

2018
Kearney County
Fair

Exhibitor Handbook



July 21-26

Kearney County Fairgrounds
Minden, NE

KEARNEY COUNTY
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FAIR SCHEDULE

Saturday, July 14th

8:30AM Kearney-Franklin County 4-H Horse Show
Franklin County Fairgrounds

Tuesday, July 17

8:30AM Enter 4-H Clothing Exhibits
9:00AM Enter 4-H Favorite Food Fair Displays
1:00PM 4-H Presentations Contest
7:30PM 4-H Public Fashion Show & 4-H Talent Showcase

Thursday, July 19

7:30PM Building/Grounds Clean-Up

Saturday, July 21

8:00-10:00AM Enter all 4-H Static Exhibits (except clothing) with
judging to follow
8:00-11:00AM Enter Open Class Exhibits with judging to follow
8:30-12:30PM Interview Judging of 4-H Static Exhibits. (Optional
but encouraged. Must sign up for time.)
2:00-6:00PM 4-H Bake Sale

Sunday, July 22

12:00PM Exhibit Building Open to View 4-H Displays
5:00PM All Swine in Pens
6:30PM 4-H Swine Check-In
10:00PM All Sheep, Goats & Beef in Pens

**Merchant displays open
Monday through Wednesday at 5:00PM**

**Mac's Amusements on the Midway
Tuesday & Wednesday beginning at 6:00PM**

***The Kearney County Ag Society is not responsible
for loss, injury or accident.***

Monday, July 23

- 9:00AM 4-H Sheep/Goat Check In
9:30AM 4-H Market Beef Check In with Breeding Beef immediately following
1:00PM Small Animal Entry with Judging to Follow (Dog, Cat, Small Animals, Rabbit, Poultry)
Beginning at 5:00PM— 4-H Livestock Shows in the following order:
Pee Wee Sheep Showmanship
4-H Sheep Showmanship, 4-H Sheep Show,
4-H Goat Showmanship, 4-H Goat Show
6:30 PM Kiddie Tractor Pull
8:00PM Mutton Bustin' (Horse Arena)

Tuesday, July 24

- 8:30AM 4-H Swine Showmanship with 4-H Swine Show immediately following
11:30AM 4-H Bucket Calf Project Record Due
1:00PM SALE CARDS DUE for non-beef exhibitors
6:30PM 4-H Beef Showmanship (Blow and Go)
8:30PM Free Family Entertainment—"Just Dance" Recital

Wednesday, July 25

- 9:00AM 4-H Beef Show (Blow & Go) Breeding Heifers & Market Beef, followed by Dairy and Feeder Calves)
11:00AM or Immediately Following Beef Show—ALL REMAINING SALE CARDS DUE.
3:00PM Horticulture Contest
4:30PM Bucket Calf Check-In (4-H & Open Class)
5:00PM 4-H Bucket Calf Show/Open Class Bucket Calf Show
Immediately Following Bucket Calf Show—All Around Showmanship
5:30-7:00PM Free Community Barbecue
7:30PM Pioneer Farm Family, Open Class & Memorial Awards with Free Family Entertainment immediately following
9:00PM 4-H Exhibits Released

Thursday, July 26

- 8:45AM Herdsmanship Awards
9:00AM Livestock Auction
CLEAN-UP
**Everyone is expected to help with clean-up

GENERAL RULES

All entries shall be made at designated entry booths in the building where the exhibit are to be displayed. Any active member of 4-H or student of Vocational Agriculture in Kearney County is eligible to compete for prizes in the projects in which they are enrolled, provided their work is up to date.

The following rules apply to all departments of the Kearney County Fair, unless otherwise stated. State Fair rules will apply where no local rule is in force, or printed in exhibitor handbook.

- A. Eligibility Requirements for Exhibitors—A 4-H exhibitor must be a bona-fide 4-H member enrolled in the project they are exhibiting in Kearney County. A 4-H'er must be at least 8 years of age by January 1st of the current year. A 4-H'er must not have reached his/her 19th birthday by January 1st of the current year. A "Clover Kid" must be at least 5 years of age and not over 7 years of age by January 1st of the current year. There will be no discrimination because of race, color or national origin.
- B. Number of Entries—Only one entry per class per exhibitor may be made except in livestock or where otherwise specified.
- C. Interview Judging—Any static exhibit may be interview judged, meaning a 4-H'er discusses the exhibit with a judge before a ribbon is awarded. Interview judging will be done on entry day only. 4-H'ers will sign up for an interview time upon entering exhibits. All 4-H'ers are encouraged to interview judge with at least one exhibit. Each 4-H member is limited to 2 interviews per project area, i.e. foods, ag science/technology, home environment, etc.
- D. Exhibits Released—Items can be removed at the time listed in the official schedule. All Home Economics and Open Class items must be removed at that time.
- E. Protest Committee—
 1. The Extension Staff responsible for County 4-H, in concert with the local 4-H Council protest committee, has the authority to make appropriate decisions on local 4-H policies. These decisions will be formulated using state policy and national directives as formulated by this policy or as dictated by law.
 2. All protests must be submitted in writing and signed by the protester.
 3. The written protest must include:
 - Names of persons involved
 - Cause of complaint or appeal
 - Situation and documentation
 - Recommendations for correction
 - Specific action, rule, etc., in question
 - Additional persons who may be contacted for further clarification
 - Procedures and/or steps carried out by the person involved prior to submission of the protest to the ProMmittee.
 4. Membership of the protest committee will be outlined in 4-H Council by-laws.

5. Protests will not be accepted after the exhibit or event/ activity is completed/released.
 6. The protest will be acknowledged after receiving the written protest and will be responded to in a timely manner.
 7. Protests related to a judge's integrity, decision, placings or other evaluations will not be accepted.
 8. The committee will review the written protest. They may call for face-to-face meeting with affected persons and event leadership to discuss the situation and the official ruling. Recommendations will be developed, followed, and communicated both verbally and in writing to the individual or group affected.
 9. Failure of the protester to attend the face-to-face meeting with the Protest Committee will result in no action.
 10. In cases of protest, the 4-H member/parent/leader may continue to participate. Results of participation will be subject to change based on the outcome of the protest process.
 11. The Protest Committee and Event leadership reserve the right to withhold any award. The 4-H member/parent/leader may be excluded from 4-H if action warrants.
- F. Disclaimer of Responsibility for Exhibits at the Kearney County Fair—All possible diligence and care will be used to prevent loss or injury to articles or animals on exhibition, but it is hereby expressly stipulated that the management of the fair will be in no way responsible should any loss or injury occur during the fair.
- G. Ribbons and Premiums Awarded—All exhibits must be picked up before premium money is given. Livestock exhibitors must clean stalls or forfeit premium. To be eligible to receive premiums, a member must be regularly enrolled in a 4-H project or Vocational Agriculture project during the current year, have met project requirements and have all records completed and turned in to the Extension Office before October 31st of the current year. Record books turned in after October 31st will not be eligible for premium money for that year. 4-H members may exhibit at the Kearney County Fair, provided they are members of the 4-H program in Kearney County. Vo Ag students must be residents of Kearney County to be eligible to exhibit at the Kearney County Fair. The 4-H and Vocational Agriculture exhibits will be judged on the Danish System. Grand and Reserve Champion ribbons will be awarded in each project area, unless otherwise stated. Grand and Reserve Champions must be purple ribbons. "Clover Kids" are NOT eligible for Grand and Reserve Champion Ribbons.



4-H PRESENTATIONS

- A. A team presentation, consisting of two individuals, may be given in any class.
- B. All 4-H Presentations topics should be related to how the 4-H youth is learning about science, healthy living, citizenship and ag literacy.
- C. Enrollment in the project area in which the participant is making a presentation is not required.
- D. 4-H Presentations should include an introduction (the “why” portion of the topic), a body (the “show & tell” portion of the topic), and a conclusion/summary (the “what” portion of the topic).
- E. Presenters are expected to clean-up the areas in which they work.
- F. Presenters using computer-based visuals may bring files on a CD-ROM or a USB drive that is PC formatted. An LCD projector will be provided. Participants may also provide their own computer or other equipment as needed: however, participants must be able to connect their computer to a HDMI plug on the television.
- G. A 4-H member may participate in only one presentation class.
- H. Live animals of any kind may be used in the presentation. Health papers are required to bring the animal on the grounds. Presenters are responsible for all stalling arrangements, care and handling of animals.
- I. Premier Presenter or team will be selected from classes 1 and 3. The Premier presenter must be 12 years old as of January 1st and receive a purple ribbon in order to participate in the Premier Presenter Contest at State Fair. For more information, see the State Fair premium book.

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

Department B

Division 151

Classes

- 1. Illustrated Presentation**—An Illustrated Presentation 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. Presenters using computer-based visuals may bring files on a CD-ROM or a USB drive that is PC formatted. Participants may also provide their own computer or other equipment as needed; however, participants must be able to connect their computer to a HDMI plug on the television. Time Limit 6-8 minutes individual, 8-10 minutes team.
- 2. Teaching Presentation**— A Teaching (Trade Show Exhibit) Presentation given by one individual 4-H youth, is live, interactive, trade show style presentation where youth will continuously engage a constantly changing/moving audience for 30 minutes by showing and telling them how to do something while answering

questions. Judge occasionally stops to view presentation, ask questions, and observe audience engagement. Time Limit: 30 minutes individual, 45 minutes team.

3. **4-H FilmFest (Digital Video) - The 4-H FilmFest** is the display of digital videos that show the recording, reproducing, and broadcasting of moving visual images. During the contest, youth will provide a 1-minute oral introduction (name, background/goal of presentation, intended audience, where presentation could be shared, etc.) followed by the showing of their Digital Video. The following Digital Videos may be entered in the FilmFest class. A.) Video Public Service Announcement: A short video that communicates an educational message focused on a cause, activity, or event. Length: 60 seconds) B.) Narrative: A video that tells a fact or fiction story (Length: 3-5 minutes) C.) Documentary: A video that presents factual information about a person, event, or process (Length: 3-5 minutes) D.) Animation: A video created by techniques that simulate movement from individual images (Length: 3 minutes) The video may include photos, clip art, animation, text, and/or audio/sound. Any free-ware/software program may be used to create the presentation.
4. **First-Timer**—(Not eligible for State Fair) Any 4-H'er who has never given a presentation on the county level may enter the first-timer class. Presentation can be any length, not to exceed 10 minutes.

4-H TALENT SHOWCASE

- A. All participants must be 4-H members.
- B. A 4-H member may sing or dance in only one group but may accompany another group.
- C. Time—Each group is allowed two minutes after the cue from the contest chair to arrange themselves on stage and begin performing. The performance of each group is limited to not more than six minutes.
- D. Selection—any number of songs may be performed within the six minute time limit. Participants may perform any selection of their choice.
- E. Accompaniment—In vocal performances with recorded accompaniment, only instrumental background music may be used. Performing groups must bring their own CD, tape, or record player if recorded accompaniment is used. Other vocal performances may be accompanied by piano, guitar, or other instruments. Live accompaniment, if used, may be by a 4-H member, parent, or leader. Not more than one adult may accompany a group.

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

Department B

Division 155

Classes

- 1. Drill and Dance Routine—Solo, Duet or Group**—May be a drill, square or folk dance, tap dance or any routine done as a group.
- 2. Vocal Performance**—Solo, Duet or Group
- 3. Instrumental Performance**—Solo, Duet or Group
- 4. Combo**—Solo, Duet or Group/ Vocal and instrumental performance.
- 5. Non-Musical Performance**—Solo, Duet or Group. May include but not limited to recitation, acting, puppetry, magic, etc.

FAMILY & CONSUMER SCIENCES

Citizenship & Civic Education

- All entries must have a statement explaining the purpose of the exhibit and how the exhibit will be used.**
- 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.
- 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).
- All entries must be labeled with exhibitor's name, club and county.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Dept A
Division 120
Classes

- 1. Care Package Display**—This exhibit is a display about the PROCESS of creating and giving a care package, not the actual care package. You may use a poster, Power Point or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. You need to answer the following questions in your exhibit; 1) How did you select the organization, 2) What items did you include in your care package, 3) why did you select those items, 4) How did it feel to present your care pack to the organization, 5) What did you learn from this experience, 6) 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.
- 2. 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.
- 3. Patriotic or Cultural Fine Arts**—can be made of any art media but should tie in the relevance of the artwork to citizenship.
- 4. Public Adventure Scrapbook**— should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".
- 5. 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".
- 6. Written or Recorded Stakeholder Interview** - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded.
- 7. Written Citizenship Essay**— is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words.
- 8. For 9th-12th Graders Only: Oral Citizenship Essay**— Addressing the theme "Freedom's Obligations". Should be 3-5 minutes. No background music, singing or other enhancement allowed. All essays should be saved as a .wav or mp3 file; a USB/ thumb drive will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached.
- 9. Service Items** - can include but aren't limited to lap quilt 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.**
- 10. 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.

Premium

Purple	Blue	Red	White
\$2.00	\$1.50	\$1.25	\$1.00

SEEING i2i

Dept A

Division 130

Classes

- 1. Cultural Fine Arts**—Can be made of any art media but should symbolize what makes them unique.
- 2. How Are We Different?** - Interview should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.
- 3. Name Art**—Should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.
- 4. Family History Depicting Your Family Cultural History or the Ethnic Make-Up of Your Community**—Note 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.)
- 5. Exhibit Depicting a Cultural Food That is Special to Your Family**—Can be a story or essay.
- 6. “This is Who I Am” Poem**
- 7. Poster**—Depicts what you have learned through the i2i project.
- 8. Biography**—About a historical figure that has made a positive impact on our society, or who has made a difference in the lives of others.
- 9. Play Script**—Written about a different culture.

Heritage & Family Folklore

- A.** 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's own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division.
- B.** 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" x 28", please contact the Extension Office for approval. Pictures and other hanging items must have a wire hanger for display purposes. Display

collections securely in an attractive container no larger than 22" x 28".

C. All entries must have documentation included.

Premium

Purple	Blue	Red	White
\$2.00	\$1.50	\$1.25	\$1.00

Dept A

Division 101, Level I: Beginning (1-4 years in project)

Classes

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

4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.

15. **Special Events Scrapbook.** - A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

Division 102, Level II: Advanced (over 4 years in project)

Classes

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

special event, such as a trip, family reunion, etc.

Human Development

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

To learn characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development, please refer to the new 4-H online resource:

<https://unl.app.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—<https://www.education.ne.gov/OEC/elg.html>

A. Information Sheets for classes 1-6 should include:

- Where did I get the idea for this exhibit?
 - What decisions did I make to be sure exhibit is safe for a child to use?
 - What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 mths; Toddlers, 18 mths – 3 yrs; Preschoolers, 3-5yrs; 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).
 - How is the toy, game or activity intended to be used by the child?
- B. Information sheet for Class 8 should include:
- What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
 - What will the child learn or what skills will they gain by using the kit?
 - What item(s) were made by the 4-H'er? 4-H'er should make one or more items in the kit, but purchased items are also allowed. (It is highly suggested that an inventory list of items in the kit be included).

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

4-H'ers 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 2. Each area is a different class.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department C

Division 200

Classes

- 1. Social Emotional Development**
- 2. Language and Literacy Development**
- 3. Science**
- 4. Health and Physical Development**
- 5. Math**
- 6. Creative Arts**
- 7. Activity with a younger Child**—Poster or scrapbook showing 4-H'er working with a child age 0-8 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.
- 8. Babysitting Kit**—Babysitting Kit. Purpose of the kit is for the 4-H'er to take this with 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'er 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. Information sheet 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. Kit should serve a defined purpose, not just be a catch-all for several items.

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

- 9. Family Involvement Entry**—Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feedbunk. 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 vent.

4-H'ers taking Growing All Together (2 or 3) may enter:

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

3 R'S

Exhibit may be work of individual or club. Club exhibits will receive ribbons, but no premium. Unless otherwise specified, use project manual for description of items. (Not Eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department C

Division 990

Classes

- 1. Recycled, Re-Made or Embellished Garment**
- 2. Comforter or Quilt**
- 3. Coldframe**
- 4. Recycling Storage Unit**
- 5. Scrapbook or Poster**—Tell about what you learned in the project.
- 6. Useful Item from Packaging**— Fabric, paper, plastic, etc. that would otherwise be discarded or left unused.
- 7. Recycled Item**—Usable item made from discarded or to be discarded item.

Communications

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Communications, Module 1 (Not Eligible for State Fair)

Department B

Division 154

Classes

- 11. Communications Poster**— Poster 22" X 14" showing one of the concepts learned in Module 1.

Communications, Module 2

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

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

Department B

Division 154

Classes

- 1. Poster**—Create a poster measuring either 22" x 28" or 24" x 36" that showcases what was learned in this project area.
- 2. Essay**—Write an essay (3-5 pages) that showcases what was learned in the project area.

Communications, Module 3

Use one or a combination of the experiential activities in the Communications Module 3 curriculum to create an education poster, essay, or digital media sharing with others what you have learned. Topics may include, but are not limited to:

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

Department B

Division 154

Classes

- 3. Poster**—Create a poster measuring either 22” x 28” or 24” x 36” that showcases what was learned in this project area.
- 4. Essay**—Write an essay (3-5 pages) that showcases what was learned in the project area.
- 5. Digital Media**—Design a form of digital media (advertisement, flyer, short video or presentation, social media or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (web site, Dropbox, Google Drive, YouTube, Flickr, etc.) and using the web address of the digital media file, create a QR code (using any free QR code creator, (ex. Qr-code-generator.com) Print the following on an 8.5” x 11” 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.

My Financial Future

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

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department C

Division 247

Classes

Beginner/Intermediate

- 1. Write 3 SMART Financial Goals for Yourself**—One should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.
- 2. Income Inventory**—Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.
- 3. Tracking Expenses**—Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.
- 4. Money Personality Profile**—Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family

member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs.

5. **Complete Activity 8 “What Does it Really Cost?”** - Pages 39-40
6. **My Work; My Future**—Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?

Intermediate/Advanced

7. **Interview**—Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have. 1.) What are some benefits of receiving your pay the way you do (salary, commission or hourly wage)? 2.) What are some negative outcomes for getting paid the way you do? 3.) Does your pay keep pace with inflation and why do you think this? Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.
8. **The Cost of Not Banking**—Type your answers to the questions about Elliot on page 50
9. **Evaluating Investment Alternatives**—Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page
10. **Understanding Credit Scores**—Watch the video and read the resource listed on page 71. Answer the following questions.
 - 1.) Name 3 prudent actions that can reduce a credit card balance.
 - 2.) What are the main factors that drive the cost of credit?
 - 3.) List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.
11. **You Be the Teacher**—Create an activity, story board, game or display that would teach another youth about “Key Terms”

ESI: EntrepreneurShip Investigation

- A. 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.
- B. Posters must be 14” x 22” and may be arranged either horizontally or

vertically. The 4-H member's name, age, town and county must be listed on the back of the exhibit.

- C. Poster may not use copyrighted materials, such as cartoon characters or commercial product names. Posters may include photographs, charts or examples as well as a written explanation.
- D. Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department F

Division 531

Classes

ESI Unit 1—Discover the E-Scene

1. **Interview an Entrepreneur**—Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business?

ESI Unit 2—The Case of ME

2. **Social Entrepreneurship Presentation**—Prepare a five slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report cover with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for ideas.

ESI Unit 3—Your Business Inspection

3. **Marketing Package**—(mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.
4. **Sample of an Original Product**—with an information sheet (8½ x 11") answering the following questions: 1) What did you enjoy the most about making the product? 2) What challenges did you have when making the product? Would you do anything differently next time? If so, what? 3) What is the suggested retail price of the product? How did you decide on the price? 4) Market analysis of the community—data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product. 5) How much would you earn per hour? Show how you determined this figure; 6) What is unique about the product?

If exhibiting in both Class 4 and Class 5, products must be

entirely different products.

5. **Photos of an Original Product**—(mounted on a 14" x 22" poster) must include three photos of developed product and a mounted information sheet answering the following questions. 1.) What did you enjoy the most about making the product? 2.) What challenges did you have when making the product? Would you do anything differently 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? If exhibiting in both Class 4 and Class 5, products must be entirely different products.

ENTREPRENEURSHIP — ALL UNITS

6. **Entrepreneurship Challenge**—Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 4-H'ers enrolled in any of the three units of ESI. Complete five or more of the challenges from the following list. The exhibit will include highlights from these five challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video, report or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned. Select your 5 challenges from the list below:

- (1) Sell Something.
- (2) Introduce yourself to a local entrepreneur and take a selfie with them.
- (3) Be a detective! Look for Nebraska-made products and find out more about the business.
- (4) Tour 2-3 entrepreneurial businesses and create a photo story.
- (5) Investigate what it takes to be an entrepreneur (Skills Assessment ESI 4.1)
- (6) Make a prototype (sample/model) of a new product idea. (Include the prototype or a photo of prototype.)
- (7) Work with a friend to develop a new business idea!
- (8) Contact your local Extension Office to learn about entrepreneurship opportunities
- (9) Create an activity to teach others about entrepreneurship; (coloring page, puzzle, game, etc.)

PHOTOGRAPHY

- A. 4-H'ers are allowed entries in only one unit of competition and must progress through the project levels. Once a 4-H'er has progressed to an advanced level, he/she may not exhibit in a less advanced project level. 4-H'er may exhibit one entry per class in that unit.

- B. A photograph may only be used on one exhibit and may be taken with a film or digital camera.
- C. Photos must be shot during the current project year by the 4-H member.
- D. Securely attach photos. Do not use photo corners, borders or place coverings over the exhibits. Do not include negatives.
- E. **Personal Data Tag—required on all classes.** Securely attach the tags to the back of exhibits or include as page one in your photo showcase. All Unit I entries require the Unit I Data Tag. Unit II prints and displays require the Unit II Print/Display Data Tag. Unit II showcases require the Unit II Showcase Data Tag. All Unit III entries including portfolios require the Unit III Data Tag. Data tags are available to download from the Kearney County 4-H Web page, or you may pick up tags in the Extension Office.

Focus on Photography: Unit I Guidelines

- A. Unit I—Five 4x6 photos mounted on a single horizontal 14” x 22” black (preferred) or white poster or matting board.
- B. Every photo on picture display must be pencil numbered (no. 2 lead pencil) below (for judge’s reference only). Numbers should be readable but not detract from display.
- C. No titles, captions, or stick-on numbers will be allowed.
- D. Photos must be mounted vertically or horizontally.
- E. Unit I Data Tag Required.

Unit I Data Tag

Name: _____		
Age: _____	County: _____	
Class: _____		
Years in Photography: _____		Years in the Current Unit: _____
Tell us about your camera and camera settings:		
Camera Description: _____	_____	_____
(make, model)	(digital, film)	(fixed, auto, SLR)
Tell us about your photograph:		
1) What did you intend to capture and what do you like about this photo?		

Premium	Purple	Blue	Red
	\$3.00	\$2.25	\$1.75
			White
			\$1.00

Department B

Division 180—FOCUS ON PHOTOGRAPHY— UNIT I
(Not eligible for State Fair)

Classes (See General Instructions)

- Picture Display**— Entry will consist of 5 pictures mounted on poster board up to 14" x 22". The 4-H member will exhibit one picture from five different categories to be selected from the following: 1) animal, 2) building, 3) people, 4) landscape, 5) trick photography, 6) still life, 7) sports.
- Picture Story Series**—An entry will consist of a series of five pictures mounted on poster board up to 14" x 22", which tell a photo story and should have a photographic introduction, a body, and a conclusion, all done with pictures. **NO CAPTIONS ARE TO BE USED.** Each photo should show a definite step.

Controlling the Image: Unit II Guidelines

A. Unit II Picture Displays

- Three 4x6 photos mounted on a single horizontal 11" x 14" black preferred) or white poster or matting board.
- Every photo on picture display must be pencil numbered (no. 2 lead pencil) below (for judge' reference only). Numbers should be readable but not detract from display.
- No titles, captions, or stick-on numbers will be allowed
- Photos must be mounted vertically or horizontally.
- Unit II Print/Display Data Tag required.

B. Unit II Exhibit Prints

- All exhibit prints are 8" x 10" prints mounted in 11" x 14" (outside size) cut matting (no frames) with a sandwich mat-board backing (not foam board); rectangular or oval inside mat opening.
- Photos must be mounted vertically or horizontally, as appropriate.
- Unit II Print/Display Data Tag required.

Unit II Print/Display Data Tag

Name: _____
Age: _____ County: _____
Class: _____
Years in Photography: _____ Years in the Current Unit: _____
Tell us about your camera and camera settings:
Camera Description: _____ (make, model) _____ (digital, film) _____ (fixed, auto, SLR)
--OR--
Phone/Tablet Camera Description: _____ (make, model) _____ (megapixels)
Did you adjust manually? <input type="radio"/> Yes or <input type="radio"/> No
Shutter Speed: _____ (Controlling the Image, p. 10-13)
Aperture/F Stop: _____ (Controlling the Image, p. 10-17)
Tell us about your photograph:
1) What did you intend to capture and what do you like about this photo?
2) How was this photo taken and printed (equipment and software used)?
3) Describe any edits or changes made to the picture using computer software.

C. Unit II Photo Showcase

- Choose one lesson from each of the four project areas in the Level 2 project manual titled “Controlling the Image”. For example, you might choose You Take Control for Project Area 1, Lighting in a Flash from Project Area 2, The Rule of Thirds from Project Area 3 and Bits and Pieces from Project Area 4.
- Take Three photos that showcase each lesson. For example 3 photos using different shutter speeds or 3 photos showcasing the Rule of Thirds. You will take 12 photos in all.
- Mount 4x6 photos on an 8½” x 11” white paper. For each set of three photos include a short paragraph describing the lesson you are illustrating and changes you made to your camera settings for each photo (shutter speed, aperture, type of lighting). You may also draw the rule of thirds or golden photo on your photos.
- Place pages in an 8½” x 11” black or white three-ring binder. Plastic sleeves are recommended for each page.
- Unit II Photo Showcase Data Tag required

Unit II Showcase Data Tag

Name: _____
Age: _____ County: _____
Class: _____
Years in Photography: _____ Years in the Current Unit: _____
Tell us about your camera and camera settings:
Camera Description: _____ (make, model) _____ (digital, film) _____ (fixed, auto, SLR)
--OR--
Phone/Tablet Camera Description: _____ (make, model) _____ (megapixels)
Did you adjust manually? <input type="radio"/> Yes or <input type="radio"/> No
Tell us about your photographs:
1) What photo in your showcase is your favorite and why?
2) How was this photo taken and printed (equipment and software used)?
3) Describe any edits or changes made to the picture using computer software.

Premium

Purple
\$3.00

Blue
\$2.25

Red
\$1.75

White
\$1.00

Division 181 - CONTROLLING THE IMAGE - UNIT II

Entries must show a progression of learning beyond Unit I. 4-H'ers who have previously enrolled in Unit III are not eligible to exhibit in this unit.

Classes

- 10. Controlling the Image Showcase**— Entry will consist of a three-ring binder of three 4" x 6" photos showcasing four lessons addressed in the Level 2 project manual titled "Controlling the Image". A showcase will include a total of 12 photos.
- 20. Manual Setting Exhibit Print:** Entry will consist of a print that showcases the participant's ability to master the manual settings on the camera. 1) Manual Focus, 2) Manual Aperture, 3) Manual Shutter Speed, 4) Combination of any of the listed techniques, 5) Other technique not listed.
- 30. Lighting Display or Exhibit Print**—Entry will consist of a display of **3 pictures or 3 different subjects** or an exhibit print that demonstrates lighting effects (Low Lighting, Hard Lighting, Soft Lighting, Silhouettes and Lighting with a Flash).
- 40. Composition Display or Exhibit Print**—Entry will consist of 3 completely different views or angles of the same subject or a print that illustrates one of the following composition lessons in the Level 2 Project Manual. (Rule of Thirds, The Golden Photo, Space Tells the Story, Capture a Candid Photo).
- 50. Smart Phone Candid Capture Display or Exhibit Print:** Entry will consist of a display of 3 pictures of 3 different candid shots or an exhibit print that captures a candid, unposed moment. *This class is only for photos captured on a mobile device (phone or tablet.)
- 60. True Leader Exhibit Print**—Explore true leaders in your community. True leaders can be anyone from community leaders, teachers, and volunteers to parents and friends. So what sets them apart? What makes someone a true leader? What effect do they have on the people or environment around them? How can you tell their story through photography?

Mastering Photography: Unit III Guidelines

A. Unit III Exhibit Prints

- All exhibit prints are 8" x 10" prints mounted in 11" x 14" (outside size) cut matting (no frames) with a sandwich mat-board backing (not foam board); rectangular or oval inside mat opening.
- Manual adjustments are strongly encouraged for Unit III Exhibits.
- Unit III Photo Data Tag Required

B. Unit III Photography Portfolio

- Select ten photos from your 4-H career that represent the strongest collection of your work.
- Photos may have been taken at any time during the 4-H experience and may have been previously exhibited. Photos can only be used in a portfolio once.

- Place photos in plastic sleeves and present them in an 8½” x 11” black or white 3 ring binder. No matting is necessary.
- On the first page of the portfolio include a table of contents listing a title for each photo in your collection and a narrative describing the overall intent for the portfolio. For example, the portfolio could include a range of your work from your earlier years in 4-H photography to the present, you could have a creative theme for your portfolio, or you could include photos that illustrate your diverse photography skills.
- Unit III Data Tags are required along with supporting information. On the page prior to EACH photo include an information sheet for each photo that includes 1) Unit III Data Tag, 2) the photograph title and 3) a paragraph describing how the photo contributes to the overall intent of your portfolio. The information sheet and the photo should create a 2 page layout so that when the portfolio is open the information sheet is the page on the left and the photo is the page on the right.

Unit III Data Tag

Name: _____		
Age: _____	County: _____	
Class: _____		
Years in Photography: _____		Years in the Current Unit: _____
Tell us about your camera and camera settings:		
Camera Description: _____	_____	_____
(make, model)	(digital, film)	(fixed, auto, SLR)
--OR--		
Phone/Table Camera Description: _____	_____	_____
(make, model)	(megapixels)	
Did you adjust manually? <input type="radio"/> Yes or <input type="radio"/> No		
Shutter Speed: _____ (Controlling the Image, p. 10-13)		
Aperture/F Stop: _____ (Controlling the Image, p. 10-17)		
Special Lens: _____ (Mastering Photography, p. 10-13)		
Filter: _____ (Mastering Photography, p. 14-17)		
Tell us about your photograph:		
1) What did you intend to capture and what do you like about this photo?		
2) How was this photo taken and printed (name the equipment and software used)?		
3) Describe any changes made to the picture using computer software.		

Division 182 - MASTERING PHOTOGRAPHY - UNIT III
Entries must show a progression of learning beyond Unit I & II.

Classes

- 10. Photography Portfolio**—Entry will consist of ten photos that represent the strongest collection of the participant's work
- 20. Advanced Lighting Exhibit Print**—Entry will consist of a print that illustrates creative lighting.
- 30. Breaking the Rules**—Entry will consist of a print that presents a unique focal point and uses different viewpoint, lines, shapes and spacing to create a compelling image.
- 40. Portrait Exhibit Print**—Entry will consist of a print that captures both physical characteristics and personality in their subjects.
- 50. Challenging Exhibit Print**—Entry will consist of a print that illustrates a special effect: 1) Double Exposure, 2) Light Painting, 3) Flash Multiple Exposure, 4) Filters, 5) Night Time Exposure, 6) Digitally altered photos, 7) Other technique not listed.
- 60. True Leader Exhibit Print**—Explore true leaders in your community. True leaders can be anyone from community leaders, teachers, and volunteers to parents and friends. So, what sets them apart? What makes someone a true leader? What effect do they have on the people or environment around them? How can you tell their story through photography”?

QUILT QUEST

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

In the Premier class, the 4-Her has developed skills to be able to do all of the work by himself/herself. This includes pattern and fabric selection, cutting and sewing individual pieces, layering the quilt top/batting/backing together, and quilting. Quilting may be done by hand, by sewing machine or by a commercial-grade quilting machine. After quilting, the 4-Her must finish the quilt by “squaring it up”, put binding on the edge, and placing a label on the quilt which provides details about the quilt making process for historical purposes. All entry cards & supporting information must be attached using a safety pin. No straight pins.

When judging Quilt Quest exhibits, the judges consider SF209 “Standards for Judging Quilts and Quilted Items”.

For all classes, 4-Hers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-Hers may also use “fabric collections” offered by manufacturers in a particular designer or fabric line. Examples of fabric collections include:

- **Jelly Rolls** are made of (up to) 40 different strips of 2 ½” wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-Hers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
- **Honey Buns** are made like the Jelly Rolls with 1 ½” strips of fabrics.
- **Layer Cakes** are 10” squares of fabric from a manufactured designer or fabric line with different pieces of fabric “layered” on top of one another to look like a piece of cake.
- **Charm Packs** are 5” squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- **Candies** are 2½” squares of fabric from a manufactured designer or fabric line.
- **Turnover** is a collection of coordinating fabrics that are cut into 6” triangles.
- **Fat Quarters** are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18” x 21”. (One half yard of fabric yields 2 fat quarters). The “fat quarter” can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
- **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-Her must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.

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

General Information

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

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department C

Division 228

Classes

- 10. Exploring Quilts**—Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to, language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math conversion of patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or a newly made quilt, or history/research of a particular style of quilt such as Baltimore album quilts or Amish quilts. Exhibit may be a 14"x22" poster, notebook, CD, Powerpoint, Prezi, DVD, YouTube, or other technique. All items in an exhibit must be attached together and labeled. NO quilted items should be entered in this class.
- 20. Quilt Designs Other than Fabric**—Two or three dimensional item with quilt design made using medium other than fabric—such as stained glass, paper, etc.

Barn Quilts—A barn quilt is a large piece of wood that is painted to look like a quilt block.

21. Barn Quilt- less than 4'x4'.

22. Barn Quilt- 4'x4' or larger

- 30. Computer Exploration**—Notebook or poster 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.

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

- 40. Wearable Art**—Quilted clothing or clothing accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H member. On a half sheet of 8 1/2" x 11" paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.
- 41. Inter-Generational Quilt**—A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8 1/2 x 11" 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?
- 42. Service Project Quilt**—A quilt constructed by a 4-H member or group to be donated to a worthy cause. On half sheet of 8 1/2"x 11" paper, include an explanation answering the following questions: A) Why was the quilt constructed and who will receive the donated

quilt? B) How did you select the design and fabrics used Including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? D) What did you learn that you can use on your next project?

Guidelines for entries in classes 50-83 Quilted Exhibits

- A. Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project.
- B. A quilted exhibit consists of 3 or more layers.
- C. All quilted exhibits must be quilted (machine or hand), or tied.
- D. 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.
- E. No pre-quilted fabric may be used.
- F. Wall quilts must have a hanging sleeve on the back of the quilt, or some method for hanging.
- G. All quilted exhibits must be clean and finished for intended purpose.
- H. On a half sheet of 8 1/2 x 11" 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?

Quilt sizes are as follows:

1. **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.
2. **Medium**—length + width = 61" to 120".
3. **Large**—length + width = over 120"

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

Division 229

Classes

Quilted Exhibits

Classes 50-52—Pieced quilts made up of squares and/or rectangles.

50. Small

51. Medium

52. Large

Classes 60-62— In addition to any of the methods in classes 50-52, quilts may have triangles, and/or may be embroidered.

60. Small

61. Medium

62. Large

Classes 70-72 In addition to any of the methods in classes 50- 62, quilts

may have curved piecing, appliqué, Celtic style, stained glass style, paper piecing, art quilt style, (An art quilt is an original exploration of a concept or idea rather than the handing down of a “pattern”. It experiments with textile manipulation, color, texture and/or a diversity of mixed media. An Art Quilt often pushes quilt world boundaries), or other non-traditional styles.

70. Small

71. Medium

72. Large

Premiere Quilt—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.

80. Hand Quilted

81. Sewing Machine Quilted

82. Long Arm Quilted—non-computerized/hand guided

83. Long Arm Quilted—computerized

HOME ENVIRONMENT

General Information

- A. 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.
 - 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 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 matboard 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.

- B. Supporting information is not required on Home Environment exhibits on the county level unless otherwise specified in the class description. An exhibitor may include supporting information if they feel the need to explain a certain technique or unique item used to complete the project. Supporting information templates can be found on our website at <http://kearney.unl.edu> PLEASE NOTE: Supporting information is required for any exhibit that is selected for State Fair.

DESIGN MY PLACE (Not eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department C Division 251 Classes

1. **Needlework Item** (made with yarn or floss)
2. **Simple Fabric Accessory** (Pillow, laundry bag, pillow case, table runner, etc...)
3. **Accessory Made with Original Batik or Tie-Dye**
4. **Simple Accessory Made Using Wood**
5. **Simple Accessory Made Using Plastic**
6. **Simple Accessory Made Using Glass**
7. **Simple Accessory Made Using Clay**
8. **Simple Accessory Made Using Paper**
9. **Simple Accessory Made Using Metal Tooling or Metal Punch**
10. **Storage Item Made or Recycled**
11. **Bulletin or Message Board**
12. **Problem Solved**— Use a creative method to show you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)
13. **Video**—Make a video demonstrating how to make a bed, organize a room, or the steps you used to make your simple accessory.

DESIGN DECISIONS

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

Department C Division 257 Classes

1. **Design Board for a Room.** - 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.

2. **Problem Solved, Energy savers OR Career exploration**— Identify a problem (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, multi-media presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration.
3. **Solar, Wind, or Other Energy Alternatives for the Home**— Can be models, either an original creation or an adaptation of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home.
4. **Technology in Design**— Incorporate technology into a project related to home environment: for example, using conductive thread to create a circuit that enhances a wall hanging.
5. **Community Service Activity**— Show what was done as a community service activity related to this project. In a notebook, photo story, or poster, show the purpose and results of that activity. Ex: painting a mural at a daycare or 4-H building, helping an elderly person paint or clean their home, etc. May be an individual or club activity.
6. **Window covering**— May include curtains, draperies, shades, shutters, etc.
7. **Floor Covering**— May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD)
8. **Bedcover**— may include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No tied fleece blankets).
9. **Accessory—Original Needlework/Stitchery** made by 4-H members.
10. **Accessory—Textile, 2D**— table cloth or runner, dresser scarf, wall hanging, etc. (No tied fleece blankets or beginning 10 minute table runners.)
11. **Accessory—Textile, 3D**— pillows, fabric bowls, etc.
12. **Accessory—2D**
13. **Accessory— 3D** — (string art, wreaths, etc.)
14. **Accessory— Original Floral Design**— arranged by 4-H'er

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

15. **Accessory—Original made from wood**—burn, cut, shape or otherwise manipulate.
16. **Accessory—Original made from glass**—etch, mosaic, stain, molten or otherwise manipulate.
17. **Accessory—Original made from metal**— cut, shape, punch,

sculpt, reassemble or otherwise manipulate.

18. **Accessory—Original made from ceramic or tile**—Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
19. **Accessory—Recycled/Upcycled item for the home**, Reuse a common object or material in a creative way. It is required to include a description of what was done to recycle or re-use item.
20. **Furniture—Recycled/Remade**, made or finished by using a common object or material in a creative way. It is required to include a description of what was done to recycle or re-use item.
21. **Furniture—Wood opaque finish** such as paint or enamel
22. **Furniture—Wood clear finish** showing wood grain.
23. **Furniture—Fabric covered**. May include stool, chair seat, slip-covers, headboard, etc.
24. **Furniture—Outdoor Living**. Furniture made/ refurbished by 4-H member suitable for outdoor use. If an item is recycled or reused in some way, it is required to include description of what was done to recycle or reuse item.
25. **Accessory—Outdoor Living**. Accessory made/ refurbished by 4-H member suitable for outdoor use. If an item is recycled or reused in some way, it is required to include description of what was done to recycle or reuse item.

SKETCHBOOK CROSSROADS

Use techniques from manual or comparable techniques.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department C

Division 260

Classes

1. **Original pencil or chalk drawing, ready to hang** . Scratch art accepted here. (pgs 10-21)
2. **Original ink drawing**, (pgs. 22- 28)
3. **Home accessory made with fiber** (pg 29)
4. **Home accessory made with felted wool** (pgs. 29-33)
5. **Home accessory made with cotton linter** (pgs. 34-36)
6. **Home accessory using batik** (pgs. 37-39)
7. **Home Accessory made by weaving** (pgs. 40-47)
8. **Home accessory made with fabric exhibitor has dyed** (pgs. 48-50)
9. **Original sculpted or thrown home accessory made with clay** (no purchased items) (pgs. 53-62)
10. **Nebraska Life Exhibit**—An art exhibit using one of the techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example—a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants or flowers to dye fabric.

PORTFOLIO PATHWAYS

Use techniques from manual or comparable techniques.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department C

Division 261

Classes

1. **Original acrylic painting based on techniques learned in Unit I Portfolio Pathways, framed and ready to hang;** (pgs. 12-13)
2. **Original oil painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang;** (pgs. 26-33)
3. **Original watercolor based on techniques learned in unit I of Portfolio Pathways, framed and ready to hang;** (pgs. 14-17)
4. **Original sand painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang;** (pgs. 20-21)
5. **Original encaustic painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang;** (pgs. 34-35)
6. **Home accessory made with any printing technique in Pathways Unit II** (pgs 36-56)
7. **Nebraska Life Exhibit**—An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example—solar printing; making prints using shed snakeskin or plant; an acrylic, oil; watercolor painting of scenes of your community or the surrounding area; or using objects from nature to make the painting. Include required information listed above and how this project represents Nebraska life.

HEIRLOOM TREASURES/FAMILY KEEPSAKES

This project area is for items with historic, sentimental or antique value that are restored, repurposed or refinished to keep their original look and value. It is not for “recycled” items. For example, a bench would be considered an heirloom if the original finish is restored, but if decorated by painting it would be considered recycled. Note: Resources to support this project area are on the 4-H Website.

Attach information including:

1. List of steps taken to complete the project. Before and after pictures encouraged.
2. Keepsakes Documentation: how you acquired the item and the history of the item—may be written, pictures, audio or video tape of interview with family members, etc.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department C
Division 256
Classes

- 1. Trunks**—including doll-sized trunks or wardrobes. Supporting information sheet required.
- 2. An Article**—either a repurposed “treasure” (accessory) from an old item or an old “treasure” (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection. Supporting information sheet required.
- 3. Furniture**—either a repurposed “treasure” from an old item or an old “treasure” refinished or renovated. May include doll-sized furniture. Supporting information sheet required.
- 4. Cleaned and Restored Heirloom Accessory or Old Furniture** —a reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles, G1682 for information on textiles. (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. Supporting information sheet required.

CLOTHING

Rules

- ENTRY TAGS**-Every clothing exhibit must be described on the appropriate entry tag accompanying it. (Example: dark blue wool skirt and jacket, red and white figured blouse).
- PREPARATION OF EXHIBITS**-Have entries on wire hangers with hook toward right shoulder of garment. Use safety pins to fasten skirts, shorts, and pants to hangers. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties. All entries should be covered with a plastic bag.
- Garment may be made for self or for another person.
- CRITERIA FOR JUDGING**-Refer to the Nebraska 4-H website for current state fair score sheets at www.4h.unl.edu. In addition, all entries must conform to rules and regulations as set forth in this Premium List.

STEAM CLOTHING: BEYOND THE NEEDLE
(Formerly Decorate your Duds)

The entry is a garment showing the application of creative art, such as—but not limited to—hand or machine embroidery, applique, textile paint-

ing, fabric, etc. 4-H members must show their own original creativity.

Premium	Purple	Blue	Red	White
\$4.00	\$3.00	\$2.00	\$1.00	

Department C

Division 221

Classes

- 10. Beginning Embellished Garment**—Create a garment using beginning techniques as defined in the project manual. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement. (Not eligible for State Fair)
- 11. Beginning Textile Clothing Accessory**—Accessory is constructed and/or decorated using techniques as defined in the project manual. Entry examples include: hats, bags, scarves, gloves, aprons etc. (Not Eligible for State Fair)
 - 1. Design Portfolio**—A portfolio consisting of at least three design samples. Refer to the project manual for activity ideas. The portfolio should be placed in an 8½" x 11", 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 of the manual for portfolio formatting.
 - 2. Color Wheel**—Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".
 - 3. Embellished Garment With Original Design**—Create a garment using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement.
 - 4. Original Designed Fabric Yardage**—Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of at least one yard of finished fabric. Include information on how the fabric was designed—describe the process and materials used and how the fabric will be used. If additional information is not included, exhibit will be lowered one ribbon placing.
 - 5. Item Constructed From Original Designed Fabric**—Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed— describe the process and materials used. If additional information is not included, exhibit will be lowered one ribbon placing,
 - 6. Textile Arts Garment or Accessory**—A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.
 - 7. Fashion Accessory**—An accessory designed and/or constructed using elements and principles of design; can be textile or non-

textile based. Examples: shoes, bracelets, scarves, etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

STEAM CLOTHING 1 : FUNDAMENTALS

(Not eligible for State Fair) Exhibits will be simple articles requiring beginning skills. Follow suggested skills in project manual. May exhibit one item per class number. 4-H'ers who have enrolled in or completed STEAM Clothing 2 project are not eligible to exhibit in STEAM Clothing 1.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department C

Division 227

Classes

- 1. 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 8½” 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.
- 2. Sewing Kit**—Include a list of sewing notions and purpose for each included. (pg 12-17 in project manual)
- 3. Fabric Textile Scrapbook**—Must include at least 5 different textile samples. Use Textile Information Cards template on page 41 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½” x 11”, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.
- 4. 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, or 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.
- 5. 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” pages 124 and 125.
- 6. Pincushion**
- 7. Pillowcase**
- 8. Simple Pillow**—No larger than 18” x 18”
- 9. Bag/Purse**—No zippers or button holes
- 10. Simple Top**
- 11. Simple Bottom**—Pull on pants, shorts, or skirt
- 12. Simple Dress**
- 13. Other**—Using skills learned in project manual. (apron, vest, etc.)
- 14. 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.

15. **Upcycled Accessory**—A wearable accessory made from a used item. The item used must be changed in some way in the “redesign” process. A “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.

STEAM CLOTHING 2: SIMPLY SEWING

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 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.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department C

Division 222

Classes

1. **Clothing Portfolio** —Complete at least four different samples/ activities from Chapters 2, 3 or 4 of the project manual. The Portfolio should be placed in an 8½” x 11”, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 9-11 for portfolio formatting.
2. **Expanded Textile Science Scrapbook**—Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½” x 11”, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.
3. **Design Basics, Understanding Design Principles**—4-H’ers 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”.
4. **Pressing Matters**—4-H’ers 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.
5. **Entrepreneurial Sewing**—Using pages 161-167 in the 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 an notebook, poster, or small display. Exhibits should not exceed 22” x 30”.
6. **Upcycled Garment**—Create a garment from used textile based items. The original used item must be redesigned, (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.

7. **Upcycled Clothing Accessory**—A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
8. **Textile Clothing Accessory**—Textile accessory is constructed using at least one skill learned in this project. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.).
9. **Top** (Vest Acceptable)
10. **Bottom** (Pants or shorts)
11. **Skirt**
12. **Lined or Unlined Jacket or Vest**
13. **Dress** (not formal wear)
14. **Romper or Jumpsuit**
15. **Two-Piece Outfit**

STEAM CLOTHING 3: A STITCH FURTHER

Exhibits entered in this project must reflect at least one new skill learned from this manual. (See project manual skill-level list) Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of complete constructed garments only. Wool entries must have the fiber content listed on the identification label.

Premium	Purple	Blue	Red	White
	\$7.00	\$5.50	\$4.00	\$2.50

Department C

Division 223

Classes

1. **Clothing Portfolio**—Complete at least four different samples/activities from Chapter 2, Chapter 3 or Chapter 4 of the project manual. The portfolio should be placed in an 8½” x 11”, 3 ring binder. Include an appropriate cover (Additional pages can be added each year but should be dated.) See pages 11-13 for portfolio formatting.
2. **Expanded Textile Science Scrapbook**—must include at least 10 different textile samples. Use textile information cards template on page 39 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8½” x 11”, 3 ring binder. Include an appropriate cover. See project manual for fabric suggestions.
3. **Advanced Entrepreneurial Sewing**—Using lessons learned in Chapter 5 of the manual, display one sample product with a business plan that includes a business ID and logo. The exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22” x 30”.
4. **Upcycled Garment**—Create a garment from used textile based

items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.

5. **Upcycled Clothing Accessory**—A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
6. **Textile Clothing Accessory**— Textile accessory is constructed using at least one skill learned in this project. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
7. **Dress or Formal**
8. **Skirted Combination**—(Skirt with shirt, vest or jacket OR jumper and shirt)
9. **Pants or Shorts Combination**— (pants or shorts with shirt, vest or jacket)
10. **Romper or Jumpsuit**
11. **Specialty Wear**— (Includes: swim wear, costumes, hunting gear, or chaps)
12. **Lined or Unlined Jacket**— (Non-tailored)
13. **Coat, Blazer, Suit Jacket or Outerwear**— A tailored blazer or suit jacket or coat.

FIBER ARTS-KNITTING

May be Clothing or Home Environment Exhibits. 4-H’ers may enter **up to 3 articles** in their appropriate class. Exhibits entered in intermediate and advanced units should show more advanced work and different stitches than those appropriate for previous units. All entries must be covered with a clear plastic bag.

Each knitted exhibit must include the following information placed with the entry tag:

- 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/hook
- Kind of yarn—weight and fiber content
- Names of stitches used
- Copy of directions.

KNITTING

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department C

Division 235

Classes

1. Beginning Unit Knitted Items (Not Eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

5. **Level 2 Knitted Clothing or Home Environment Item**—Knitted items using pattern stitches such as diamond, block, twist or seed/moss stitches.

Division 225

Classes

15. **Level 3 Knitted Clothing or Home Environment Item**—Knitted item made from advanced knitting stitches such as pass lip stitch over, double-pointed needle knitting, cable, Turkish, tamer-na, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle.
25. **Educational Display**—Share with others what you learned in this project. Exhibit may be a poster or foam board (not to exceed 22" x 30"), a notebook or a small display of an educational nature. Examples include: information on careers in the textile industry, information on textile fibers, illustrate art element (line, shape, space, texture and color), art principles (proportion, balance, rhythm, emphasis and unity), coordinating a wardrobe, seam finishes, the science of textiles including dye techniques, shrink testing of fabrics, knit stitches, crochet stitches, gauge, etc.

FIBER ARTS-CROCHETING

May be Clothing or Home Environment Exhibits. 4-H'ers may enter **up to 3 articles** in their appropriate class. Exhibits entered in intermediate and advanced units should show more advanced work and different stitches than those appropriate for previous units. All entries must be covered with a clear plastic bag.

Each crocheted exhibit include the following information placed with the entry tag:

- 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 and size of hook
- Kind of yarn—weight and fiber content or other material used.
- Names of stitches used
- Copy of directions.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department C
Division 236
Classes

1. Beginning Unit Crocheted Items (Not Eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

Division 226
Classes

- 5. Level 2 Crocheted Clothing or Home Environment Item**—using pattern stitches such as texture, shell, cluster or mesh stitches.
- 15. Level 3 Crocheted Clothing or Home Environment Item**—using advanced crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches.
- 25. Educational Display**—Share with others what you learned in this project. Exhibit may be a poster or foam board (not to exceed 22" x 30"), a notebook or a small display of an educational nature. Examples include: information on careers in the textile industry, information on textile fibers, illustrate art element (line, shape, space, texture and color), art principles (proportion, balance, rhythm, emphasis and unity), coordinating a wardrobe, seam finishes, the science of textiles including dye techniques, shrink testing of fabrics, knit stitches, crochet stitches, gauge, etc.

FASHION SHOW

- A. Each clothing member may model one outfit per class 4-H Fashion Show in each project in which they are enrolled. In addition, each clothing member can model one outfit in the "Just for Fun" class if they modeled in any other project, or in 4-H Shopping in Style.
- B. Accessories may be either made or purchased (except in 4-H Shopping in Style). Fashion Show contestants must appear in the Public Fashion Show in order to receive a Fashion Show ribbon or premium money.
- C. Trophies and Grand Champion ribbons will be awarded. There will be no Reserve Champion Ribbon given.

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

Department C

Division 230

Classes

STEAM Clothing: Beyond the Needle—4-H Members must show their own original creativity.

- 1. Modeled Beyond the Needle Embellished Garment**—may be a purchased, constructed, or recycled garment to which surface embellishment has been applied, or a garment in which the design is created through the structure such as color blocks, fabric strips, texturizing fabric pieces, etc... Not Eligible for State Fair
- 10. Modeled Beyond the Needle Embellished Garment with an Original Design**— Garment is created using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement.
- 15. Modeled Beyond the Needle Garment Constructed From Original Designed Fabric**—Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added.
- 20. Modeled Beyond the Needle Textile Arts Garment(s)** Garment is constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape.
- 21. Modeled Beyond the Needle Accessory**—Textile Arts Accessory or Fashion Accessory. (Not Eligible for State Fair Fashion Show)

STEAM Clothing 1: Fundamentals

(Not Eligible for State Fair) 4-H members who have enrolled in or completed STEAM Clothing 2 or 3 are not eligible.

- 25. Model Constructed STEAM 1 Garment**—Simple Pull-On Pants/Shorts, Skirt, Simple Pullover Top/Shirt, Simple Dress

STEAM Clothing 2: Simply Sewing—4-H Members who have enrolled in/or completed STEAM Clothing 3 are not eligible.

- 30. Model Constructed STEAM 2 Garment(s)**— Possible types of garments include: Dress; Romper or Jumpsuit; OR Two Piece Outfit (skirt with shirt, vest, or jacket; jumper and shirt; pants or shorts outfit (pants or shorts with shirt, vest, or unlined jacket). Night shirts or lounge wear may be modeled but are not eligible for the State Fair Fashion Show.

STEAM Clothing 3: A Stitch Further

- 40. Model Constructed STEAM 3 Garment(s)** - Possible types of garments include: Dress or formal; Skirted Outfit (skirt with shirt, vest, or jacket OR jumper and shirt); Pants or Shorts Outfit (pants or shorts with shirt, vest, or jacket); Romper or jumpsuit; Specialty Wear (swim wear, costumes, western wear (chaps, chinks, or riding attire); OR Jacket (non-tailored). Tailored Blazer, Suit Jacket, or Coat. Additional pieces with blazer, jacket or coat may either be constructed or purchased. A pur-

chased top can be worn to complete a vest or jacket outfit with a skirt, pants or shorts. Night shirts or loungewear can be modeled but are not eligible for the State Fair Fashion Show.

Knitting and/or Crocheting

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, hairpin lace, design motifs or pattern stitches. Garment needs to be a complete outfit as in a dress, coat, or two piece ensemble (bottom and top)

50. Model Knitted or Crocheted Clothing (Level 2 or 3)

Shopping in Style

4-H Members who are 10 years or older as of January 1st and are enrolled in Shopping in Style may model in this class in addition to modeling a constructed garment. Garments modeled must be entered with a binder or video in Shopping in Style section. All parts of outfit must be purchased.

60. Model Shopping in Style Purchased Outfit and Written Report

Just For Fun—(Not Eligible for State Fair) Any 4-H'er enrolled in a clothing project and who models in a clothing project is eligible to enter this category. Exhibit can be any garment or outfit (not accessory) the 4-H'er has made using or expanding on the learnings of the clothing project he/she is enrolled in, but cannot have been modeled in another category. It can be a garment made for someone else, but has to be modeled by the person for who it was made. It will not be judged on construction, only on overall effect of appearance. Take home after Public Fashion Revue,. Not displayed at fair.

110. Just for Fun

Consumer Management

SHOPPING IN STYLE

Age: 10 & over

4-H Members who are 10 years or older as of January 1st and are enrolled in Shopping In Style may enter these classes. The purpose is to

give the 4-H'er a chance to show skills learned in selecting and/or purchasing an outfit for a particular purpose. Posters should be on 14"x22" poster board. Three-ring binders should be 8½ x 11" x 1". Videos should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or Quick Time Player.

Premium	Purple	Blue	Red	White
	\$5.00	\$4.00	\$3.00	\$2.00

Department C

Division 240

Classes

- 1. Best Buy for Your Buck** (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. Provide details about wardrobe inventory which indicates why you selected the garment you did, clothing budget, cost of garment and a conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck". Provide 3 color photos of you wearing the garment (front, side, back views)
- 2. Best Buy for Your Buck** (Ages 14-18 before January 1 of the current year)—Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video. No posters. Provide details listed for those ages 10-13, plus include body shape discussion, construction quality details, design features that affected your selection, cost per wearing, care of garment, and a conclusion or summary statement(s) stating your final comments on why you selected your "best buy for your buck" Provide 3 color photos of you wearing the garment (front, side, back views)
- 3. Revive Your Wardrobe**— Take at least two items in your wardrobe that still fit but that you don't wear anymore and pair them with a new garment or garments to make them wearable once again. Create a photo story which includes before and after photos and a description of what was done. Put in a binder, poster, or video.
- 4. Show Me Your Colors**—Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the manual [page 23 for more information. Entry should be a poster,
- 5. Clothing 1st Aid Kit**—Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put in appropriately sized box or tote with a lid. No larger than a shoebox.
- 6. Mix, Match, & Multiply**—Using this concept from page 32 of the manual take at least 5 pieces of clothing and create new outfits.

Use your imagination to show various looks (i.e. on a clothes line, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video.

FOODS, NUTRITION **& FOOD PRESERVATION**

- A. Labels— For all FOOD PRODUCTS -Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place the food on the appropriate size plate. Put exhibit in a self sealing bag. Attach entry tag and recipe at the corner of the bag on the outside. FOR NON-FOOD ENTRIES-Please attach the entry tag to the upper right hand corner of the entry. GENERAL LABELING INFORMATION-All additional information pieces (recipes, special items) must be labeled with exhibitor's name and county.
- B. Criteria for Judging—Exhibits will be judged according to score sheets available at your local extension office or at <http://4h.unl.edu/statefair4h>. Be sure to follow entry instructions required for your exhibit. Incomplete exhibits will be lowered a ribbon placing.
- C. Enter Food Projects in disposable materials, i.e., paper plate and plastic self sealing bag.
- D. 4-H'ers exhibiting perishable foods at the county fair must bring the whole product rather than a portion. After these products have been judged, a small portion will be left on display. The remaining portion may be sold at the Bake Sale.
- E. Exhibits are on display for several days. Limit exhibits to products that hold up well. Items that require refrigeration will not be accepted, judged or displayed. Food products must be unquestionably safe to eat when they are entered, whether tasted or not. Egg glazes on yeast products before baking are allowed. Glazes, frostings, and other sugar based toppings are also considered safe due to the high sugar content. Eggs incorporated in baked goods or crusts and cheeses mixed into bread dough are considered safe. All fruit fillings must be cooked. Uncooked fruit is not allowed in any exhibit due to spoilage (i.e. fresh fruit tart). Cream cheese fillings and/or frostings are not allowed. Meat, dried meat, meat substitute pieces (bacon bits, pepperoni, etc.) or melted cheese toppings are not allowed in food exhibits. They may result in an unsafe food product by the time the item is judged due to unpredictable heat/and or weather conditions and will be disqualified.
- F. Commercially prepared mixes are allowed in Cooking 201 (Class 2) exhibits ONLY.

- G. Ingredients that the 4-H member cannot legally purchase, such as beer, whiskey, rum, etc., may not be used in any recipe or foods exhibit. Exhibits that include alcohol in the recipe will be disqualified. This includes menu and recipe file exhibits.

CONTESTS / GENERAL

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.25	\$1.00

Favorite Food Fair—Any 4-H member enrolled in a food/nutrition project is eligible to enter this contest. A contest entry consists of a display set up on a card table (or similarly sized area) and includes:

- A sample of the member's favorite food
- Two display cards—a menu card and recipe card
- Table appointments—covering, dishes, silverware, napkins, decorations, etc.

Bake 'N Take—Any 4-H member enrolled in a food/nutrition project is eligible to enter this contest. Each entry receives blue premium. The Champion trophy is based on People's Choice. An entry consists of a baked product presented in an attractive way, as if being given to an elderly or shut-in person or a special friend. The amount of food will vary, depending on the size of the container. There should be enough of your food so you have an attractive package and so the judge can sample the food. Do not include items that require refrigeration.

Department E

Division 400

Classes

- Favorite Food Fair, Individual** (Not Eligible for State Fair)
- Favorite Food Fair, Team**—Consists of 2 people who share responsibilities for the exhibit. Both must be present for the contest.
- Bake 'N Take Display**—(Not Eligible for State Fair)

Department E

Division 350

Class

- Food Science Exploration**—Open to any 4-H'er enrolled in a Foods and Nutrition project. 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 binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
- Foods & Nutrition Poster, Scrapbook, or Photo Display**—Open to any 4-H'er enrolled in a Foods & Nutrition project, involving a nutrition or food preparation or career concept/

lesson. This might contain pictures, captions, and/or reports to highlight the concept. 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 binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.

3. **Physical Activity & Health Poster, Scrapbook, or Photo Display**— Open to any 4-H'er enrolled in a Foods & Nutrition project, involving a physical activity or career concept/lesson. This might contain pictures, captions, and/or reports to highlight the concept. 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 binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
4. **Cooking Basics Recipe File**—A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H'er is in the project, with year clearly marked on recipes. Display in a recipe file or binder. Be sure to include the number of servings or yield of each recipe. This may be a continued recipe file project from the previously used 4-H curriculum before 2018.

ROAD TO GOOD COOKING (Not Eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department E

Division 403

Classes

1. **Oatmeal Cookies**—(any recipe) Four on a small paper plate
2. **Nutritious Snack**—(any recipe) Display on a paper plate

COOKING 101 (Not Eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department E

Division 401

Classes

1. **Cookies** -(any recipe)-Four on a small paper plate.
2. **Muffins** - (any recipe)-Four on a small paper plate.
3. **No Bake Cookie** - (any recipe) –Four on a small paper plate.
4. **Cereal Bar Cookie**—(any cereal based recipe) —Made in a pan and cut into bars or squares for serving. Four on a small paper plate.
5. **Granola Bar** - (any recipe)- Four on a small paper plate.

6. **Brownies** - (any recipe) - Four on a small paper plate.
7. **Snack Mix** - (any recipe) - At least 1 cup in a self-sealing plastic bag.

COOKING 201

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department E

Division 410

Classes

1. **Loaf Quick Bread**—(any recipe) A standard loaf (8 ½” x 4½” or 9” x 5”) displayed on a paper plate. Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. If mini-loaf pans are used for exhibit, two loaves must be presented for judging.
2. **Creative Mixes** - (any recipe) Whole baked product or 4 muffins or cookies on a paper plate. May be baked 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. (Ex. Poppyseed Quick Bread from a cake mix, cake mix cookies, sweet rolls from ready-made bread dough, monkey breads from biscuit dough, streusel coffee cake from a cake mix, etc.) Tell what you learned about making this product using a pre-measured mix instead of a recipe from scratch. Does it make it better or easier to use a convenience product or mix? Why or why not?
3. **Biscuits or Scones** - Four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled, or dropped. Any recipe that is a non-yeast product baked from scratch.
4. **Healthy Baked Product**—(any recipe) Whole baked product or 4 muffins or cookies on a paper plate. 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.).
5. **Coffee Cake**—Any recipe or shape, non-yeast product—Whole baked product. May be baked in a disposable pan. Include menu for a complete meal where this recipe is served, following the meal planning guidelines suggested in Cooking 201.
6. **Baking with Whole Grains**—Any recipe, whole baked product or 4 muffins/cookies on a paper plate. May be baked in a disposable pan. Recipe must contain whole grains as part of the ingredients. (ex. whole wheat applesauce bread, peanut butter oatmeal cookies, etc.)
7. **Non-Traditional Baked Product**—Exhibit must include a food product prepared using a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in micro wave, etc) Entry must be whole baked product or 4 muffins or cookies on a paper plate. Entry must include supporting information that discusses alternative preparation method and how it compares with

traditional method.

COOKING 301

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Any bread item prepared or baked using a bread machine should be entered under the Cooking 201, Non-Traditional Baked Product class. 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.

Department E

Division 411

Classes

1. **White Bread**—(any yeast recipe) A standard loaf displayed on a paper plate.
2. **Whole Wheat or Mixed Grain Bread** (any yeast recipe) - A standard loaf displayed on a paper plate.
3. **Specialty Rolls**—(any yeast recipe) 4 rolls on a paper plate. May be sweet rolls, English Muffins, Kolaches, Bagels, or any other similar recipe that makes individual portions.
4. **Dinner Rolls**—(any yeast recipe) 4 rolls on a paper plate. May be clover leaf, crescent, knot, bun, bread sticks, or any other type of yeast dinner roll.
5. **Specialty Bread**—(any yeast recipe) Whole baked product, includes tea rings, braids, or any other full-sized specialty bread product.
6. **Shortened Cake**—NOT FROM A CAKE MIX! Whole baked product. 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.)

COOKING 401

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Any bread item prepared or baked using a bread machine should be entered under the Cooking 201, Non-Traditional Baked Product class. 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.

Department E

Division 412

Classes

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

2. **Family Foods Traditions**—(any recipe) Whole 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.
3. **Ethnic Food Exhibit** - (any recipe) Whole baked product or 4 muffins or cookies on a paper plate. 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.
4. **Candy**—(any recipe) Four pieces of candy on a paper plate or ½ cup. No items containing cream cheese will be accepted. (Example: cream cheese mints). Candy may be cooked or no cook; dipped, molded, made in the microwave or other methods of candy preparation. Recipe must be included.
5. **Foam Cake**—Original recipe (no mixes) Whole baked product. 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).
6. **Specialty Pastry (any recipe)** - Any recipe. Whole baked product or four on a paper plate. Baked items such as pie tarts, puff pastry, phyllo doughs, scones, biscotti, choux, croissants, Danish, strudels. Pastries made with cream or egg based fillings will be disqualified. Phyllo dough may be pre-made or from scratch.

YOUTH IN MOTION (Not Eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department E

Division 300

Classes

1. **YOUTH in Motion Poster, Scrapbook, or Photo Display**—Exhibit 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.
2. **Activity Bag**—A duffel bag or backpack that the 4-H'er packs so that they are always prepared to be active and make healthy food choices. May include proper workout attire, a healthy beverage or snack, a notebook or goal sheet, etc. Make sure all items are clean, clearly labeled and an explanation of why it is included in the Activity Bag. 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. (Not eligible for State Fair)
3. **YOUTH in Motion Healthy Snack Recipe File**—Collection of 10 recipes from any source. Each recipe must accompany a com-

plete snack menu in which the recipe is used, following the idea that a healthy snack includes foods from at least two different food groups. An additional 10 recipes may be added each year 4-H'er is in project, with year clearly marked on recipes. Consider creativity and neatness. Display in recipe file or box, or in a binder. Be sure to include number of servings or yield for each recipe. (Not eligible for State Fair)

4. **Healthy Lifestyle Interview**—Interview someone in your life that you admire that is physically active or has a healthy lifestyle. Why do they enjoy their exercise program or lifestyle choices? What are their goals? Why do you admire them? Maximum of two pages, one sided write up of an interview with someone who has an active exercise program or has a healthy lifestyle. Consider creativity and neatness. Mount on a 9x12" colored paper or poster board, or display in a binder. Include a picture of the person interviewed. (May be laminated to preserve exhibit.) Overall size of mounted exhibit should be no larger than 9x12".
5. **Healthy Snack**—See ideas for non-perishable snacks on page 36. 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.) Supporting information to include recipe and why this snack menu might be considered a healthy snack. (Not eligible for State Fair)

CAKE DECORATING (Not Eligible for State Fair)

Cakes will not be cut. Will leave on display for entire fair. Do not cover cakes. There will be two divisions: Cake Decorating 1 and Cake Decorating 2. A 4-H'er can be in Cake Decorating 1 for 2 years. If you have over 2 years cake decorating experience, enter Cake Decorating 2. All entries must include card explaining intended use of cake and reason colors and design were chosen.

Cake Decorating 1 (1st or 2nd year in cake decorating)

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department E Division 415 Class

1. **Decorated Cake—Using a shaped cake pan or designing your own.**

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

2. **Top of Cake**—Either 9" or 10" circle or 9x13" rectangular. Can use cardboard, styrofoam or other artificial material.
3. **Display of 3 Different Edgings**—Must be exhibited on a disposable container. Must have 12 inches of each decorative edging. (No card required)
4. **Display of Roses**—Must include 2 roses and a rosebud. It does not need leaves. Must be exhibited on a disposable container. (No

card required)

5. Decorated Cupcake, Cookie or other Item

CAKE DECORATING 2 (over 2 years in cake decorating)

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department E

Division 417

Class

1. **Decorated Cake**—Using a shaped cake pan or designing your own.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

2. **Top of Cake**—Either 9” or 10” circle or 9x13” rectangular. Can use cardboard, styrofoam or other artificial material.
3. **Display of 3 Different Edgings**—Must be exhibited on a disposable container. Must have 12 inches of each decorative edging. (No card required)
4. **Display of Roses**—Must include 2 roses and a rosebud. It does not need leaves. Must be exhibited on a disposable container. (No card required)
5. **Decorated Cupcake, Cookie or other Item**

FOOD PRESERVATION

Rules

- A. 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. Spoiled or unsealed container disqualifies entry.
- B. Jars 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 to help protect the seal. No zinc lids. Improperly canned or potentially hazardous food items will be disqualified.
- C. All canning must be the result of this year’s 4-H project, since September 1 of the previous calendar year.
- D. Recipe/Labeling—Recipe must be included, may be handwritten, photocopied or typed. Commercially prepared mixes are not allowed. 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 member, county, name of product and date of processing. Write plainly on a label and paste or tape securely on jar bottom.

All exhibits must include the 4-H Food Preservation Card available on our web page at Kearney.unl.edu, or include the following information with exhibit.

- (1) Name of product
- (2) Date preserved
- (3) Method of preservation (pressure canner or water bath canner)
- (4) Type of pack (raw pack or hot pack)
- (5) Altitude (and altitude adjustment, if needed)
- (6) Processing time
- (7) Number of pounds of pressure (if pressure canner used)
- (8) Drying method and drying time (for dried food exhibits).
Write plainly on label and attach securely 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.
- (9) Recipe and source of recipe (if a publication, include name and date).

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

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

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

UNIT 1 FREEZING PROJECT MANUAL

Department E
Division 407

Classes

1. **Baked Item Made with Frozen Produce**—(any recipe) Whole baked product or 4 muffins or cookies on a paper plate. 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 a part of this project **AND** the baked food item.

UNIT 2 DRYING PROJECT MANUAL

Department E
Division 407

Classes

2. **Dried Fruit**—Exhibit 3 different examples of 3 different dried

fruits. Place each fruit (6-10 pieces of fruit, minimum ¼ cup) in separate self-sealing bags. Use a rubber band or “twisty” to keep exhibit together.

3. **Fruit Leather**—Exhibit 3 different samples of 3 different fruit leathers. Place a 3-4” sample of each in separate self-sealing bags. Use a rubber band or “twisty” to keep exhibit together.
4. **Vegetable Leather**—Exhibit 3 different examples of 3 different vegetable or vegetable/fruit leather combo. Place 3-4” sample of each leather together in separate self-sealing bags. Use a rubber band or “twisty” to keep exhibit together.
5. **Dried Vegetables**—Exhibit 3 different samples of 3 different dried vegetables. Place each food (1/4 cup of each vegetable) in a separate self sealing bag. Use a rubber band or "twisty" to keep exhibit together.
6. **Dried Herbs**—Exhibit 3 different samples of 3 different dried herbs. Place each food (1/4 cup of each herb) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.
7. **Baked Item Made with Dried Produce/Herbs**—(any recipe) Whole baked product or 4 muffins or cookies on a paper plate. 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 MANUAL

Department E

Division 407

Classes

8. **1 Jar Fruit Exhibit**— One jar of a canned fruit. Entry must be processed in a boiling water bath according to current USDA recommendations.
9. **3 Jar Fruit Exhibit**—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 a boiling water bath according to current USDA recommendations.
10. **1 Jar Tomato Exhibit**—One jar of a canned tomato product. Entry must be processed in a boiling water bath or pressure canner according to current USDA recommendations.
11. **3 Jar Tomato Exhibit**—Exhibit 3 jars of 3 different canned tomato products (salsa, sauces without meats, juice, stewed, etc. Entry must be processed in a boiling water bath and according to current USDA recommendations.
12. **1 Jar Pickled Exhibit**—One jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations.
13. **3 Jar Pickled Exhibit**—Three jars of different kinds of canned pickled and/or fermented products. Entry must be processed in a boiling water bath according to current USDA recommendations.

14. **1 Jar Jelled Exhibit**—One jar of a jam, jelly or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations.
15. **3 Jar Jelled Exhibit**—Three different kinds of jelled products. Entry may be made up of either pints or half pints (but all jars must be the same size). Entry must be processed in the boiling water bath according to current USDA recommendations.

UNIT 4 PRESSURE CANNING MANUAL

Department E

Division 407

Classes

16. **1 Jar Vegetable or Meat Exhibit**—One jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA recommendations.
17. **3 Jar Vegetable Exhibit**—Three jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.
18. **3 Jar Meat Exhibit**—Three jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.
19. **Quick Dinner**—Exhibit a minimum of 3 jars to a maximum of 5 jars (all the same size) plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on a 3 X 5" file card and attach to one of the jars. Entry must be processed according to current USDA recommendations.
20. **1 Jar Tomato Exhibit**—One jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations.
21. **3 Jar Tomato Exhibit**—Exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a pressure canner according to current USDA recommendations.

HORTICULTURE

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 OFFICE OR VOLUNTEER PERSONNEL.

DIVISION 770—FLORICULTURE, EDUCATIONAL EXHIBITS & HOUSEPLANTS.

WORLD OF FLOWERS and ANNUAL FLOWERS - An exhibitor may enter a maximum of 5 exhibits of single variety classes, one entry per class. Exhibits entered under an incorrect class number or containing an incorrect number of flowers will be lowered one ribbon placing. A perennial is defined as a plant of which the crown over winters. 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 over winters as a crown, blooms the following year and dies. Use clear glass jars or bottles for cut flower entries.

GROWING GREAT HOUSEPLANTS - An exhibitor may enter a maximum of one per class of container grown plants, posters and notebooks.

CUT FLOWERS - Containers will not be judged, however they should be of adequate size to display blooms and of a neutral color.

PREMIUM	Purple	Blue	Red	White
Class 1-53	3.00	\$2.25	\$1.75	\$1.00

5 stems of a single variety (cultivar) unless otherwise noted.

Department G

Division 770

Classes

Annuals and Biennials

Annuals and biennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis. Do not mix cultivars or colors.

- 1. Aster**
- 2. Bachelor Buttons**
- 3. Bells of Ireland**
- 4. Browallia**
- 5. Calendula**
- 6. Celosia (crested or plume) (3 stems)**
- 7. Cosmos**
- 8. Dahlia**

9. **Dianthus**
10. **Foxglove**
11. **Gladiolus (3 stems)**
12. **Gomphrena**
13. **Hollyhock (3 stems)**
14. **Marigold**
15. **Pansy**
16. **Petunia**
17. **Salvia**
18. **Snapdragon**
19. **Statice**
20. **Sunflower** (under 3" diameter -5 stems, 3" or more in diameter 3 stems)
21. **Vinca**
22. **Zinnia**
23. **Any other annual or biennial** (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems)

Perennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis. Do not mix cultivars or colors.

30. **Achillea / Yarrow**
31. **Chrysanthemum**
32. **Coneflower**
33. **Coreopsis**
34. **Daisy**
35. **Gaillardia**
36. **Helianthus**
37. **Liatris (3 stems)**
38. **Lilies (3 Stems) (Not Daylilies)**
39. **Platycodon**
40. **Rose (3 stems)**
41. **Rudbeckia/Black-eyed Susan**
42. **Sedum**
43. **Statice**

44. **Any other perennial** (under 3" diameter - 5 stems, 3" or more in diameter - 3 stems) (do not duplicate entries in classes 30-43)

45. **4-H Flower Garden Collection of 5 different flowers.**
Each flower in the collection should be exhibited with the number specified for classes 1-44. Display in a box or other holder not more than 18" in any dimension. Do not duplicate entries in classes 1-44 with any in the group collection.

Educational Exhibits

50. **Flower Notebook** - Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. 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.

- 51. Flower Garden Promotion Poster** - Individual poster promoting vegetable and/or 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 such as the cartoon "Garfield" will not be accepted. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, and county, and years in the project(s) must be on the back of the poster.
- 52. Educational Flower Garden Poster** - 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 flowers 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.
- 53. Flower Gardening History Interview** - 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.

Container Grown Houseplants—4-H'er must be enrolled in Growing Great Houseplants to exhibit in this area. The choice of container and soil quality will be considered in judging. Each houseplant must be identified by listing the names on the entry tag or on a card attached to the container. Houseplants should be grown in the display container for a minimum of six weeks. Enter only plants grown as houseplants. Containers of annual flowers or plants (i.e. petunias, geraniums, impatiens) will be disqualified. Entries in Classes 60-66 must have been designed and planted by the 4-H member. Container grown plants shall be in pots no greater than 12" in diameter (inside opening measurement) Dish gardens, fairy or miniature gardens, and desert garden 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 a ribbon placing. Classes 60-65 exhibitors must have and provide a saucer to catch drainage water. The 4-H members name must be on the bottom or back of the container and saucer.

- 60. Flowering Potted Houseplant(s)** - that are blooming for exhibition. Non-blooming plants will be disqualified.
- 61. Foliage Potted Houseplant(s)** - of all the same variety.
- 62. Hanging Basket**—of flowering and/or foliage houseplants.
- 63. Dish Garden** - an open/shallow container featuring a variety of houseplants excluding cacti and succulents.
- 64. Fairy or Miniature Garden**—A miniature “scene” contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for bath tub, etc.
- 65. Desert Garden** - an open/shallow container featuring cacti and/or succulents, grown as houseplants.
- 66. Terrarium** - a transparent container, partially or completely enclosed; sealed or unsealed.

Vegetables, Herbs, Fruits & Educational Exhibits

An exhibitor may enter a maximum of five (5) different classes, one entry per class, of vegetables, herbs and fruits plus one (1) per class of posters, notebooks and educational exhibits. 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 Office personnel. Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be dropped one ribbon placing. Vegetables or herbs entered in the collection of 5 cannot be the same cultivar as those entered in the single exhibits. Follow the guidelines in “Selecting and Preparing Vegetables, Herbs and Fruits for Exhibit” 4-H 226 (revised 2013) when preparing entries for the fair.) (Free Download - <https://4h.unl.edu/4hcurriculum/preparingvegetabesherbandsfruit>)

PREMIUM	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

VEGETABLES

Department G

Division 773

Classes	#’s to Exhibit
201. Lima Beans	12
202. Snap Beans	12
203. Wax Beans	12
204. Beets	5
205. Broccoli	2

206.	Brussels Sprouts	12
207.	Green Cabbage	2
208.	Red Cabbage	2
209.	Carrots	5
210.	Cauliflower	2
211.	Slicing Cucumbers	2
212.	Pickling Cucumbers	5
213.	Eggplant	2
214.	Kohlrabi	5
215.	Muskmelon/Cantaloupe	2
216.	Okra	5
217.	Yellow Onions	5
218.	Red Onions	5
219.	White Onions	5
220.	Parsnips	5
221.	Bell Peppers	5
222.	Sweet (Non-Bell) Peppers	5
223.	Jalapeño Peppers	5
224.	Hot (Non-Jalapeno) Peppers	5
225.	White Potatoes	5
226.	Red Potatoes	5
227.	Russet Potatoes	5
228.	Other Potatoes	5
229.	Pumpkin	2
230.	Miniature Pumpkins (Jack Be Little type)	5
231.	Radish	5
232.	Rhubarb	5
233.	Rutabaga	2
234.	Green Summer Squash	2
235.	Yellow Summer Squash	2
236.	White Summer Squash	2
237.	Acorn Squash	2
238.	Butternut Squash	2
239.	Buttercup Squash	2
240.	Other Winter Squash	2
241.	Sweet Corn (in husks)	5
242.	Swiss Chard	5
243.	Red Tomatoes (2" or more in diameter)	5
244.	Roma or Sauce-type Tomatoes	5
245.	Salad Tomatoes (under 2" diameter)	12
246.	Yellow Tomatoes (2" or more in diameter)	5
247.	Turnips	5
248.	Watermelon	2
249.	Dry Edible Beans	1 pint
250.	Gourds, mixed types	5
251.	Gourds, single variety	5
252.	Any other vegetable	2, 5 or 12

PREMIUM	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

255. 4-H Vegetable Garden Collection—of five kinds of vegetables. Displayed in a box not more than 24" in any dimension. 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. Do not duplicate entries in classes 201-252 with any in the group collection.

256. 4-H Cultivar Vegetable Collection—Vegetables entered in the collection are 5 cultivars from a single exhibit;. For example, 5 cultivars of all types of peppers, or squash, or onions, or tomatoes, etc. Display in a box not more than 24" in any dimension. 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.

PREMIUM	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

HERBS

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. Potted herb plants will be disqualified and will not be judged.

260.	Basil	5
261.	Dill (dry)	5
262.	Garlic (bulbs)	5
263.	Mint	5
264.	Oregano	5
265.	Parsley	5
266.	Sage	5
267.	Thyme	5
268.	Any other herb	5

269. 4-H Herb Garden Display of 5 different herbs, displayed in a box in a box or other holder not more than 18" in any dimension. Each herb in the collection should be exhibited with the number specified for classes 260-268. Do not duplicate entries in classes 260-268 with any in the group collection.

FRUITS

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.

280.	Strawberries (everbearers)	1 pint
281.	Grapes	2 bunches
282.	Apples	5
283.	Pears	5
284.	Wild Plums	1 pint
285.	Other small fruit or berries	1 pint
286.	Other fruits OR nuts	5

EDUCATIONAL EXHIBITS

- 290. Garden Promotion Poster**—Individual poster promoting vegetable or herb gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium so long as it is not 3-dimensional. Posters using copyrighted material such as the "Peanuts" cartoon 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.
- 291. Educational Vegetable or Herb Garden Poster**— 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. The 4-H member's name, age, and years in the project(s) must be on the back of the poster.
- 292. Vegetable and/or Herb Gardening History Interview**— Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 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, and years in the project(s) must be on the back of the report cover.
- 293. Vegetable Seed Display**— Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families, plus representatives from 5 other families. Group the seeds by family and type. Glue 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 site references on where the scientific name information was found. On the back, label with the 4-H'er's name, age and years in the project(s). Information on vegetable family members can be

obtained from your Extension Office.

- 294. World of Vegetables Notebook**—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 and years in the project(s) must be on the back of the report cover or notebook.

Division 777—Landscape: Grow a Beautiful Space

Classes

- 401. Unit 1 Portfolio Note book**— Create and complete “Landscape Professionals & Design Principles” Unit 1 Portfolio 4H6110P. Present portfolio information in a three-ring binder. Give proper credit by listing the sources of photographs/images and information used.
- 402. Establish Landscape Analysis Poster**—Take multiple photographs of a landscape that has been established for 10 or more years. Critique the landscape based on each of the design principles (order, unity, rhythm, balance, scale or proportion, and emphasis). Describe the spatial definition of the landscape and what different areas of the landscape “feel like”. Include photos taken to support your critique. Describe what changes need to be made in the landscape to improve its characteristics and sense of space. Display on a poster mat board no larger than 22” x 28”.
- 403. Grow a Beautiful Space Unit 2 Portfolio Note-book**—Create and complete “landscape plans & Materials” Unit 2 Portfolio 4H6120P. Present portfolio information in a three ring binder. Give proper credit by listing the sources the photographs/images and information used.
- 404. Landscape Renovation Poster**—Take multiple photographs of a landscape that doesn't quite look right because it doesn't reflect sound design principles. Select a landscape in which you can make at least three design recommendations. Identify how the design principles (order, unity, rhythm, balance, scale or proportion and emphasis) could be better integrated into the landscape, and how plants or materials with specific features (size, form, color, or texture) could improve the space. Reduce the opaqueness of the images to 50-60 percent and sketch plants, structures, materials, and/or amenities that could improve the overall design over the original images. The poster should include the original im-

age(s) and improved image(s) and include a short explanation of how the landscape design was improved. Display on a poster mat board no larger than 22" x 28".

- 405. Estimating Dreams Poster**—Select a dream landscape as if money is not a consideration. Develop a plan drawing of the landscape. Draw landscape to scale. Identify the types of plants, structures, and amenities used in the landscape. Research the cost of the plants and amenities and the installation. Include the general cost of grading (if needed) and labor that could be associated with installation. Create a list noting the plants that are included in the space. The quantities of plants and the structures, materials, or amenities and their cost should be included. Calculate the final total estimate. The poster should include the scale drawing of the landscape, identification of plants, structures and amenities, and cost and labor. Display on a poster mat board no larger than 22" x 28".
- 406. Site Inventory & Analysis Poster**—Make an unscaled drawing of the landscape you inventoried and develop two drawings: a site inventory and a site analysis. The site inventory and site analysis should be communicated through a combination of written notes, graphics symbols and photographs. Display on a poster mat board no larger than 22" x 28".
- 407. Community Landscape Poster**—Identify a local community space (park, nursing home, school, county fairgrounds, etc.) that needs some landscape improvements. Work through the design process and develop a detailed plan of your improvements to the space. The plan should include design principles, functional and aesthetic factors, list of plants and materials and their costs, budget for materials, labor you have available for the project and a timeline. Take photographs of the area and draw of the photos to illustrate your final ideas. Include photographs of the finished landscape if project ideas were carried out. Display on a poster mat board no larger than 22' x 28".
- 408. Renovate the Outdoors Portfolio**—Select a space that you would like to redesign. The space can be at your home, a family member's or friend's house, or somewhere in your community. Develop a scaled base map of the site and locate the existing plants and structures in the landscape. Take photographs of the landscape. Evaluate the physical properties of the site and conduct an interview with the people who live there or use the space. Think about how you would change the space and develop a plan that would implement design elements into the space. Create different drawings that will move you through the design process. You will draw concept diagrams, form compositions, preliminary drawings, and the final design. Once the final design drawing is complete, use overlays on the original photographs to show how the landscape will look compared to

how it looked in the photo you originally took of the landscape. Place photographs, interview notes, concept and program statements and drawings in a portfolio.

MISCELLANEOUS AG

CONSERVATION AND WILDLIFE

General Information

- A. All exhibitors are encouraged to 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.
- B. Show proper credit by listing the sources of plans or other supporting information used in exhibits.
- C. The exhibitor's name, county and age must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.
- D. The word "animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws: example: Wildlife laws do not allow collection of bird nests, eggs, or any of their parts.
- E. Board and Poster Exhibits—These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on 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"x28") but half size (22"x14") is recommended.

WILDLIFE AND HOW THEY LIVE

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Classes 1-4 are board exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management. 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 study methods; wildlife behavior (example: when nesting, finding food, moving, etc.) habitats (examples: grasslands, wetlands, river or stream corridors) and what

wildlife is found there; habitat needs for a specific kind of wildlife. For more ideas, refer to project booklets.

Department D

Division 340

Classes

- 1. Mammal Display**
- 2. Bird Display**
- 3. Fish Display**
- 4. Reptile or Amphibian Display**
- 5. Wildlife Connections**—Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat. Examples: 1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes—who eats whom or what. Use arrows to show the direction of the energy (food) flow. 2) Show the role of predators, scavengers, insect eaters, or others in nature. 3) show how wildlife numbers (Populations) change through the year or with their habitat. 4) Show predation, competition or other behavioral interactions of wildlife. 5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw. 6) For more ideas, refer to project booklets.
- 6. Wildlife Tracks**—Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are three options. For all options, include a brief description of your experiences in making the tracks so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred. 1.) 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. 2.) Option 2 should show 2 or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal. 3.) Option 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.
- 7. Wildlife Knowledge Check**—Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and shape to facilitate transportation and display (maximum 24"x24") Example: Prepare a list of animals and questions about where each would most likely live. Rabbits—brushy areas along field borders; Ducks— marshes, etc.
- 8. Wildlife Diorama**— Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other

area with wildlife habitat. Example: show a large unbroken grass land or prairie for area-sensitive species such as meadowlarks, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, ring-necked pheasants, 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.

9. **Wildlife Essay**—Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. For other ideas, refer to project booklets. The essay should be between 100 and 1000 words long and should be typed, double spaced, or written so that it can be easily read. Standard size paper (8 1/2 x 11) format is preferred. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.
10. **Wildlife Values Scrapbook**—Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project booklet (4-H 125).
11. **Wildlife Arts**—The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, 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 for mat 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).

WILDLIFE HABITAT

Premiums	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department D
Division 342
Classes

1. **Houses**—Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house (no insect houses). Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use, and 3) any seasonal maintenance needed. See NebGuide G01-1427A
2. **Feeders/Waterers**—Make a bird or animal feeder or bird bath or animal waterer. Examples: seed, suet, or nectar feeders. Indicate the kinds of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information.: 1) where and how the feeder or waterer should be located for the best use and 2) how it should be maintained. See NebGuide G83-699-A
3. **Wildlife Habitat Design**—Board exhibit. Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the areas and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. For ideas, check the Wildlife Habitat Evaluation Handbook, Participant's Manual (MF-2266).

HARVESTING EQUIPMENT

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department D

Division 343

Classes

1. **Fish Harvesting Equipment**—Board exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where each item is used in relation to other equipment, and 3) any personal experiences you've had with the item(s).
2. **Build a Fishing Rod**—Build your own fishing rod for exhibit and for fishing use. Rod building blanks and kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches in length. Exhibit must be mounted on a board and labeled with the member's name, county and class number. Include with the exhibit the following items as a brief attachment: 1) Explanation of costs of materials/components, where materials/components were purchased, how made, and number of hours required for construction. 2) Identify all parts. Necessary components which must be included are grip, line

guides (based on manufacturers specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon or silk thread. Exhibit will be judged on: Workmanship, labeling of parts (guides, etc.), correct information, and neatness.

3. **Casting Target**—Make a casting target for exhibit and use, following guidelines in the Fishing For Adventure Manuals.
4. **Wildlife Harvesting Equipment**—Board exhibit. Display of equipment used in harvesting wildlife. Examples: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information: 1) the purpose of each item, 2) when or where it is used in relation to other equipment, and 3) any personal experiences you've had with the item(s).
5. **Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory**— Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could 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.

TAXIDERMY

Premiums	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department D
Division 346

Classes

1. **Tanned Hides or Taxidermy**—Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting. Include the following information: 1) the animal's name and 2) information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

SHOOTING SPORTS

4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, black powder/muzzleloader, and/or hunting skills. No firearms can be entered as an exhibit, however information can be shared through pictures.

Premiums	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department D

Division 347

Classes

- 1. Shooting Aid or Accessory**—Any item which helps the shooter/hunter better perform their sport. Examples include: 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 how it is used.
- 2. Storage Case**—An item with the purpose to safely hold a firearm, bow, ammunition and/or arrows. Examples include: soft sided shotgun case, quivers, firearm safe. Include your design or plans you adapted. Explain how the storage case is used.
- 3. Practice Game or Activity**—Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials for 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.
- 4. Science, Engineering, Technology Advancements of Shooting Sports Essay or Display**—Choose a specific area of shooting sports and share how it has advanced, include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8½" x 11" paper.
- 5. Healthy Lifestyles Plan**—Include a shooter's diet and exercise plan, and how the 4-H member will benefit or improve from following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.
- 6. Citizenship/Leadership Project**—Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports. Examples could be a range development, conservation planting to attract wildlife, a camp, or a 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was, and any results.
- 8. Career Development/College Essay, Interview or Display** Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1000 words and should be on 8½" x 11" paper. Interviews need to include a picture of the interviewee in their work setting questions asked, and a transcript of answers.
- 9. Community Vitality Display**—Explore the difference shooting sports and hunting make in keeping Nebraska vibrant, especially in rural areas. Present facts and research in an interesting way for the public to learn from.
- 10. Ag Literacy-Value Added Agriculture Interview or Research Project**— Explore how traditional ag producers are adding value to their production agriculture operations through con-

ervation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present findings in an interesting way for the public to learn from.

OTHER NATURAL RESOURCES

This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into their categories. Entries must be appropriate for fair display and no larger than 24'x24'. 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.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department D
Division 361

Class

- 1. Design Your Own Exhibit in Natural Resources, Conservation, or Ecology.**

FORESTRY

- The official reference for all forestry projects is The Tree Identification Manual (4-H 332) 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).
- Display "boards" must be made from wood or wood composite, i.e., 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, varnished on both sides to prevent warping.
- Display "posters" must be made from a material, eg. Foam board or poster board, that will stand upright without buckling, and be no larger than 24" x 24".
- Display "books" must measure no more than 16" x 16".
- At least 5 of the 10 samples in Class 2, 3, 4 and 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
- Remember that other general labeling standards apply, i.e. sci-

entific 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.

- H. How well the exhibitor follows written directions is an important factor in judging.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department D

Division 320

Classes

- 1. Design-Your-Own Exhibit**—Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wildfire, forest products, forest wildlife, or forest pests. The only requirement is that the display must be no larger than 24” x 24”x 24”. 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.
- 2. Leaf Display**—The leaf display must include samples of “complete leaves” from at least 10 different tree species. The display must include at least two samples of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried, and mounted. **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 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 **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. **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 broad-leaf trees), 6) exhibitor’s name, 7) collection date, 8) collection location (be specific, state and county at a minimum.) If a twig is included with a sample, indicate “twig included” on the label. For example, the twig may be included with an eastern

cedar sample because the leaves are very small and difficult to remove from the twig. Supplemental information, e.g. general uses, common products, fall color, etc., may be included to enhance educational value.

3. **Twig Display**—The twig display must include twig samples from at least 10 different tree species. The display must include at least two samples of opposite and alternate leaf arrangements from broadleaf trees. **Collection:** Twig samples should be collected during the dormant season (November–April) when the buds are mature. Twig samples must be at least 6” long and exhibit buds. Leaves must be removed and side branches must be trimmed to less than 1 inch in length. **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. **Labeling:** The label for each sample must include: 1) common name, 2) scientific name, 3) leaf arrangement (for broadleaf trees), 4) exhibitor’s name, 5) collection date, 6) collection location (be specific, state and county at a minimum). Supplemental information , e.g. general uses, tree characteristics, etc., may be included to enhance educational value.
4. **Seed Display**—The seed display must include seed samples from at least 10 different tree species. **Collection:** Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while Red Oak acorns do not mature until September. Seed samples should be free of insect or disease symptoms. Remember to display 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. **Mounting:** Seeds may be displayed in a variety of ways, e.g. mounted on a display board, displayed in jars in a rack, etc. But they must be securely mounted and easily viewed. Be as creative as you like. **Labeling:** The 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) exhibitor’s name, 4) collection date 6) collection location (be specific, state and county at a minimum). Supplemental information, e.g. maturity date, average number of seed in the fruit, etc., may be included with the display to enhance its educational value.
5. **Wood Display**— The wood display must include wood samples from at least 10 different tree species. **Preparation:** Samples may be of any shape, eg. 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, eg. All wood cylinders or all sections of a board. Each sample can be no larger than 4” x 4”. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. **Mounting:** Samples may be displayed in a variety of ways, e.g. mounted on a display board, displayed in a box or rack, etc., but they must be securely mounted and easily

- viewed. Be as creative as you like. **Labeling:** The label for each sample must include: 1) common name, 2) scientific name, 3) wood type (softwood or hardwood), 4) exhibitor's name, 5) collection date, 6) collection location (be specific, state and county at a minimum). Supplemental information, e.g. common products, wood density, etc., may be included to enhance its educational value.
6. **Cross Section**— Display a disc cut from a tree species listed in 4H 332. The sample must be collected within one year of the state fair judging day. The disc must measure 6” - 12” in diameter and 1” - 3” 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. **Labeling:** The following parts must be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification: A) pith, B) heartwood, C) sapwood, D) one growth ring (beginning and end), E) cambium, F) bark. A separate label attached to the back of the disc must include: 1) common name, 2) scientific name, 3) tree classification (softwood or hardwood), 4) age (of the cross section), 5) exhibitor's name, 6) collection date 7) collection location (be specific, state and county at a minimum).
 7. **Parts of a Tree. (This project only for ages 8-11)** Prepare a poster, no larger than 24” x 24” that clearly identifies the main external parts of any tree: A) Trunk, B) Crown, C) roots, D) Leaves, E) Flowers, F) Fruit, G) Buds, H) 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.
 8. **Living Tree** – Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H443, The seedling must be 60 days to 1 year old (on State Fair judging day). The display container must contain at least 8” of soil (potting mix or suitable natural soil), have drainage hole (s), and a drain pan to catch drainage water. **Labeling:** A waterproof label must be attached and include: 1) common name, 2) scientific name, 3) seed treatments (if any) 4) planting date, 5) emergence date, 6) exhibitor's name. Supplemental information about the tree, e.g. where the seed was collected, growth measurements, uses for that species, etc., may be included in at attached notebook, poster, etc. To enhance educational value. Supplemental information will be an important factor in judging.

AGRONOMY

FIELD CROPS

Individuals in the Crop Production, Field Crops project may exhibit

grain or plants or prepare an educational display representing their project.

Grain or Plant Exhibits

- A. **IMPORTANT:** A two page (maximum) essay must accompany grain and plant exhibits. The essay must include the exhibit-tor's name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dry-land, and general information including farm cropping his-tory, soil type and weather effects. The essay 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.
- B. The essay counts as 50% of the total when judged. Essay must be the original work of the individual exhibitor. Attach the essay to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the essay, 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.
- C. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (eg., corn or soybeans) may be from the previous year's project.
- D. 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.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department G Division 750

Classes

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

canola, forage sorghum, safflower, etc.)

Displays

- A. 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" x 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address and county on back side. Explain pictures and graphs clearly and concisely. Consider creativity and neatness.
- B. 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.

Department G

Division 750

Classes

6. **Crop Production Display**—the purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alter native crops, etc.
7. **Crop Technology Display**—display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
8. **Crop End Use Display**— Display information about the final product or end uses for a crop, such as food, feed, fuel, or other products. (i.e. corn can be processed into livestock feed, ethanol plastics, etc. or soybeans can be processed into bio-diesel, pet bedding, crayons, oil, etc.)
9. **Water or Soil Display**—Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.
10. **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.

WEED SCIENCE

Any individual in the Conservation, Environment 1, 2 or 3, Range, Reading the Range 1 or Using Nebraska Range 2, or Cop Production, Field Crops projects may exhibit a weed book or weed display. The book cover and 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).

Books

- A. Display one plant on the book cover (no label required on cover specimen). Plants must be mounted on sheets that are 14" x 14". 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.
- B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. (Refer to Scoresheet SF261.
- C. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: 1) Scientific name (in italic or underlined), 2) Common name, 3) County of collection, 4) Collection date, 5) Collector's name, 6) Personal collection number, indicating the order that plants were collected in your personal collection, 7) Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

Scientific Name: *Abutilon theophrasti* Medik.

Common Name: Velvetleaf

County of Collection: Kearney County

Collection Date: 6 July 2017

Collector's Name: Joe Smith

Personal Collection Number: 3

Life Cycle: Annual

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department G

Division 751

Classes

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

2. **Life Span Book**— A collection of 7 perennials, 1 biennial, and 7 annual weeds.

Displays

The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" x 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address and county on back side. Explain pictures and graphs clearly and concisely. Each display must have a one page essay explaining why the exhibitor chose the are 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.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department G

Division 751

Class

3. **Weeds 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.

RANGE MANAGEMENT

- A. Individuals in Reading the Rage Unit 1 project may exhibit in Classes 1-5 and 8.
- B. Individuals in the Using Nebraska Range (Unit II) project may exhibit in Classes 1-8.
- C. Each exhibit must be properly identified with Unit and Class.
- D. All [plant displays and display covers must be the result of the current year's work.
- E. 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 Contest Guide (EC150), Common Grasses of Nebraska (EC170) and Common Forbs and Shrubs of Nebraska (EC118).

Books

- A. For books, plants must be mounted on sheets that are no larger than 14" x 14". 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.
- B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to

project requirements. Refer to scoresheet SF260.

- C. Each completed mount must have the following information (see example) in the lower right corner of the mounting sheet. 1) Scientific name (in italic or underlined), with authority, 2) Common name, 3) County of collection, 4) Collection date, 5) Collector's name, 6) Personal collection number, indicating order that plants were collected in your personal collection, 7) 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.

Scientific Name: *Schizachyrium scoparium (Michx.) Nash*

Common Name: Little bluestem

County of Collection: Kearney County

Collection Date: 6 July 2017

Collector's Name: Joe Smith

Personal Collection Number: 3

Value and Importance: Livestock Forage: High, Wildlife Habitat: High, Wildlife Food: Medium OR Life Span: Perennial OR Season of Growth: Warm Season OR Origin: Native

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department D
Division 330

Classes

- 1. Value and Importance for Livestock Forage and Wildlife Habitat and Food Book**— A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide (EC150) on pages 3 through 6. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas; Livestock Forage, Wildlife Habitat, Wildlife Food.
- 2. Life Span Book**— A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- 3. Growth Season Book** – A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- 4. Origin Book** – A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.

5. **Major Types of Range Plants Book** – A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like, and 3 shrubs.
6. **Range Plant Collection Book**—A Collection of 12 range plants 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.

Displays

- A. 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” x 28” on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor’s name, address, and county on back side. Refer to Scoresheet SF259.

Department D

Division 330

Class

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

Boards

- A. Boards should be no larger than 30” wide x 36” tall or if hinged in the middle, a maximum of 60” wide x 36” tall. Boards should be adequately labeled.

Premium

Purple

Blue

Red

White

\$3.00

\$2.25

\$1.75

\$1.00

Department D

Division 330

Classes

8. **Range Plant Board** – Will include 25 range forage species important to a particular county, and should include:
 - 1.) Scientific name (in italic or underlined) with authority, 2.) Common name, 3.) County of collection, 4.) Collection date, 5.) Collector’s name, 6.) Personal collection number, indicating order that plants were collected in your personal collection, 7.) Other information as needed.
9. **Special Study Board** – A display of the results of a clipping study, a degree of use study or a range site study, etc.
10. **Junior Rancher Board** – This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management.

ENTOMOLOGY

Specimens should be mounted properly and labeled with location and date of collection, name of collector, and order name. Follow mounting a labeling instruction in the Nebraska 4-H Entomology Manual. Boxes are preferred to be not more than 12" high x 18" wide. Purchase of commercially made boxes is allowed. All specimens must be from the collector.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H **Division 800** **Classes**

- 1. Entomology Display (First Year Project)**— To consist of a collection of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.
- 2. Entomology Display (Second Year Project)** - To consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. About 25 species should be present from after July 1st of previous year. Limit 2 boxes.
- 3. Entomology Display (Third or More Year Project)** - To consist of a minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. About 25 species should be from after July 1 of previous year. Limit of 3 boxes.
- 4. Special Interest Display**— Educational display developed according to personal interests and/or advanced identification capability. This also is an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family genus, species). A specialty collection may consists of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host, subject or habitat. (e.g. insect pests of corn, aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators, etc.)
- 5. Insect Habitats**—Habitats consist of any hand-crafter objects, made of natural or artificial material which are placed outdoors, and which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report must accompany the exhibit.
- 6. Macrophotography**— Subjects should be insects, spiders or other arthropods, or any nests webs or constructions they make. All exhibit prints should be 8 ½" x 11" and mounted on rigid, black 11" x 14" poster or black 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.
7. **Insect Poster/Display Exhibits**—Exhibits can be posters or three-dimensional displays. 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.
 8. **Reports or Journals**—Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or, it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs and images are helpful to include. A journal is an observational study over a Period of time with personal impressions. It may cover watching changes of 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.

VETERINARY SCIENCE

General Information

- A. The purpose of the Veterinary Science display is to inform the public about a common health problem of animals or a veterinary science principle. Do not confuse veterinary science exhibit topics with animal husbandry, history, or production topics.
- B. A Veterinary Science exhibit may consist of a poster, notebook, or a display. The exhibit may represent material from exhibitors enrolled in Animal Disease or Animal Health.
- C. If photographs are to be a 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.

- D. 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, **NO ANIMAL FIRST AID KITS WILL BE PERMITTED**. Animal first aid kits submitted will be immediately disqualified and not shown.
- C. 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”x28” and may be either vertical or horizontal.
- D. Veterinary Science Displays—A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example: skeleton; teeth; samples of leather, fur or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22’ x 28” or on ¼” plywood or equivalent that does not exceed 24” high or 32” wide, or in a 3-ring binder or other notebook format.
- E. Appropriate Veterinary Science Topics:
- Maintaining health
 - Specific disease information
 - Photographic display of normal and abnormal characteristics of animals
 - Animal health or safety
 - Public health or safety
 - Proper animal management to ensure food safety and quality
 - Efficient and safe livestock working facilities
 - Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science.

**Remember, since these are science displays, all references and information needs to be properly cited. Proper sources include, but are not limited to: Professional journals and publications, professional AVMA accredited web sites, interviews with veterinarians and excerpts from veterinary educational literature.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H
Division 840
Classes

- 1. 4-H Veterinary Science Large Animal Poster or Display**
- 2. 4-H Veterinary Science Small Animal/Pet Poster or Display**

Safety

This project includes exhibits from all areas of safety, home safety, weather safety, personal safety, community safety, farm safety, etc. An individual may enter one exhibit per class.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department E **Division 440** **Classes**

- 1. First Aid Kit**—A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4-H 425, pages 6 & 7. Refer to score sheet SF110. Kits containing any of the following will be automatically disqualified: (A) 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.) B) 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.) C) Any controlled substance.
- 2. Disaster Kit (Emergency Preparedness)** —Disaster kits must contain the materials to prepare a person or family for emergency conditions caused by a natural or man-made event. 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. Include an explanation of drinking water needs for your kit. Do not include actual water in the kit. Refer to score sheet F 13-06-79.
- 3. Safety Notebook/Scrapbook**—The scrapbook must contain 15 news articles from print and internet sources about various incident types. Each clipping will be mounted on a separate page and 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.
- 4. Safety Experience**—The exhibit should share a learning experience the youth had related to safety. Examples could be participat-

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

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

FIRE SAFETY

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department E
Division 450
Classes

1. **Fire Safety Poster**—This is a home floor plan drawn to scale showing primary and secondary escape routes and where fire extinguishers and smoke detectors are located. Draw every room, including all doors and windows. Use black or blue arrows showing primary escape routes from each room. Use red arrows showing secondary routes to use if the primary routes are blocked. Primary and secondary escape routes must lead outside to an assembly location. Documentation should include evidence the escape plan has been practiced at least four times. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".
2. **Fire Safety Scrapbook**—This scrapbook will contain at least 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 8½ “ x 11” size paper. Correct sentence structure, readability and thorough explanations are an important part of judging

3. **Fire Prevention Poster**—Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Christmas, Halloween, 4th of July, etc.). Originality, clarity and artistic impression will all be judged. Do not include live fireworks, matches, or flammable/explosive/hazardous materials. Any exhibit containing such material will be disqualified. Posters must be constructed of commercial poster board at least 11” x 14” but not larger than 22” x 28”.

ROPE

Not Eligible for State Fair. All items placed on demo-boards in classes 1,2 and 3 must be made according to instructions found the 4-H Rope Manual. Mount the knots in the same position as shown in the manual. Either manila or synthetic rope may be used. When halters are exhibited, the tie rope, plus a required second piece of rope must show any three of the following items: End whipping, Eye Splice, Crown, Splice, Rosebud Knot, Matthew Walker Knot or Diamond Knot. Board dimensions should be ¼” thick x 24” high x 32” wide. (A height of 23⅞” is acceptable to allow for saw kerf when ripping a 4x8 board.)

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H
Division 950
Classes

1. **Rope Display**—At least 10 and not more than 12 knots, hitches and splices (include two splices) made of ⅜” rope. Include appropriate board title and item labels. The end of all ropes must be whipped. Judging consideration will be given to difficulty of items shown on the board. (Score sheet F 7-06-79)
2. **Single or Double Loop Halter for Sheep and Goats**—Use ⅜” or ¾” rope. See above requirements for halter exhibits.
3. **Single or Double Loop Halter for Cattle and Horses**—Use ⅝” or ¾” rope. See above requirements for halter exhibits

ENGINEERING & MECHANICS

- A. The name and county of each exhibitor should appear separately on the back of each board, poster or articles and on the front cover of the notebooks so owner of exhibit may be identified if the entry tag is separated from the exhibit.
- B. Several classes require a display board which should be a height of 24 inches and not to exceed $\frac{1}{4}$ " in thickness. A height of $23\frac{7}{8}$ " is acceptable to allow for the saw kerf if two 24 inch boards are cut from one end of a 4' x 8' sheet of plywood. Nothing should be mounted within $\frac{3}{4}$ " of the top or bottom of the board. (Example: Woodworking, Small Engines, Electricity)
- C. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
- D. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
- E. Demonstration boards should include an overall title for the display, plus other necessary labeling.
- F. 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.

CAREERS

Department H

Division 930

Class

1. **Careers Interview**— 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.). 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.

AEROSPACE

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"x12" and the base should be 3/4" thick. No metal bases. If the rocket fins extend beyond the edges of the required base (12"x12") then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins. 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. 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. A report, protected in a clear plastic cover, must include: 1) rocket specification (include original or photo of manufacture packing 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) conculsions. 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 State Fair. Judging is based upon dipslay 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 self designed rockets only, please include a digital recorded copy of one flight. In the documentation please include a description of stability testing beofre 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 manufavturing packaging. 4-H Rocket project levels are not intended to correspond to National Association of Rocketry model rocket difficulty ratings or levels. High power rockets (HPR) is similar to model rocketry with differences that include the propulsion power and weight increase of the mmodel. 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.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H

Division 850

Classes

LIFT OFF—UNIT 2

- 1. Rocket**—Any skill level 2 rocket with wooden fins, painted by hand or airbrush.
- 2. Display**—Display exemplifying one of the principles learned in the Lift Off project. Examples include: dipslay of rocket parts and purpose, interview of someone in the aerospace field, or kite terminology. Display can be any size up to 28x22". Include notebook containing terminology (definition), and what was

learned.

- 3. Rocket**—Any skill level 2 rocket with wooden fins painted using commercial application (ex: commercial spray paint).

REACHING NEW HEIGHTS—UNIT 3

- 4. Rocket**— Any skill level 3 rocket with wooden fins, painted by hand or airbrush.
- 5. Display**—Display exemplifying one of the principles learned in the Reaching New Heights project. Examples include: airplane instrumentation, kite flying, or radio-controlled planes. Display can be any size up to 28x22". Include notebook containing terminology (definition), and what was learned.
- 6. Rocket**—Any skill level 3 rocket with wooden fins painted using commercial application (ex: commercial spray paint).

PILOT IN COMMAND—UNIT 4

- 7. Rocket**—Any skill level 4 rocket with wooden fins or any self-designed rocket.
- 8. Display**—Display exemplifying one of the principles learned in the Pilot in Command Project. Examples include: flying lessons, or careers in aerospace. Display can be any size up to 28"x22".

COMPUTERS

All programming and system project classes will require that the documentation of the program(s) be submitted with the entry form.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department H

Division 860

Classes

COMPUTER MYSTERIES—UNIT 1

- 13. Booting Up**—Create a poster on a lesson learned in unit 1. Examples might include: hardware, software programs, how to take care of a computer and operating systems. (Not eligible for State Fair)
- 14. Commercial Software Utilization**—Exhibit will be notebook of the documentation and print-outs using each section of the commercial program (I.e. Microsoft Works: Word processor, database, spreadsheet). The notebook will consist of the following areas: 1) cover page, 2) printouts of each of the sections offered by the software and 3) a paragraph explaining how each section can be used. (Not Eligible for State Fair)
- 15. Computer Art Poster (Black & White)** Exhibit should be created on at least an 8½x11" page using a commercially available graphics software package and a single color printer/plotter. No theme required. (Not Eligible for State Fair)
- 16. Computer Art Poster (Color)** - Exhibit should be created on at least an 8½x11" page using a commercially available graphics

software package and color printer/plotter. No theme required. (Not Eligible for State Fair)

17. **Computer Designed Greeting Card**—Exhibit will consist of six (6) greeting cards, each for a different occasion/ holiday. Cards should be created on an 8½x11” page using a commercially available graphics program and either single color or color printer/plotter. The cards should vary in folds and designs. Tell which software program was used. Prefabricated cards from commercially available card programs will NOT be accepted. No theme required. Put cards in some type of protective cover. (Not Eligible for State Fair)
18. **4-H Promotional Flyer**—Exhibit should be created on 8½ x 11” paper using a commercially available software package. Flier can be color or black & white. Fliers can be a whole page or a folded flier. Put exhibit in protective cover. (Not Eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

COMPUTER MYSTERIES—UNIT 2

1. **Computer Application Poster**— Exhibit designed to educate yourself and others on the use of computer application/program or techniques of internet/social media safety. Examples of the computer application/program could include but are not limited to: how to download digital photos from a camera and create a usable way of storing and accessing them in the future; details of how to use instant messaging programs like Skype; or how to create a social networking page (ex. “Facebook” “SnapChat” “Instagram”, “Twitter”, “FaceTime”, etc.) Examples of internet/social media safety include but not limited to identify theft, predator safety, internet etiquette, social networking pages precautions, etc. Posters can be any size up to 28” x 22”.
2. **Produce a Computer Slideshow Presentation**—Using presentation software. The 4-H exhibitor develops a slideshow. All county fair projects with a printout should be saved on a USB drive. 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.

COMPUTER MYSTERIES—UNIT 3

4. **Produce an Audio/Video Computer Presentation**—using presentation software, design a multimedia computer presentation on one topic related to youth. The presentation should be at least 2 minutes in length and no more than 5 minutes, contain appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or Quick Time Player.
5. **How To STEM (Science, Technology, Engineering and Math) Presentation**—Youth design a fully automated 2 to 5

minute 4-H “how to” video. Submissions should incorporate a picture or video of the 4-H'er, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Videos should be designed for web viewing. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .ov, .ppt, or .avi.

- 6. Create a Web Site/Blog or App**—Design a simple Web site/ blog or app for providing information about a topic related to youth using 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 Web site, blog or app isn't live, include all files comprising the web site on a USB drive in a plastic case along with the explanation of why the site was created. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created.

3D Printing—3D Printing uses plastic or other materials to build a 3 dimensional object from a digital design. Youth may use original designs or some else's they have re-designed in a unique way. Exhibits will be judged based on the complexity of the design and shape.

- 7. 3D Unique Object:** 3D objects printed for their own sake. May be an art design, tool, or other object. 3D printing will include a notebook with the following: A.) Software used to create 3D design. B.) Design or, if using a re-design, the original design and the youth's design with changes. C.) Orientation on how the object was printed.
- 8. Printing Prototypes**—3D objects printed as part of the design process for a robot or other engineering project or cookie cutter. Be creative. Must include statement of what design question the prototype was supposed to answer and what was learned from the prototype. 3D printing will include a notebook with the following: A.) Software used to create 3D design. B.) Design or, if using a re-design, the original design and the youth's design with changes. C.) Orientation on how the object was printed.
- 8. 3D Pen Creation**—3D objects printed as part of the design process for robot or other engineering project or cookie cutter, be creative. Must include statement of what design question the prototype was supposed to answer and what was learned from the prototype. 3D printing will include a notebook with the following: A) copy of the template if used and description of any changes the youth created, B) if no template used, an explanation of how the creation was built, C) must include paragraph of what the youth learned while creating their project (i.e. way to improve their next creation), D) paragraph on how 3D pens impact Science Engineering and Technology.

Electricity

4-H related posters are to be entered in the engineering area for exhibiting and judging. Posters shall be 14" x 22" either vertical or horizontal arrangement. They may be any medium—watercolor, ink, crayon, etc., so long as they are not 3-dimensional. Posters incorporating copyrighted materials such as the cartoon character "Peanuts" will not be accepted. Entry cards must be stapled in upper right hand corner of poster. The purpose of a poster is to create awareness of a subject. It must catch the viewer's attention long enough so that one can grasp a brief impressive message. In this period, a poster must first attract attention, impress the view with a specific message and arouse some type of response. Stress only one thought or idea in each poster. The 4-H member's name, age, full address, county and year's in project must be on back of the poster.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department H

Division 870

Classes

ELECTRICITY EXCITEMENT—UNIT 1

- 11. 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. (Not Eligible for State Fair).
- 12. Control the Flow**—Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5 volt light bulb, bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close. (Not Eligible for State Fair)
- 13. Conducting Things**—Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You must find five items that are conductors and five items that are insulators. Create a table that illustrates your results. (Not Eligible for State Fair)
- 14. Is There a Fork in the Road**—Use the following items to construct one parallel and one series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5 volt light bulb. (Not Eligible for State Fair)

ELECTRICITY EXCITEMENT—UNIT 2

- 15. Case of the Switching Circuit**—Use the following items: two D-cell batteries, two battery holders, light bulb, bulb holder, a 3"x6" piece of card-board, six brass paper fasteners and approximately two feet of 24 gauge insulated wire to build a three way switch. Write a short essay or create a poster that illustrates how three way switches function. (Not Eligible for State Fair)

16. **Rocket Launcher**—Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4”x8”, single pole switch, single throw switch, normally open push button switch, 4 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2”x6” board 6 inches long, 1/8” diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8 “ and 1/4 “drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must successfully build a rocket launcher and light two rocket igniters with your launcher. You DO NOT have to actually fire a rocket off the launcher. Create a poster using photographs to show the “step by step process” you used to build your launcher. (Not Eligible for State Fair)
17. **Stop the Crime**—Build an alarm using the following materials: One-off push button switch, mercury switch, buzzer-vibrating or piezoelectric, 9-volt battery, 9-volt battery holder, 4” x 4” by 1/8” Plexiglas board to mount circuit on; rosin core solder, soldering gun/iron, two feet of 22 gauge wire, wire strippers, hot glue sticks, hot glue gun and a plastic box with a lid to mount your alarm circuit on. Create a poster using photographs to show the “step by step process” you used to build your alarm. (Not Eligible for State Fair)

ELECTRICITY EXCITEMENT—UNIT 3

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

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

4. **Poster**—Poster should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28” x 22”

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

ELECTRICITY EXCITEMENT—UNIT 4

5. **Electrical/Electronic Part Identification**—Display different parts used for electrical/electronic work. Exhibit should show the

part (either picture or actual item) and give a brief description, including symbol of each part and its function. Display should include a minimum of 10 different parts.

6. **Electronic Display**—Show an application of one of the concepts learned in the Electronics project. Examples include: components of a electronic device (refer to p. 35 of the Electronic manual).
7. **Electronic Project**—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.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

8. **Poster**—should exemplify one of the lessons learned in the Entering Electronics Project. Posters can be any size up to 28” by 22”.

Robotics

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

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department H Division 861 Classes

1. **Robotics Poster**—Create a poster (14” x 22”) communicating a robotics theme such as “Robot or Not”, “Pseudocode”, “Real World Robots”, “Careers in Robots”, “Autonomous Robotics”, “Precision Agriculture” or a robotic topic of interest to the 4-H'er.
2. **Robotics Notebook**—Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables or other evidence of the 4-H'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.
3. **Robotics Video**—This class should be displayed in a notebook. The notebook should include a video clip on a CD/DVD that demonstrates the robot performing the programmed function. Include your pseudo code and screenshots of the actual code with a written description of the icon functions.
4. **Robotics/Careers Interview**—Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (CD/

DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12 point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.

5. **Robotics Sensor Notebook**—Write pseudo code which includes at least one sensor activity. Include the code written and explain the code function.
6. **Build a Robot (may use kit)** - Include a robot and notebook, including the pseudocodes for at least one program you have written for the robot, the robot's purpose, and any challenges or changes you would make in the robot design or programming.
7. **Kit Labeled Robot (cannot be programmed.)** - This class is intended for explorations of robotic components such as arms or vehicles OR educational kits marketed as robots that do not have the ability to be programmed to "sense, plan and act." The exhibit should include a project the youth has constructed, a description of what it does and an explanation of how it is similar to and different from a robot.

Geospatial

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

1. Several classes require a display board which should be a height of 24" and not to exceed 1/4" 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" of the top or bottom of the board
2. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
3. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit at State Fair.
4. Demonstration boards should include an overall title for the display, plus other necessary labeling.
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.

Department H
Division 880

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Classes

- 1. Poster** – 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
- 2. 4-H Favorite Places or Historical Site Poster** – The 4-H exhibitor identifies a favorite place or historical site (including grave sites) in Nebraska. Exhibit should include latitude and longitude, digital picture, and local area map. Poster size should not exceed 14” x 22”.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

- 3. GPS**—Keep a log of at least 5 places visited using a GIS 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 of finding it. Photos of each site and or cache are optional but encouraged.
- 4. Geocache** – Assemble a themed geocache. Each geocache should be a water-tight container. It should include a log book and pencil for finders to log their visits and may include small trinket, geocoins, etc. For the finders to trade. Documentation should include a title, teaser description and the geographic coordinates of intended placement. Register the site at geocacheing.com, include a print-out of its registry. The entry may include a photograph of the cache in its intended hiding place.
- 5. Agriculture Precision Mapping** – 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 where applications can be purchased is acceptable). A report of how the analysis of the various data will be used to make a management decision.
- 7. 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://arcs.is/1bvGogV> For more information about 4-H history go to http://4hhistorypreservation.com/History_Map/ For a step by step video on nominating a point, please go to <http://tinyurl.com/nominate4h> Write a brief description of historical significance of 4-H place or person, (a minimum of one paragraph)

CAREERS

- 10. Careers Interview**—Interview someone who is working in a geospatial field 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. Multi-media reports should be between 3 to 5 minutes in length.

Alternative/Renewable Energies

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department H Division 900 Classes

1. **Create and Compare Energy Resources Poster**—Poster should explore 2 alternative/renewable energy resources. Compare and contrast the 2 resources including two of the following information: amount of energy created, costs of production, usability of the energy, pros/cons of environmental impacts, etc. Posters can be any size up to 28" x 22"
2. **Experiment Notebook**—Notebook will explore the scientific method involving alternative/renewable energy sources. Information required. 1.) Hypothesis 2.) Research 3.) Experiment 4.) Measure 5.) Report or Redefine Hypothesis

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

3. **Solar as Energy Display**—Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6" tall or 2' x 2'. Include a notebook of why the item was designed and how it harnesses solar power. Examples include solar ovens, solar panels, etc.
4. **Water as Energy Display**—Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2' x 2'. Include a notebook of why the item was designed and how it harnesses the power of water.
5. **Wind as Energy Display**—Item should be the original design of the 4-H'er. Include the item or a picture if item is in excess of 6' tall or 2' x 2'. Include a notebook of why the item was designed and how it harnesses the power of wind.
6. **Other Nebraska Alternative Energy**—Notebook should explore an alternative energy source besides wind, water, and solar power. Include information on type of power chosen, infrastructure for distribution, what resources are needed to create this alternative resource, cost of production, and potential uses of bio-products.

POWER OF WIND (Not eligible for State Fair)

*Please see Alternative/Renewable Energies Classes 1-6 for State Fair eligible exhibits.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department H

Division 901

Classes

- 1. Engineering Notebook**—Your engineering notebook may include sketches of designs, notes of engineering questions you have, or answers to questions posed within the project manual, pictures as you complete exercises within this project, or big ideas you have while participating in this project. The notebook submitted in this class should be a working engineering notebook, not a scrapbook. Please include your name, county and age on the front cover.
- 2. Wind Poster**— Poster should exemplify one of the lessons learned in the Power of Wind project. Posters can be any size up to 14" x 22".

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

- 3. Mini Turbine Blade Energy Display**—Develop a pinwheel display that demonstrates the working power of wind. Follow guidelines on page 18 and 19 or your manual. Display should include a notebook description of the effectiveness of at least three different designs or materials. Please do not include pennies with your display.
- 4. Wind Art or Literature Written Piece**—Item should illustrate or represent wind turbines, wind power, or something from the power of wind curriculum, for example a pinwheel or item may be original story or poem written by the exhibitor about wind.
- 5. Wind as Energy Display**—(Please consider Alternative/Renewable Energies Class 5 for State Fair eligibility) Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2' x 2'. Include a notebook of why the item was designed and how it harnesses the power of wind.
- 6. Alternative Energy**—Poster should exemplify an alternative energy source besides wind. Posters can be any size up to 14" x 22".

Small Engines

Gas tanks are to be EMPTY when entered at the fair. The engines will be fueled and started as part of the judging criteria. All engines should be mounted on a base. Complete lawn mower exhibits are recommend-

ed where the engine is equipped with an aluminum flywheel because the blade is important to the smooth operation of the engine. Engines with cast iron flywheels will run smoothly without attachments on the PTO shaft. Engines must be equipped with a throttle control. NOTE: ENGINES WILL BE STARTED. (Not eligible for State Fair)

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H
Division 890
Classes

CRANK IT UP—UNIT 1

- 4. 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, safety rules for starting a small engine, small engine repair tool identification.

WARM IT UP—UNIT 2

- 1. 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.

TUNE IT UP—UNIT 3

- 2. 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.).
- 3. Complete Small Engines**— Engines are to have been reconditioned, repaired or overhauled in 4-H Small Engines Project. A story listing source of engine, use of engine, repair parts list and costs is to be included and protected in a notebook type of cover.

Restored Vehicle

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H
Division 891
Classes

- 1. Report**—Submit a detailed report explaining the process used to restore or overhaul. Also include a VHS tape or digital recorded copy of the item and the process used. (Not Eligible for State Fair).
- 2. Restored/Overhauled Vehicle**—This is a class for the exhibitors of automobiles, motorcycles, tractors or multi-cylinder

engines that have been restored and/or overhauled in a 4-H petroleum power project to original specifications. (Not Eligible for State Fair).

Woodworking

The ability to build objects as designed by another person is an important life skill. Professional woodworkers often are hired to build objects to exacting specifications as laid out in a written plan.

Requirements: All articles exhibited must include a plan (with drawings, sketch or blueprint) stating dimensions and other critical instructions a builder would need to know 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 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.

4-H'ers must be in advanced woodworking projects for the exhibit to be considered for State Fair.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H Division 911 Classes

MEASURING UP—UNIT 1 (Not Eligible for State Fair)

- 11. First Woodworking Article**—Item made using skills learned in the Measuring Up Project Guide. Examples include: recipe holder, stilts or other skill level appropriate item. Items should be entered with construction plans.
- 12. Second Woodworking Article**—(See Class 11 for examples)

MAKING THE CUT—UNIT 2 (Not Eligible for State Fair)

- 15. First Woodworking Article**—Item made using skills learned in the Making the Cut Project Guide. Examples include: birdhouse, footstool, sawhorse, tool box, whistle or other skill level appropriate items. Items should be entered with construction plans.
- 16. Second Woodworking Article**— (See Class 15 for examples)

NAILING IT TOGETHER—UNIT 3

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

2. **Woodworking Display**— Display exemplifying one of the principles learned in the Nailing it Together Project. Examples include: measuring angles, wood lamination and joint types.
3. **Recycled Woodworking Display**—Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed, and utilize one or more woodworking techniques from page 2 of the Unit 3 manual. Exhibit must include the woodworking plan and a minimum one page report of how the engineering design process was used to develop the woodworking plan. Engineering Design Process: 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 chose this finish, 6) Evaluate (How does your item solve the original need?) 7) Present results (How would you do this better next time?)

FINISHING UP – UNIT 4

4. **Woodworking Article:** Item made using skills learned in the Finishing it Up Project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.
5. **Woodworking Display**—Display exemplifying one of the principles learned in the Finishing It Up Project. Examples include: career opportunities, types of finishes, or dovetailing.
6. **Recycled Woodworking Display**—Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed, and utilize one or more woodworking techniques from page 2 of the Unit 4 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) Reason for article finish (What type of finish, how did you finish or why you chose 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?)

Welding

All metal welding processes accepted. All welds in class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hanger 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. Plans must be included with welding article or welding furniture. 4-H'er must be in 3rd year welding to exhibit at State fair.

4-H Welding Project tips and Suggestions

Class 1

1. All welds should be made with the same electrode/wire/rod size and number
2. Welds should be made only on one side of metal so penetration can be judged
3. Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.
4. It is suggested that all welds be on the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5 to 2 inches wide and 3.5-4 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.

Stick welding

Suggest coupon thickness—1/4" if using 1/8" rod

Suggested rod—AC and DC straight or reverse polarity—
first E-7014, second E-6013

MIG Welding

Suggested coupon thickness—1/4" if using .035 wire and
1/8" If using .023 wire

Oxy-Acetylene

Suggested coupon thickness—1/8"

Suggested rod—1/8" mild steel rod

Class 2

1. It is suggested that all welds be on same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4" x 4" or on individual coupons that are about 2" x 4" and 1/4" thick. Suggested rods for this class or posi-

tion welds for AC and DC straight or reverse polarity is, first E-6013, second E-7014 and E-6010 for DC reverse polarity only.

2. Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

Class 3

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.

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H

Division 920

Classes

ARCS & SPARKS

1. **Welding Joints**—A display of one butt, one lap and one fillet weld.
2. **Position Welds**—A display showing three beads welded in the vertical down, horizontal and overhead positions.
3. **Welding Article**—Any shop article where welding is used in the construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. All plans, plan alternations, dimensions and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.
4. **Welding Furniture**—Any furniture with 75% welding is used in the construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. All plans, plan alterations, dimensions and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish.
5. **Plasma Cutter/Welder Design Notebook**—Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4-H'ers will create a notebook describing the design process to create the "artwork" to butt cut into the metal. In the notebook include: 1) A photo (front and back) of the finished project. Also include detailed photographs of the project to allow judges to examine cuts. 2) Instructions on how the design was created. This allows for replication of the project. 3) Lessons learned or improvements to the project. The notebook is State Fair eligible. An article is not eligible for State Fair entry.

Bicycle

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department H
Division 960
Class

- 1. Bicycle Demonstration Display**—To be exhibited by an individual. Exhibit may include (1) parts or systems of a bicycle, (2) worn or broken parts or (3) a step by step procedure of how some repair or service job is performed. Actual parts of cut-aways of parts are recommended but a limited number of photographs will be accepted. (Not Eligible for State Fair).



Animals

General Livestock Rules

- A. Livestock ID Sheets—All livestock excluding market beef must be identified in the Extension Office by the June 1st of the current year.
- B. Quality Assurance—4-H Exhibitors in beef, dairy cattle, sheep, swine, meat goat, poultry and rabbits must have received Quality Assurance training through a UNL Cooperative Extension program prior to June 1st . Completion of training will be certified by County Extension staff.
- C. Substitute Showperson—A substitute showperson must be a Kearney County 4-H'er. Violators of this rule will be disqualified after the show.
- D. Stalls/Pens—Stall and pen numbers will be given to each person before the fair by the County Staff. Exhibitors will furnish their own feed.
- E. Ear Tags—No ear tags are to be removed from any animal at the Kearney County Fair. Tagging of any market animal will not be allowed on the fairgrounds except by Extension Staff. Any market animal without a proper 4-H or FFA ear tag at check-in will not be allowed to show.
- F. Ownership of Animals—All animals shown must be owned in accordance with the current year's Nebraska 4-H rules and regulations.
- G. Safety—If an animal should become wild or endanger other animals and people, the livestock committee for the appropriate species can release the animal to be taken home.
- H. Removing Animals—Under NO circumstances can an animal be removed from the fairgrounds, except bucket calves, before 9:00 P.M. Wednesday without written permission of the appropriate livestock committee.
- I. Grooming of Livestock
 1. Clipping, trimming or blocking any beef, sheep or swine by anyone other than exhibitors will not be permitted at this show. This means that exhibitors can help each other, but individuals other than exhibitors cannot help.
 2. Grooming an animal other than clipping, trimming or blocking (e.g. brushing, washing, etc.) may be done by exhibitors and brothers, sisters or parents of the exhibitors.
 3. Pigs must be shown without hairdressing compounds.
 4. No trimming South of barn.
 5. Upon violation of above rules, the exhibitor's animal involved will be disqualified from the show.
- J. Weigh In—There will be no re-weighing. All animals including breeding beef must be weighed or checked in
- K. **All animals are required to be on the fairgrounds by the end of the designated stall time for that species unless the exhibitor has notified Rhonda Herrick, Extension Educator, of an emergency. If an animal**

is in violation of the above rule, they will not be allowed to show.

- L. Dress Code—Jeans, hard toed shoes, and a white shirt or official 4-H shirt are to be worn at all 4-H livestock events.
- M. Livestock Sale – Sale order to be announced. 4-H'ers participating in the sale will only be allowed to sell 2 animals and only 1 of a species. Entry weight will be the pay weight at the livestock sale. In an effort to encourage the County's 4-H Exhibitors to participate at State Fair and/or Ak-Sar-Ben, 4-H'ers will have the option to sell their animal as premium only and take the animal(s) home after the completion of the Livestock Sale. Breeding animals are also eligible to be sold as premium only and count towards the 2 animal limit. "Premium Only" means the difference from the base bid (packer bid) and the selling price in dollars per head. The 4-H Livestock Sale Committee must be notified of animals being sold as premium only when sale cards are turned in at the Livestock Office. See schedule for sale card deadline.
- N. Brand Release—Brand release should be turned in on entry day. No brand release by sale time, no sale of animal. Consigned animals sell only. There will be no substitutions with out majority permission of appropriate livestock committee.
- O. EVERYONE is expected to stay and clean up after the auction.

Livestock Herdsmanship

Premium—In beef, sheep, swine and goat divisions, herdsman-ship will be judged on an individual basis. \$7.00 and a champion rosette will be awarded to the top scoring individual in each species. In the spirit of club competition, an out-standing club award will be given in each species A club must have at least 3 exhibitors in a species to compete for this award. A \$25 premium will be awarded to the winning club.

- A. Exhibitors of livestock are asked to keep their areas orderly, neat, clean and attractive in appearance.
- B. Exhibitors of livestock are expected to care for their animals properly, keeping animals cleaned, fed and watered at appropriate times. **No feed pans in pens/stalls after 9:30 A.M. or before 6:00 P.M.**
- C. Exhibitors are expected to do herdsman-ship, not parents or leaders.
- D. Individuals who are showing multiple species must be present at one of the species during the herdsman-ship judging in order to get the 15 points allotted for the Exhibitor being present. For example, if an individual is exhibiting swine and beef at the Kearney County Fair, they must be present at one of their pens in either the beef or swine area at the time of herdsman-ship judging in order to receive the 15 points. They will receive points for each species. If an individual cannot be present, they may ask another person to represent them. However, the other person must identify themselves as a representative of the 4-H'er.
- E. Herdsman-ship will be judged by a committee based on the following criteria.

1. Animals cleaned and cared for—20 pts
 2. Alleys clean and stall cards displayed—25 pts
 3. Exhibitors present at their pens/stalls and courteous to visitors—15 pts
 4. No feed pans in pens/stalls after 9:30 A.M. or before 6:00 P.M.—10 pts
 5. Pens/Stalls clean with adequate amount of fresh bedding and manure removed. Animals must be securely tied—15 pts
 6. Tack pens and blocking chute area clean and orderly. Club name prominently displayed in tack area—15 pts.
 7. Bonus check—one time only between 8:00-8:30 P.M. everyday. Points based on overall cleanliness—25 pts.
- F. Herdsmanship will be judged between the following times daily:
- 9:30-10:30 A.M.
 - 5:00-6:00 P.M.
 - 8:00-8:30 P.M. Bonus Check

Livestock Showmanship

Premium—In beef, sheep, swine and goat divisions, a \$5.00 first place premium and a \$2.00 second place premium will be paid. Balance by ribbon only.

- A. All 4-H livestock exhibitors (except feeder calf and bucket calf) must enter the showmanship contest unless excused by the Extension Educator.
- B. All animals must be shown by the owner unless excused by the appropriate livestock committee. 4-H'ers must show their own animal in showmanship to be eligible to sell an animal in the Thursday auction.
- C. There will be three divisions in the showmanship contest: Sr. 14 and older, Intermediate 11-13, and Jr., 8-10.
- D. Senior Division champions will compete for All-Around Showperson by showing beef, sheep, swine and goats. 4-H'ers who have won all-around previously are eligible to participate in this contest.
- E. The All-Around Showmanship Committee will consist of one representative from the beef, sheep, swine and goat committees. This committee will be responsible for setting up for the contest and lining up animals at their discretion for contest exhibitors to show.
- F. Beef Showmanship will be Blow and Go; animals may be clipped, blown, brushed or combed to enhance their appearance. Guidelines for the Blow and Go show are as follows:
 - 1.) 4-H Beef animals will be shown free of any compounds that are applied by aerosol propellants
 - 2.) Alcohol, water or any water-based or alcohol-based products with no adhesive qualities are permitted

- 3.) Any compounds that have adhesive qualities or alter the color of the animal are forbidden
- 4.) All beef animals will be checked for compliance of the Blow and Go guidelines before entering the show ring.
- 5.) Any animal found to be in violation of the above rules will be lowered one ribbon placing.**

BEEF

Committee Members — Jason Olson, Jason Smidt, Curtis Olson,
Nathan Nickel & Matt Dornhoff

- A. A 4-H'er may exhibit 2 Market Beef (steers or heifers) and 1 Bred & Fed Steer, or 2 Bred & Fed Steers and 1 Market Beef (steer or heifer).
- B. A 4-H'er may exhibit 2 breeding heifers
- C. Only animals exhibited by their owners will receive ribbons or prizes unless the owner is excused by the beef livestock committee.
- D.. Beef Show & Beef Showmanship will be Blow and Go; animals may be clipped, blown, brushed or combed to enhance their appearance. Guidelines for the Blow and Go show are as follows:
 - 1.) 4-H Beef animals will be shown free of any compounds that are applied by aerosol propellants
 - 2.) Alcohol, water or any water-based or alcohol-based products with no adhesive qualities are permitted
 - 3.) Any compounds that have adhesive qualities or alter the color of the animal are forbidden
 - 4.) All beef animals will be checked for compliance of the Blow and Go guidelines before entering the show ring.
 - 5.) Any animal found to be in violation of the above rules will be lowered one ribbon placing.
- E. An exhibitor who has more than one animal in a class needs to secure approval for another Kearney County 4-H member to exhibit the additional animal(s) in that class.
- F. No grooming chutes will be allowed in the beef barn.
- G. A Grand Champion and Reserve Champion market steer, market heifer, bred and fed, and breeding heifer will be selected from the top two individuals from each class.
- H. Market steers and market heifers must meet the following weight requirements to be eligible for purple ribbon placings.
Market Steers—1000 lbs
Market Heifers—900 lbs
- I. All market and breeding beef shall remain stalled during sheep show.
- J. All market beef must be weighed, and ear-tagged at a County 4-H weigh-in in order to show at the Kearney County Fair, State Fair, or Ak-Sar-Ben.

- K. All market beef must have been weighed in at Kearney County beef weigh-in in order to be eligible for the county beef rate of gain contest.

MARKET BEEF

Premium	Purple	Blue	Red	White
	\$8.00	\$6.50	\$4.00	\$3.00

Department K

Division 605

Classes

- 1. Market Heifer**
- 2. Market Steer**

BRED & FED MARKET STEER

This class is designed to recognize the quality of animals in Kearney County on the exhibitor's own farm or ranch. Steers that are produced from the 4-H member's own herd or the herd of their immediate family (mother, father, sibling, legal guardian) are eligible. The steer's dam must have been bred and calved at the family's facilities and the steer must have stayed in the ownership of the family since birth. Animals must be designated "Bred & Fed Steer" at the 4-H market beef weigh-in.

Department K

Division 605

Class 3. Bred & Fed Market Steer

BREEDING HEIFER

- According to State Fair Rules—All breeding heifers must have a legible tattoo. A calfhooed vaccination tattoo is not considered an official identification tattoo.
- Class will be broken by age if there are enough entries.

Department K

Division 602

Class 1. Breeding Heifer

FEEDER CALF

- A 4-H'er may exhibit 2 feeder calves.
- Entries may be steers, bulls or heifers.
- To qualify in this division, each calf (steer, bull or heifer) entered must have a certified birth date. Birth date must be January 1 to May 31 of the current year.
- Calves to be exhibited in this division must be identified with the County Extension Office on or before June 1st of the current year.
- Feeder calves will be brought to the grounds the day of the show,

and taken home immediately following the show.

F. There will be no showmanship in the Feeder Calf division.

Premiums	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department K

Division 607

Class 1. Feeder Calf

BUCKET CALF

- A. If exhibiting a bucket calf, no other beef projects may be exhibited.
- B. Entries must be calves born between January 1st and May 31st of the current year.
- C. Pens will be provided for the bucket calves (if available) for the duration of the fair on a first come first served basis. However, the exhibitor may remove the calf from the grounds immediately following the show if they desire.
- D. No bottles will be allowed in the show ring.
- E. Record books for the bucket calf project are due at the fairgrounds office on Monday at 11:30 A.M.

Premiums	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

Department K

Division 608

Classes

- 1. **Senior Bucket Calf (4-H'ers ages 10-12 as of January 1st)**
- 2. **Junior Bucket Calf (4-H'ers ages 8 & 9 as of January 1st)**

DAIRY

Committee Member —Tom Meisenbach

- A. All dairy entries must be in stalls by Noon on show day. Dairy exhibitors must pre-register their animals during beef check-in.
- B. A 4-H or FFA member is limited to 2 dairy animals.
- C. All dairy cattle will be released after the show.
- D. Animals born after April 30th of the current year are not eligible to show. Registered and Grades will show together.

Department 5

Division 606

Classes

Jr. Dairy

- 1. **Junior Calves**
- 2. **Intermediate Calves**
- 3. **Senior Calves**

4. **Summer Yearlings**
5. **Spring Yearlings**
6. **Winter Yearlings**
- Sr. Dairy**
7. **Fall Yearlings**
8. **Dry Cow—Any Age**
9. **Two Year Olds**
10. **Three Year Old**
11. **Four Year Old**
12. **Five Year Old**
13. **Junior Herds**

SHEEP

Committee Members —Tom Meisenbach, Mick Jameson, & Amy Harsh

- A. An individual may exhibit 4 market sheep and 2 breeding sheep. The animals will be shown as individuals. No rams.
- B. No muzzles or similar devices will be allowed on sheep at this show.
- C. Market sheep must weigh at least 90 lbs to be eligible for purple ribbon. Any animal weighing less than 90 lbs will be subject to market discounts.
- D. An official Scrapie tag will be the designated identification of all market lambs and breeding ewes. These tags are available through the Nebraska Department of Agriculture.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

MARKET LAMBS

Department K

Division 620

Classes

1. **Market Ewe**
2. **Market Wether**

BREEDING EWES

Department K

Division 621

Classes

1. **Ewe Lamb (Born this year)**
2. **Yearling Ewe Lamb (Born previous year)**

MEAT GOAT

The meat goat project is designed for animals showing meat qualities such as the goats with the Boer influence. No hair, dairy or miniature goats will be included in the project.

- A. There will be separate classes for market goats and breeding goats.
- B. Meat Goats (market and breeding) must be identified in the Extension Office by June 1st of the current year.
- C. Goats will be weighed on entry day and should be a minimum of 45 lbs. After weighing, goats will be divided into weight classes depending on the number of entries and at the superintendent's discretion.
- D. Exhibitors may enter a maximum of two (2) market goats and two (2) breeding goats.
- E. All goats must be carrying all milk teeth at the time of weigh-in.
- F. All goats must have horns covered at all times, or be tipped or dehorned.
- G. Only wether and doe kids may be shown. No billies.
- H. Meat Goats are eligible to sell at auction for premium only. This will count towards the 2 animal auction limit.
- I. Goats are to be shown with a smooth neck chains or smooth collars only.
- J. An official Scrapie tag will be the designated identification of all market meat goats and breeding meat goats. These are available through the Nebraska Department of Agriculture.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

MARKET MEAT GOATS

Department K

Division 630

Class

1. Market Meat Goat

BREEDING MEAT GOATS

Department K

Division 631

Class

1. Breeding Meat Goat

SWINE

Committee Members— Bill Miller, Alan Kahle, Kendall Lammers,
& Michael Sorensen

- A. There will be separate classes for market barrows and market gilts.
- B. An Exhibitor may exhibit a total of 3 market swine. (No boars)
- C. All market hogs must weigh at least 220 lbs, but not more than 320 lbs to be eligible for Purple ribbon. Any animal weighing less than 220 lbs or more than 320 lbs will be subject to packer discounts. If exhibitor does not wish to take packer discounts, the animal can be taken home.
- D. Hogs may be clipped or shaved, but will be subject to marketability of the hog. In other words, if a packer/buyer refuses to buy animals that have been clipped or shaved, animals must be taken home.

Premium	Purple	Blue	Red	White
	\$4.00	\$3.00	\$2.00	\$1.00

MARKET SWINE

Department K

Division 610

Classes

- 1. Market Barrow**
- 2. Market Gilt**
- 3. Pen of Three Market Hogs**

HORSE

Committee Members — Bert Russell, Patty Jestes, Kasey Russell
& Matt Talbert

- A. Level 1 Advancement must be passed to be eligible to show at the fair.
- B. All horse exhibitors must enter either showmanship or horsemanship.
- C. No individual may enter more than 4 animals in this department.
- D. Horses are to arrive the day of show and return home after the show.
- E. All horses in the show must have identification sheets in the Extension Office by June 1st of the current year.
- F. Class and events will be conducted according to the “*Nebraska*”

4-H Horse Show and Judging Guide 4-H 373

- G. Stallions over 12 months of age may not be entered.
- H. Dress code will be long sleeved white shirts, blue jeans, hats, boots, and 4-H arm band.
- I. Grand and Reserve Champions **must** be purple ribbon winners.
- J. All events must be pre-entered with the Extension Office. Absolutely no adding of events/classes after the due date.
- K. 4-H'ers who are 8-11 years old as of January 1st will show in Junior Division. Those 12 years and over as of January 1st will show in Senior Division. There will be a lead-line class held during the show for future 4-Hers.

Premium	Purple	Blue	Red	White
	\$7.50	\$5.00	\$4.00	\$3.00

Department K

Division 670

Classes

SHOWMANSHIP

- 1. Junior Showmanship**
- 2. Senior Showmanship**

PLEASURE

- 3. Junior Pleasure**
- 4. Senior Pleasure**

HORSEMANSHIP

- 5. Junior Horsemanship**
- 6. Senior Horsemanship**
- 7. Club Horsemanship**

REINING

- 8. Junior Reining**
- 9. Senior Reining**

POLE BENDING

- 10. Junior Poles**
- 11. Senior Poles**

BARREL RACING

- 12. Junior Barrels**
- 13. Senior Barrels**

RIDING

- 14. Junior Western Riding**
- 15. Senior Western Riding**
- 16. Junior Trail Class**
- 17. Senior Trail Class**

HALTER

- 18. Halter Class—Mare, 3 and Under**
- 19. Halter Class—Gelding, 3 and Under**
- 20. Halter Class—Mare, 4 and Over**
- 21. Halter Class—Gelding, 4 & Over**

SMALL ANIMALS

SMALL ANIMALS—HERDSMANSHIP

Premium—In Rabbit and Poultry divisions, herdsmanship will be judged on an individual basis. \$5.00 and a champion rosette will be awarded to the top scoring individual in each species. In the spirit of club competition, an outstanding club award will be given in each species. A club must have at least 3 exhibitors in a species to compete for this award. A \$15 premium will be awarded to the winning club.

- A. Exhibitors of small animals are asked to keep their areas orderly, neat, clean and attractive in appearance.
- B. Exhibitors of small animals are expected to care for their animals properly, keeping animals cleaned, fed and watered at appropriate times.
- C. Exhibitors are expected to do herdsmanship, not parents or leaders.
- D. Herdsmanship will be judged by a committee based on the following criteria:
 - 1. Animals cleaned and cared for—20 points
 - 2. Alleys clean and exhibit cards displayed—25 points
 - 3. Exhibitors present at their pens/stalls and courteous to visitors—15 points
 - 4. Tack area and cages clean with manure removed. - 15 points
- F. Herdsmanship will be judged between the following times daily:
9:30-10:30 A.M. & 5:00-6:00 P.M.

POULTRY & RABBIT SHOWMANSHIP

- A. 4-H'ers who are 8-11 years old as of January 1st will show in Junior Division. Those 12 years and over as of January 1st will show in Senior Division.
- B. Senior Division Champions of Rabbits and Poultry will compete for an All-Around Showperson in Small Animals by showing rabbits and poultry. 4-H'ers who have won all-around previously are eligible to participate in this contest. A committee will be responsible for setting up the contest and lining up animals at their discretion for contest exhibitors to show.

Poultry

- A. All poultry exhibited must be grown in a 4-H member's project.
- B. Quality Assurance— 4-H Exhibitors in poultry must have received Quality Assurance training or testing through UNL Cooperative Extension program prior to June 1st. Completion of training will be certified by County Extension Staff.

- C. To be eligible for breed exhibition, cockerel, pullet, cock or hen chicken entries must be fair representatives of one of the breeds listed in the *American Standard of Perfection*.
- D. The minimum weights for light breeds such as Leghorn is 3 lbs. For medium breeds, pullets and cockerels is 4 lbs. Cockerels in the heavy breeds is 5 lbs.
- E.. A 4-H'er may enter 2 animals per class except for "pens". A pen of broilers shall consist of three male birds 6-8 weeks of age. A pen of hybrids, crossbred or purebred egg production birds shall consist of 3 pullets. Pens of broilers or egg production pullets will be judged for production qualities only and need not necessarily conform to breed standards. A trio of exhibition birds will consist of one male and two females. Birds entered individually are not eligible to be judged as part of a trio. Birds entered in trios or pens are ineligible to be judged in individual competition.
- F. The rules for standard size chickens apply equally to bantams, water-fowl and turkey where applicable.
- G. Cages are provided. All chickens remain for entire fair.
- H. 4-H exhibitors must be present while his/her animal is being judged.
- I. Official dress code required. (See general livestock rules)

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department G

Division 75

Classes

1. Poultry Showmanship

LARGE FOWL CLASSES

11. Cockerel

12. Pullet

13. Cock

14. Hen

LIGHT BREED CLASSES

15. Cockerel

16. Pullet

17. Cock

18. Hen

BANTAM CLASSES

19. Cockerel

20. Pullet

21. Cock

22. Hen

DUCK CLASSES

23. Young Drake

24. Young Duck

GOOSE CLASSES

25. Young Gander

26. Young Goose

TURKEY CLASSES

27. Young Tom Turkey

28. Young Hen Turkey

PRODUCTION CLASSES

29. Pen of Broilers

30. Pen of Egg Production

PIGEONS

31. Pigeons

MARKET BROILERS

- 32. Market Broilers (Pen of 3—Total weight of 10-25 lbs).** A Market Broiler request form must be filed with the Extension Office by the 4th Friday in May of the current year. Broiler entries are limited to one entry per exhibitor. Each exhibit must be healthy and clean upon arrival.

Rabbits

- A. A 4-H Member is limited to exhibiting 4 rabbits with a maximum of 2 per class.
- B. Quality Assurance— 4-H Exhibitors in rabbit must have received Quality Assurance training or testing through the Nebraska Extension program prior to June 1st. Completion of training will be certified by County Extension Staff.
- C. All rabbit exhibits must stay for the entire fair.
- D. Official dress code required (See general livestock rules)

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department G

Division 80 Class

1. Rabbit Showmanship

Rabbit Classes

- 11. Does, Junior**—Under 6 months
- 12. Does, Intermediate**—6, 7 & 8 months
- 13. Does, Senior**—Over 8 months
- 14. Bucks, Junior**—Under 6 months
- 15. Bucks, Intermediate**—6, 7 & 8 months
- 16. Bucks, Senior**—Over 8 months
- 17. Small Fryer**—Under 4 lbs
- 18. Large Fryer**—4–5½ lbs max.

Small Animals & Household Pets

- A. Any 4-H'er enrolled in a small animal project, pocket pet, fish or birds may exhibit in this area. Animals eligible include gerbils, hamster, guinea pigs, tropical fish, parakeets and other pet birds, dogs and cats. Rabbits and poultry are not allowed in this area.
- B. All animals must be free of fleas, ticks, ear mites, ringworm, internal and external parasites and any infectious disease. If any signs of these health conditions are present, exhibitors will be asked to leave without being allowed in the show area.
- C. Each exhibitor may enter 2 exhibits per class. An exhibit is composed of animal(s) and cage or tank and may include from one to five animals for pocket pets; one animal, per exhibit for cats and dogs.
- D. Posters and items made for small animals will be entered on Entry Day, Saturday before fair. Animals will be entered on small animal show day. Each exhibitor will be interviewed by the judge.
- E. Judging will be based on the exhibitors handling of the animals and knowledge of care as displayed during the interview. A whole entry will be judged, both the animal(s) and the cage or tank.
- F. Females in season will not be permitted to be shown. No animals with nursing babies will be allowed. Overly aggressive animals may be disqualified at the discretion of the judge or staff.
- G. Official dress code required. (See general livestock rules)

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

DOG

- A. Exhibitor should provide primary care and training for the dog.
- B. A dog that is exhibited at the County Fair must be 6 months or older.
- C. All dogs must be immunized for distemper, hepatitis, parvo and rabies. **The Nebraska 4-H Certificate of Vaccination for Dogs form must be completed and signed by a veterinarian.** Vaccination papers are requested by June 1st of the current year and must be current by county fair show date. The form must document all vaccinations within 1 year or 3 years depending on the vaccine given. All required vaccinations must be given within 1 to 3 years of the show date based on label guidelines. All vaccinations must be in effect at the time of the small animal show. Only dogs with this current certificate on file will be allowed to show.

Department G
Division 680
Class 1—Dog, All Breeds

CAT

- A. In addition to general requirements, cats shall be free of discharge from nose and eyes. Cats are required to have current rabies and distemper (feline enteritis) vaccinations. A three-in-one virus vaccine (feline enteritis, viral rhinotracheitis and calicivirus) is preferred over the simple distemper vaccination, but not required. **The Nebraska 4-H Certificate of Vaccination for Cats form must be completed and signed by a veterinarian.** Vaccination papers are requested by June 1st of the current year and must be current by county fair show date. Claws must be clipped. No expecting or nursing mother cats may enter.

Department G

Division 690

Class 1—Cat, All breeds

SMALL ANIMALS (Not eligible for State Fair)

Department G

Division 710

Classes

1. **Live Bird**—May enter 1 male and 1 female; judged separately, requires 1 entry tag per exhibit.
2. **Pocket Pets**—Guinea pig, hamster, gerbil, etc.
3. **Fish**
The following must be entered on entry day of Fair
4. **Small Animal Poster**
5. **Item Made for Small Animal**—Toy, scratch-post, etc...
6. **Display of Bird Equipment**—Feeder, house, etc. Must be homemade from wood. Two entries may be made.

SPECIAL EXHIBITS

Lego

In honor of Nathan Hultquist each 4-H'er will be allowed to exhibit and have judged one Lego Model

Premium	Purple	Blue	Red	White
	\$3.00	\$2.25	\$1.75	\$1.00

Department J
Division 925
Class

1. **Lego Model**—Lego builders will be able to enter a “Lego” display no larger than 24” x 24”. Exhibits will be judged on workmanship, artistic value, creativity, and degree of difficulty.

Miscellaneous Project Exhibit

For projects not specifically listed in premium book, exhibitor may enter one exhibit per class for each project so designated. List project on entry card.

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department J
Division 980
Classes

1. **Poster**—14x22” depicting one idea learned from the project. (Not Eligible for State Fair)
2. **Display**—Self-contained, such as in notebook or sealed box, depicting one idea learned from the project. (Not Eligible for State Fair)
3. **Entry of Choice**—Must be from project manual or approved by Extension Staff. (Not Eligible for State Fair)

Catch-All Exhibits

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department J

Division 910

Class

- 1. Anything Made in a 4-H Project**—One entry per individual. Must be enrolled and have entered one or more exhibits in the project. Write project on entry tag.

Clover Kid Exhibits

Premium \$1.00

Department J

Division 830

Class

- 1. Clover Kids Projects**—Clover Kids may exhibit any items they have made as part of the Clover Kid Project or at Clover Kid Camp. Exhibits will be displayed in a special area and awarded a Clover Kid Ribbon. (Not Eligible for State Fair)

School Enrichment

- A student may enter any or all of the exhibits in the projects his/her class participated in.
- All entries should be labeled on the back with the student's name, address, age, school, grade and class number.
- Posters in all projects should be 14x22", done in any medium, but not 3 dimensional. They should inform the audience about one thing learned in the project.
- Creativity and accuracy will be judged. Don not use copyrighted material, such as the cartoon character "Garfield".

Premium	Purple	Blue	Red	White
	\$2.00	\$1.50	\$1.25	\$1.00

Department J

Division 990

Classes

EMBRYOLOGY

- 1. Poster**

4-H TROPHIES & AWARDS

LIVESTOCK AWARDS & TROPHIES

BEEF

Grand Champion Market Steer

Farmers & Merchants Bank, Axtell

Reserve Champion Market Steer

Gary Thompson Agency, Minden

Division Champions– Market Steer

Kearney/Franklin County Cattlemen

Grand Champion Bred & Fed Market Steer

Gary Thompson Agency, Minden

Reserve Champion Bred & Fed Market Steer

Dorn Cattle Company

Grand Champion Market Heifer

Farmers & Merchants Bank, Axtell

Reserve Champion Market Heifer

Triple Bar J Farm, Scott Johnson

Grand Champion Breeding Heifer

R & J Cattle, Randy & Joy Sinsel

Reserve Champion Breeding Heifer

Farm Bureau Financial Services

Grand Champion Feeder Calf

Rhynalds Auction & Realty, LLC

Reserve Champion Feeder Calf

First Ag Inc., Gene & Dean Carstens

Grand Champion Sr. Bucket Calf

Pizza Hut

Grand Champion Jr. Bucket Calf

Kahle Simmentals, Minden

BEEF RATE OF GAIN CHAMPION

\$25 Cash Award — *Farm Credit Services of America*

SWINE

Grand Champion Market Swine, Gilt

Golden Harvest— Bill & James Miller

Reserve Champion Market Swine, Gilt

PNR American Express Travel—Jenny Koch

Grand Champion Market Swine, Barrow

Alberts Seed Co., Matt Alberts

Reserve Champion Market Swine, Barrow

Minden Exchange Bank & Trust

Grand Champion, Pen of 3 Market Swine

Kent Nielsen Family

Reserve Champion Pen of 3 Market Swine

Gary Thompson Agency

SHEEP

Grand Champion Market Lamb

Gary Thompson Agency

Reserve Champion Market Lamb

First Bank & Trust Co., Minden

Grand Champion Breeding Ewe

Keene Co-op

Reserve Champion Breeding Ewe

Prairie Gold Farms, Jerold & Loren Kuehn

MEAT GOAT

Grand Champion Market Meat Goat

Garrett Tires, Treads & Appliances

Reserve Champion Market Meat Goat

Hilltop Ranch Feed

Grand Champion Breeding Meat Goat

Robert & Diann Wackerla

Reserve Champion Breeding Meat Goat

Arlen & Nancy Osterbuhr

LIVESTOCK SHOWMANSHIP

Beef

Junior Division: *In Memory of Gary Cederburg,
by the Cederburg Family*

Intermediate Division: *Fort Kearny Consolidated*

Senior Division: *Gary Thompson Agency*

Dairy:

Junior Division: *Double Dart Holsteins*

Senior Division: *Double Dart Holsteins*

Sheep:

Junior Division: *Landmark Implement*

Intermediate Division: *LG Seeds, Jerry Bendfeldt*

Senior Division: *Minden Hardware*

Swine:

Junior Division: *MB5A Farms, Matt & Brenda Alberts*

Intermediate Division: *Minden Exchange Bank & Trust*

Senior Division: *In Memory of Dylan Miller, Miller Body Shop*

Goat:

Junior Division: *Tarrell Ranch*

Intermediate Division: *Hilltop Ranch Feed*

Senior Division: *Brad & Deb Lundeen*

ALL AROUND SHOWPERSON

\$25 Cash Prize — *Kearney County Ag Society*

Trophy—*McBride Realty, Central Plains Living, LLC*

LIVESTOCK JUDGING

High Scoring Livestock Judge in Junior Division:

Donor: *Keene Kids 4-H Club*

High Scoring Livestock Judge in Senior Division:

Donor: *First Bank & Trust Co., Minden*

SMALL ANIMAL AWARDS

RABBIT

Grand Champion - *Madsen Seeds*
Reserve Champion - *Madsen Seeds*

RABBIT SHOWMANSHIP

Grand Champion, Junior Division - *Madsen Seeds*
Reserve Champion, Junior Division - *Madsen Seeds*
Grand Champion, Senior Division - *Madsen Seeds*
Reserve Champion, Senior Division - *Madsen Seeds*

POULTRY

Grand Champion - *Farm Credit Services of America*
Reserve Champion - *Farm Credit Services of America*

POULTRY SHOWMANSHIP

Grand Champion, Junior Division - *Ed & Roxanne Sorensen Family*
Reserve Champion, Junior Division - *Kendall & Sue Lammers Family*
Grand Champion, Senior Division - *Farm Credit Services of America*
Reserve Champion, Senior Division - *Farm Credit Services of America*

POULTRY-RABBIT ALL AROUND SHOWPERSON

\$25 Cash Prize - *Kearney County 4-H Council*
Trophy - *Kearney County 4-H Council*

COMPANION ANIMAL

Grand Champion - *Gene & Kelly Trausch*

STATIC EXHIBIT AWARDS

CLOTHING CONSTRUCTION

Junior Champion—*One Way Winners 4-H Club*
Intermediate. Champion: *Anonymous Donor*
Senior Champion: *Malcom Farms, Inc.*

FASHION SHOW

First Bank & Trust Co., Minden will provide trophies to the Junior and Senior Fashion Show Champions

BEST CLUB EXHIBIT

Kearney County 4-H Council will award a \$25.00 cash prize to the winning club.

BAKE 'N TAKE

Trophy: Anonymous Donor

FAVORITE FOOD FAIR

A cookbook will be given to the Jr. & Sr. Champion in Favorite Food Fair by an Anonymous Donor.

TOP HERITAGE EXHIBIT

The South Central Genealogy Society will award \$10 to the top exhibit depicting family heritage/genealogy.

SPINNING OR WEAVING

The Prairie Fibers Weavers & Spinners Guild will award \$10 to the best in show 4-H woven item.

HORTICULTURE

Joys Floral will award \$25 to the top 4-H horticulture exhibit

4-H COMMUNICATIONS AWARDS

4-H SPEECH CONTEST

The First Bank & Trust Co. of Minden will furnish a trophy to each Winner in Junior, Intermediate and Senior Divisions and a Public Service Announcement trophy for the 4-H Speech Contest.

PRESENTATIONS

Grand Champion, Junior Division - *Anderson Jewelry*
Grand Champion, Senior Division - *First Bank & Trust Co., Minden;*

The family of Julie Gilbreath will provide trophies in her memory, to any 4-H'er giving a Presentation for the first time at the Kearney County Fair.

OUTSTANDING 4-H MEMBERS

Plaques: *Kearney County 4-H Council*

\$100 Scholarship: *Minden Lions Club, Minden Rotary Club*

Gift and \$250 Scholarship - *Kearney County 4-H Council*



A large, bold, black letter 'N' with a white outline and a registered trademark symbol (®) to its right.

EXTENSION

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Nebraska Extension is a Division of the Institute of Agriculture and Natural Resources at the University of Nebraska–Lincoln cooperating with the Counties and the United States Department of Agriculture.

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