Petite, Dutch, Dwarf Hotot English Angora, English Spot, Florida White, French Angora, Harlequin, Havana, Himalayan, Holland Lop, Jersey Woolie, Lilac, Lionhead, Mini Lop, Mini Rex, Mini Satin, Netherland Dwarf, Polish, Rex, Rhinelander, Satin Angora, Silver, Silver Marten, Standard Chinchilla, Tan, Thrianta

##### **CLASSES:**

- **G634002 Jr Doe** (6 months and under)
- **G634003 Sr Doe** (over 6 months)
- **G634004 Jr Buck** (6 months and under)
- **G634005 Sr Buck** (over 6 months)

## **DIVISION 635**

### **COMMERCIAL BREEDS**

- \* Indicate BREED, DIVISION and CLASS on entry card.
- \* Rabbits without true breed characteristics must enter as Commercial Crossbred Class OR may enter the Companion Animal Show.

##### **ELIGIBLE BREEDS:**

American, American Chinchilla, Beveren, Blanc de Hotot (Hotot), Californian, Champagne d'Argent, Checkered Giant, Cinnamon, Creme d'Argent, Crossbred, English Lop, Flemish Giant, French Lop, Giant Angora, Giant Chinchilla, New Zealand, Palomino, Satin, Silver Fox

##### **CLASSES:**

- **G635006 Jr Doe** (under 6 months)
- **G635007 Sr Doe** (over 6 months)
- **G635008 Jr Buck** (under 6 months)
- **G635009 Sr Buck** (over 6 months)



## **DIVISION** **636 COSTUME**

### **CLASS:**

#### • **G636001 Costume**

- \* Exhibitors must use a rabbit that they have exhibited in another class.
- \* This class will be judged on creativity of the exhibitor and/or rabbit's costume and accompanying story.
- \* Costumes should present no possible danger to the rabbit - while "on" or being taken "on" and "off".
- \* If coloring the hair of the rabbit, only food coloring will be allowed.
- \* Exhibitors will give a brief, creative presentation (up to 2 minutes) about why the rabbit is wearing this costume.
- \* An entry consists of one member and one rabbit already entered in their respective division.
- \* Only ONE entry per exhibitor can be made in the costume division.

## **POULTRY**

**Superintendent– Shauna Roberson**

**Premiums      3.00                      2.50                      2.00**

### **PRE-ENTRY REQUIREMENTS**

- \* Poultry Id Sheets due Wednesday, June 15th by 4:00 p.m. to the office
- \* Pre-Fair entry forms are due July 15th by 4:00 p.m. with the exact classes being shown identified.

**CHECK-IN:** Thursday, August 4th from 6 to 8 p.m. (Poultry Barn)

**SHOW DATE:** Friday August 5th at 2:00 p.m. ish.

**RELEASE:** Sunday, August 7th at 3:00 p.m. or at the discretion of the superintendent following the livestock sale. You must check out with the superintendent to make sure your cages are clean enough before leaving the area.

### **POULTRY GUIDELINES:**

**FOR ADDITIONAL INFORMATION:** Refer to the GENERAL RULES AND REGULATIONS at the beginning of the fairbook or GENERAL LIVESTOCK RULES at the beginning of the livestock section.

**YOUTH for the QUALITY CARE of ANIMALS (YQCA) CERTIFICATION REQUIREMENTS:** Nebraska 4-H and FFA Programs REQUIRE members (8 - 18 years old) exhibiting POULTRY be certified Youth for the Quality Care of Animals (YQCA). This program is mandated by the Nebraska 4-H program and has been implemented into the Garden County 4-H and FFA Programs. Therefore, ALL youth exhibiting POULTRY at the Garden County Fair are required to be YQCA certified by June 15 of the current year to be eligible to exhibit.

**HEALTH RULES:** Poultry being sold within the state do not have to originate from a NPIP-participating flock or be tested for pullorum typhoid. Poultry exhibited do not have to originate from a NPIP-participating flock or be tested prior to the exhibition. Some counties will be randomly selected to test birds that do not have documentation stating they were purchased from a NPIP-participating flock. It is highly recommended that you purchase your birds from a NPIP-participating flock, receive documentation from the seller (proof of purchase) and present that to the superintendent at the county fair. Note that the current status for pullorum typhoid may change at any time. If a bird shows symptoms/signs of having a health problem that is a threat to other animals or humans, the superintendent and Livestock Committee reserves the right to ask the bird be removed from the fairgrounds.

### **ENTRY LIMIT/EXHIBITION:**

- \* All entries must have been raised as the club member's project.
- \* An exhibitor is limited to exhibiting a MAXIMUM of SIX individual poultry exhibits and TWO TRIO poultry exhibits plus ONE Showmanship Class.
- \* An exhibitor is limited to exhibiting ONE entry per class includ-

ing standard, commercial, bantams, ducks, and geese; ONE trio entry including standard, commercial and bantams; and ONE entry in egg production.

- \* Once an exhibitor has withdrawn from a class, he/she will not be allowed to re-enter that class.
- \* Exhibitors are required to bring poultry exhibits to/from fair in proper carriers.
- \* Animals are to be treated humanely at all times during exhibition at the fair.

#### **DRESS CODE:**

- \* Exhibitors are required to wear a white shirt or blouse with the official 4-H Chevron attached or a white 4-H T-shirt. Chevrons are available for purchase at the Garden County Office or at the 4-H Office during the fair.
- \* Dark blue jeans (or longer skirt) and hard soled shoes or boots are appropriate.
- \* No hats, caps or other types of headgear are to be worn while exhibiting. (SOURCE: Nebraska State Fair - 4-H Fairbook)
- \* Failure to comply with dress code will result in the drop of a ribbon placing.

#### **HOUSING:**

- \* **NEW 2019** - It is suggested that exhibitors lock their cages. Zip ties will be provided by the Livestock Committee with a designated area for scissors and more zip ties being disclosed to participants.
- \* There shall not be any "For Sale" signs up for sale of 4-H poultry during the fair.
- \* EXHIBITOR RESPONSIBILITY - Individual exhibitors will be responsible to feed and water their animal. Individual exhibitors are also required to keep the area clean by picking up trash and sweeping around their cages on a frequent basis.

## **DIVISION 638**

### **POULTRY SHOWMANSHIP**

#### **CLASSES:**

- **G638001 Sr Showmanship** (ages 14-18)
- **G638002 Intr Showmanship** (ages 11-13)
- **G638003 Jr Showmanship** (ages 8-10)

#### **SHOWMANSHIP GUIDELINES:**

- \* Exhibitors may select any duck or bird exhibit (except geese and turkeys) that they entered in the fair for individual poultry showmanship.
- \* In showmanship classes, a 4-H member can ONLY exhibit an animal that has been officially identified in their name AND that they have entered in the live show. Exhibitors may NOT exhibit another exhibitor's animal (including siblings) in the showmanship competition.
- \* No class differentiation will be made because of the type of bird. Individual showmen will use the same showmanship standards. However, there may be some specialize with showmanship techniques to the respective types of birds.
- \* Basis for judging — Showmanship is based on grooming and training of the bird and the appearance and behavior of the exhibitor.
- \* The exhibitor must vocally explain the steps in their routine and the merit of the bird.
- \* Primarily, showmanship is the skill of the exhibitor in presenting and explaining the bird before the judge.
- \* The excellence of the bird is not considered in scoring.
- \* The judge may or may not ask questions of the exhibitor at the close of the routine.

## **DIVISION 637**

### **LARGE FOWL**

The exhibit (cockerel, cock, pullet or hen) must be a fair representative of their breed according to the Standard of Perfection.

#### **CLASSES:**

- **G637001 Single Cockerel** (at least six weeks old / male bird hatched during current year)

- **G637002 Single Pullet** (at least six weeks old / female bird hatched during current year)
- **G637003 Single Cock** (male bird hatched prior to current year)
- **G637004 Single Hen** (female bird hatched prior to current year)
- **G637005 Trio** (consists of three birds - one male and two females -not shown as individual entries) A trio of exhibition birds shall consist of one male and two females. All three birds must be of the same breed and conform to the Standard of Perfection. Trio classes are for breeding stock birds. Hybrids, crossbred or other meat and egg production birds belong in the pen entry. Birds entered in a trio are not eligible to be judged in individual competition.

## **DIVISION 638 BANTAM**

The exhibit (cock, hen, cockerel or pullet) must be a fair representative of their breed according to the Standard of Perfection.

### **CLASSES:**

- **G638001 Single Cockerel** (at least six weeks old / male bird hatched during current year)
- **G638002 Single Pullet** (at least six weeks old / female bird hatched during current year)
- **G638003 Single Cock** (male bird hatched prior to current year)
- **G638004 Single Hen** (female bird hatched prior to current year)
- **G638005 Trio** (consists of three birds - one male and two females - not shown as individual entries) A trio of exhibition birds shall consist of one male and two females. All three birds must be of the same breed and conform to the Standard of Perfection. Trio classes are for breeding stock birds. Hybrids, crossbred or other meat and egg production birds belong in the pen entry. Birds entered in a trio are not eligible to be judged in individual competition.

## **DIVISION 639**

### **DUCK**

The exhibit (young drake, young hen, old drake and old hen) must be a fair representative of their breed according to the Standard of Perfection.

### **CLASSES:**

- **G640001 Young Drake** (male bird hatched during current year)
- **G640002 Young Hen** (female bird hatched during current year)
- **G640003 Old Drake** (male bird hatched prior to current year)
- **G640004 Old Hen** (female bird hatched prior to current year)

## **DIVISION 641**

### **GEESE**

### **CLASSES:**

- **G641001 Young Gander** (male bird hatched during current year)
- **G641002 Young Goose** (female bird hatched during current year)
- **G641003 Old Gander** (male bird hatched prior to current year)
- **G641004 Old Goose** (female bird hatched prior to current year)

## **DIVISION 642**

### **EGG PRODUCTION**

### **CLASSES:**

- **G642001 Pen of Egg Production** (three female birds)
- **G642002 Single Egg Production** (one female bird from the egg production pen may be shown as an individual exhibit)
- **G642003 One Dozen Eggs** Check-In will be Friday between 2:30 p.m. and 3:00 p.m.
  - \* 1 dozen eggs judged on quality & consistency
  - \* Eggs can be of any color (white, brown, other)
  - \* Eggs will be destroyed immediately after the show.

# HORSE

Superintendent– Maureen Rode

Premiums            4.00        3.00        2.00

- All Horse Exhibitors are required to have passed Horsemanship Advancement Level 1 to participate at Garden County Fair.
- The Horse Showman Buckle will be awarded to the top Showmanship Exhibitor in each age division.
- There will be an Award for the High Point Ranch Horse Exhibitor in each age division. To be considered for this award participants must enter all five of the following classes by the pre-entry deadline date: Ranch Horse Pleasure, Ranch Riding, Dummy Roping, Ranch Roping and Working Ranch Horse Cow Course.
- Horse ID sheets are due the same day as District and State ID sheets.
- Exhibitor is responsible to present healthy animals.
- The Horse Show will utilize the current “Nebraska 4-H Horse Show and Judging Guide” 4H373 as a guide (revised 2021).
- The Extension Staff and Horse Superintendent have the right to deem a horse unsafe at the county fair. If so determined, youth will be asked to remove the horse. Participant may use another horse if ID sheet was turned in on required day.

## DIVISION 642

### SHOWMANSHIP

CLASSES:

- G642001 Jr Showmanship (ages 8-10)
- G642-002 Intr Showmanship (ages 11-13)
- G642-003 Sr Showmanship (ages 14 and up)

## DIVISION 644

### HORSEMANSHIP

CLASSES:

- G644001 Jr Horsemanship (ages 8-10)
- G644002 Intr Horsemanship (ages 11-13)
- G644-003 Sr Horsemanship (ages 14 and up)

## DIVISION 648

### TRAIL HORSE CLASS

CLASSES:

- G648001 Jr Trail Horse Class (ages 8-10)
- G648002 Intr Trail Horse Class (ages 11-13)
- G648003 Sr Trail Horse Class (ages 14 and up)

## DIVISION 650

### POLE BENDING

CLASSES:

- G650001 Jr Pole Bending (ages 8-10)
- G650002 Intr Pole Bending (ages 11-13)
- G650003 Sr Pole Bending (ages 14 and up)

## DIVISION 652

### BARREL RACING

CLASSES:

- G652001 Jr Barrel Racing (*ages 8-10*)
- G652002 Intr Barrel Racing (*ages 11-13*)
- G652003 Sr Barrel Racing (*ages 14 and up*)

## DIVISION 656

### KEYHOLE

CLASSES:

- G656001 Jr Keyhole (ages 8-10)
- G656002 Intr Keyhole (ages 11-13)
- G656003 Sr Keyhole (ages 14 and up)

## DIVISION 660

### RANCH HORSE PLEASURE

CLASSES:

- G660001 Jr Ranch Horse Pleasure (ages 8-10)
- G660002 Intr Ranch Horse Pleasure (ages 11-13)
- G660003 Sr Ranch Horse Pleasure (ages 14 and up)

## **DIVISION 661 RANCH RIDING**

### **CLASSES:**

- G661001 Jr Ranch Riding (ages 8-10)
- G661002 Intr Ranch Riding (ages 11-13)
- G661003 Sr Ranch Riding (ages 14 and up)

## **DIVISION 662 DUMMY ROPING**

### **CLASSES:**

- G662001 Jr Dummy Roping (ages 8-10)
- G662002 Intr Dummy Roping (ages 11-13)
- G662003 Sr Dummy Roping (ages 14 and up)

## **DIVISION 663**

### **RANCH ROPING**

#### **CLASSES:**

- G663001 Jr Ranch Roping (ages 8-10)
- G663002 Intr Ranch Roping (ages 11-13)
- G663003 Sr Ranch Roping (ages 14 and up)

## **DIVISION 665**

### **WORKING RANCH HORSE COW COURSE**

#### **CLASSES:**

- G665001 Jr WRH Cow Course (ages 8-10)
- G665002 Intr WRH Cow Course (ages 11-13)
- G665003 Sr WRH Cow Course (ages 14 and up)

# **Large Animal Round Robin**

Updated 2022

Champion and Reserve Champion Showmen from Junior, Intermediate, and Senior showmanship classes from each species (beef, sheep, swine, goat, and for seniors only, horse) that meet the guidelines of 2 showman registered by June 15<sup>th</sup> will be eligible to complete in Round Robin Showmanship, which will be held at 1:00 p.m. on Saturday of the fair. See Showmanship Classes for more information.

Showman selected as Champion and Reserve Champion in more than one species must declare which one they will represent in Round Robin and the next ranked purple showman will be eligible in areas in which champion and reserve are no longer eligible. If classes are small in participation, the judge is given authority to judge based on ability. They are not required to hand out Grand and Reserves if not earned by participants. If no purples are awarded, no participants will represent that species. The species will still be represented, however, as long as the required number of exhibitors are present.

Livestock Committee members and species Superintendents will select animals that will be shown. Owners will be asked to have animals ready to show. Animals that are selected will come with the correct showing equipment.

#### **Show Procedures:**

1. Exhibitors must identify which species they choose to represent at the conclusion of the last showmanship contest on Saturday morning.
2. All exhibitors selected to participate must be on time in order to participate.
3. Participants in the same age level will all show at one time. Age groups may be randomly split into two to three groups if there is a large number of participants in that given age range.
4. One animal from each species will be in the arena at a time with one youth and one judge at each species. All species will be represented in the arena at one time. Horse will be performed outside of the arena behind the grandstands for seniors.
5. The judge will ask the youth to perform a showing task and be scored on their performance with each species.
6. The judge will also ask the youth species specific questions. Questions will be created by the Extension staff. Answers will be recorded on a piece of paper and graded by the Extension

Staff.

- Total scores on all species will be tallied to determine the placing of participants. Only the Grand and Reserve in each division will be announced.
- Youth may look at their answers but are not allowed to take papers home.

Judging of the Round Robin Show will consist of one judge per species. They will use a rubric/question sheet provided by the Extension office. The livestock judge from livestock contests may be used if needed but it is preferred they are not. Livestock Committee will pay for these particular judges as needed.

## **Small Animal Round Robin**

Updated 2022

Champion and Reserve Champion Showmen from Junior, Intermediate, and Senior showmanship classes from each species (poultry and rabbit) that meet the guidelines of 2 showman registered by June 15<sup>th</sup> will be eligible to compete in Round Robin Showmanship, which will be held directly after both poultry and rabbit showmanship classes are completed. See Showmanship Classes for more information

Showman selected as Champion and Reserve Champion in more than one species must declare which one they will represent in Round Robin and the next ranked purple showman will be eligible in areas in which champion and reserve are no longer eligible. If classes are small in participation, the judge is given authority to judge based on ability. They are not required to hand out Grand and Reserves if not earned by participants. If no purples are awarded, no participants will represent that species. The species will still be represented, however, as long as the required number of exhibitors are present.

Youth selected to represent poultry will show the champion rabbit and youth selected to show rabbit will show the champion poultry. Scores from both poultry and rabbit will be added together to find the overall Small Animal Round Robin Champion and Reserve Champion in all classes. If there is no intermediate round robin due to showmanship rules, Champion and Reserve Champion youth will be eligible to compete in either Junior or Senior Round Robin. If only two classes are created, Junior will be ages 8 to 12 and Senior will be 13 to 18 years old.

If the Nebraska Department of Agriculture restricts the showing of either species for any reason, there will be no Small Animal Round Robin that year.

## **CONTESTS**

The following contests are State Fair Competitions. Youth must be signed up to compete by August 10th on the State ShoWorks site. Talk to the Extension Office for more information on enrolling in the competition. More detailed information on each competition can be found at <https://4hfairbook.unl.edu/fairbookview.php/contests>

Participant Eligibility:

- Participant must be 10 years old before January 1 of current year.
- Contestants must be 4-H members at the time of contest.
- Contestant eligibility will be verified by county extension staff.
- Participants will be notified of the location of the contest prior to State Fair.
- General rules from the 4-H section of the Nebraska State Fair apply.
- General rules from State 4-H Fair book apply find them at <https://4h.unl.edu/fairbook/general/rules>.

# FASHION SHOW CONTEST

See Page 28 for County and State Rules

## HORTICULTURE IDENTIFICATION CONTEST

The 4-H Horticulture Identification Contest will require youth to use their knowledge about horticulture to identify a variety of specimens and complete a written exam. Scores will be determined by a Hormel calculator. Contestants will complete the written test portion of the contests online prior to State Fair. Through the identification contest students will learn more about horticulture and the skill set it requires to decipher the best samples.

### **Rules**

1. Participants may enter as an individual and as members of a team. A team consists of 3 to 4 individuals with the total scores of the three high individuals making the team score.
2. Participants will be required to participate in all of the following portions:
  - **Identification**– Participants will identify the plant specimens by accepted common name as defined by the “Identification Answer Sheet.”
  - **Judging/ Placing**- Participants will be asked to rank class(es) of items from best to worst based upon a set of criteria.
  - **Exam**– Participants will complete a multiple choice/ true false exam worth 2 points per question.

Scoresheets, Forms, and Contest Study Materials and the full list of Rules can be found at <https://go.unl.edu/ne4hhorticultureidcontest>.

## WEED AND GRASS IDENTIFICATION CONTEST

The Weed and Grass Identification Contest allows participants to compete as individuals or as a team. Through this competition 4-h'ers will learn more about range plants and how to decipher the best specimens. Medals will be awarded to the top three individuals in each division. For more information go to the Resources section at the bottom of this webpage.

### **Rules**

1. Participants may enter as an individual and as members of a team. A team consists of 3 to 4 individuals with the total scores of the three high individuals making the team score.
2. Contestants will be required to identify the plant specimens by accepted common name as defined by the “Weed and Grass ID List” by matching the contest specimen with a number from the alphabetical specimen listing for the contest.
3. Participants are required to pay a non-refundable fee of \$5/person.

Scoresheets, Forms, and Contest Study Materials and the full list of Rules can be found at <http://go.unl.edu/ne4hgrassweedidcontest>.

## INSECT IDENTIFICATION CONTEST

The Insect Identification Contest provides an opportunity for 4-H participants to put their entomological knowledge to the test. The contest consists of insect identification and short multiple choice questions. Participants will gain knowledge about insects and entomology through this competition. Contact your local Extension office for more information about the Insect Identification Contest in your county.

### **Rules**

1. Participants may enter only as an individual.
2. Contestants will have at least an hour to identify 50-60 insect specimens. Identifications will be scored strictly by the names given on the Specimen Study List, as common names may vary

according to resources studied.

3. Contestants will identify specimens by common name only, and will use a key consisting of eligible orders and insects from which to write the corresponding letter (for order) and number (for insects) on an answer sheet.
4. Every 5th specimen will have a multiple-choice insect knowledge question about the insect. The question may require the meaning of the order name, type of antennae, legs or mouthparts, kind of metamorphosis, a fact about biology, or the scientific name of the specimen.

**Scoresheets, Forms, and Contest Study Materials and Complete list of Rules can be found at <https://go.unl.edu/ne4hinsectidcontest>.**

## **TREE IDENTIFICATION** **CONTEST**

The Tree Identification Contest consists of 40 different tree specimens for 4-H participants to identify. 4-H participants can compete as individuals or teams in the contest. Involvement in the competition will lead to expansion of tree knowledge for 4-H'ers. To learn more about tree identification material visit this webpage.

[https://4hcurriculum.unl.edu/index.php/main/program\\_project/65](https://4hcurriculum.unl.edu/index.php/main/program_project/65)

### **Rules**

1. Participants may enter as an individual and as members of a team. A team consists of 3 to 4 individuals with the total scores of the three high individuals making the team score.
2. Contestants will be required to identify the plant specimens by accepted common name, but knowledge of scientific names is encouraged.
  - Contestants will identify 40 tree specimens described in the Tree Identification Manual (4H332)

**Scoresheets, Forms, and Contest Study Materials and the Complete List of Rules can be found at <https://go.unl.edu/ne4htreeidcontest>.**

## **CULINARY CHALLENGE** **CONTEST**

The 4-H Culinary Challenge Contest will require youth to demonstrate healthy decision making through nutrition, food preparation, menu planning, and food safety, utilizing a foods and nutrition curriculum. They will apply healthy living knowledge and skills by planning a nutritious menu, demonstrating their understanding of time management skills in the kitchen, and expressing their originality and creativity through an appropriate themed and properly set table. To showcase these skills, youth will create a menu, prepare one food item, and choose an appropriate theme for their occasion while expressing their food, nutrition, and food safety knowledge during a live interview with a judge at the contest. In order to highlight knowledge and skills acquired during pre-contest preparation, youth will utilize technology as part of their interview.

### **Rules**

1. A team will consist of two members to be eligible to compete.
2. All team members must be enrolled in a 4-H foods and nutrition project during the current 4-H year.
3. During judging, 4-H members may choose to dress in appropriate clothing, costume, or accessories relevant to the theme. A 4-H chevron or 4-H emblem must be visible on clothing.
4. A nonrefundable entry fee of \$5.00 per person is required.

### **Challenge Ingredient/Item**

1. A challenge ingredient will be selected each year, highlighting a Nebraska commodity food product. **The 2022 challenge ingredient is WHEAT.** Please keep food safety in mind when selecting the recipe used for the Challenge. Foods must be able to be kept chilled during transport to the contest, then be able to be re-



heated in a slow cooker or microwave. Each team must incorporate the challenge ingredient into their food item they will be presenting during the contest. This may require altering a recipe or creatively incorporating an item into their overall table theme. The challenge ingredient must also be included in the interview presentation, demonstrating youth knowledge of the ingredient, such as nutritional value, a farm-to-fork concept, or how to adapt a recipe to include the ingredient.

### **Judges Interview**

1. The team should view themselves as the hosts, welcoming the judge, cooperatively presenting the table to the judge, incorporating multi-media resources, and answering any questions from the judge. Teams must be prepared to present to the judge utilizing technology, such as PowerPoint, picture story, or other multi-media resource. Presentations may include photos, clip art, animation, video or audio sound. The 4-H members should cooperatively present a verbal presentation to the judge that is highlighted by their multi-media presentation via computer or tablet. Participants must provide their own computer or other equipment needed for their 4-H Foods Event judging interview. Presentations will occur at participants' tables. Please do not bring projectors or other equipment which will require extra space.

**Considerations should be given to creatively include the following items through the multi-media presentation:**

- \* **Nutritional facts of their menu**
- \* **Food safety**
- \* **Time management**
- \* **Choice of menu**
- \* **Food preparation**
- \* **Cost of item/per serving**
- \* **Food handling techniques**
- \* **Recipe of the food item shared with the judge**
- \* **Challenge ingredient (nutritional value, farm-to-fork, recipe revision, etc.)**

**Scoresheets, Forms, and Contest Study Materials and a Complete List of Rules can be found at <https://go.unl.edu/ne4hculinarychallenge>.**

## **4-H CHICKEN BBQ CONTEST**

### **Rules**

#### **PRODUCT COOKING AND SENSORY EVALUATION:**

1. Each contestant will prepare four (4) bone-in, skin-on chicken thighs (1.5-2.0 lbs. total), provided them by the contest monitors. They will be evaluated during the preparation of their chicken by judges utilizing the chicken barbecue skills score sheet.
2. There will be a 2-hour time limit for the preparation and cooking of the chicken thighs. The chicken will not be available to the contestant prior to the contest starting time. The fire may not be lit until the contest starting time.
3. Contestants must provide recipe or preparation outline cards describing sauce, rubs, or other treatments associated with the cooking of the chicken to include ingredients and special instructions if necessary, for food safety, relating to these ingredients such as keeping sauce ingredients either cool or heated. .

#### **ORAL PRESENTATION:**

1. An illustrated presentation, including factual information about meat chickens, will be made by each contestant (see score sheet). The participant is to demonstrate their knowledge in the following areas:
  - \* The chicken meat industry in the United States and its economic importance
  - \* General food safety, including safe storage and handling of chicken (uncooked and cooked) with particular emphasis in preparation by grilling.
  - \* Nutritional value of chicken meat and its role in a balanced diet.

Contestants will be allotted a maximum of 10 minutes for their presentation.

**Scoresheets, Forms, and Contest Study Materials and a Complete List of Rules can be found at <https://4hfairbook.unl.edu/fairbookview.php/contests/58>**

## **DAIRY JUDGING CONTEST**

DAIRY MANAGEMENT TEST (100 points)- Contestants compete as individuals.

- 50 questions– 2 points each
- 40 questions on dairy industry
- 10 questions using a dairy herd record evaluation data sheet to evaluate individual cows.

TEAM ACTIVITY (200 points)- Contestants compete together with their team.

- Each team will be provided with a dairy farm management scenario to identify problems and determine possible improvements. Teams should assume the role of a hired consultant advising a producer (judges).

**4-H/FFA DAIRY JUDGING** Contestants compete as individuals.

Judging classes may be any of the following breeds: Ayrshire, Brown Swiss, Guernsey, Holstein, Jersey and/or Milking Shorthorn and may consist of heifers or cows.

**Scoresheets, Forms, and Contest Study Materials and a Complete List of Rules can be found at <https://4hfairbook.unl.edu/fairbookview.php/contests/44>**

## **PRESENTATIONS CONTEST**

An Illustrated 4-H Presentation, given by one (1) individual, is a live presentation with a formal talk where youth will use visual aids (such as props, posters, computer-based visuals, handouts, video, etc.) to show and tell others how to do something. Presentations are given on a stage/platform. Judge views the entire presentation and engages in a question and answer session following presentation.

### **Rules**

1. Participants are required to pay a non-refundable fee of \$5 for each participant or \$10 for a team of two participants.
2. A team presentation, consisting of two (2) individuals, may be given for any class; there is no separate class for team presentations.

**Scoresheets, Forms, and Contest Study Materials and Complete Rules can be found at <https://go.unl.edu/ne4hpresentationcontest>.**

## **PREMIER SCIENCE AWARD CONTEST**

Recognize 4-H youth static exhibits incorporating or demonstrating concepts from the areas of 4-H Science (science, technology, engineering, or applied math) at the Nebraska State Fair. Exhibits in all curriculum areas will be considered for the award.

### **Rules**

#### **1. Application**

\*Participants may select ONE exhibit from any department which was selected for State Fair to complete their awards application about.

\*An awards application, along with any supplemental documents, should be completed and turned in to the County Office by the county's entry deadline. Handwritten or typed entries are accepted. Entries are only judged on the information included in the application.

\*Award applications need to include a photograph of the exhibit. The photograph will not be used for judging, but is needed if the exhibit needs to be located in the exhibit hall.

**Scoresheets, Forms, and Contest Study Materials and Complete List of Rules can be found at <http://go.unl.edu/ne4hpremieraward>.**



# 2022 GARDEN COUNTY FAIR SCHEDULE OF EVENTS

## Friday, July 15

- ◆ Pre- Fair Registration Papers Due

## Saturday, July 23

- ◆ Shooting Sports at Pumpkin Hall-Times TBD

## Monday, July 25

- ◆ Fashion Revue Pre-Registration Due in Office

## Wednesday, July 27

- ◆ 4-H Fashion Revue, Location TBA

## Friday July 29

- ◆ Drop-Add Day to Fair Papers

## Saturday, July 30

- ◆ Shooting Sports at Traphouse- Times TBD

## Wednesday, August 3

- ◆ 7:00 am Horse Check-in
- ◆ 7:30 am 4-H Horse Show

## Thursday, August 4

- ◆ 8:00-10:00 am Static Judging
- ◆ 6:00-8:00 pm Beef/Sheep/Goats/Poultry/  
Rabbit Weigh-In/ Check-in

## Friday, August 5

- ◆ 7:00 am Hog Weigh-in
- ◆ 9:30 am Beef Showmanship  
Bucket Calf  
Stocker Feeder  
Breeding Beef  
Dairy Beef  
Market Beef
- ◆ 12:30-1:00 pm Lunch Spon. by Sidney Feeds
- ◆ 1:00- 1:30 pm Clover Buds Show  
Remainder of Beef Show
- ◆ 2:00 pm Rabbit & Poultry Show  
Small Animal Round Robin after  
both showmanship classes are over

## Saturday, August 6

- ◆ 8:00 am Hog, Sheep, & Goat Show
- ◆ 1:00 pm Large Animal Round Robin

## Sunday, August 8

- ◆ 11:30 am Buyer's Appreciation Dinner
- ◆ 12:30 pm Awards Presentation
- ◆ 1:00 pm Livestock Auction
- ◆ 4:00 pm 4-H Exhibits picked up from  
Exhibit Hall

## FAIRGROUNDS CLEAN UP

**June 12th 4:00pm**

**July 29th 6:00pm**