

2024

Kearney County Fair



July 19-22

Kearney County Fairgrounds
Minden NE

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Table of Contents

Agronomy	82
Beef	119
Catch All.....	132
Citizenship	11
Clothing.....	23
Clover Kids.....	133
Computers.....	98
Consumer Management.....	20
Electricity	101
Energy	107
Entomology / Bees.....	89
Entrepreneurship.....	18
Fashion Show.....	31
Foods, Nutrition & Food Preservation	49
Forestry.....	77
General Rules.....	6
Geospatial	106
Heritage	13
Home Design & Restoration	34
Horticulture	60
Horse.....	124
Human Development.....	16
Lego.....	131
Livestock Rules & General Information	116
Meat Goat.....	123
Misc. Exhibits	132
Photography.....	44
Poultry	127
Quilt Quest.....	40
Rabbit.....	129
Reduce, Reuse, Recycle.....	18
Rockets.....	96
Robotics	104
Sheep.....	122
Shooting Sports.....	72
Small Animals	126
Swine.....	124
Talent Showcase	10
Veterinary Science	91
Visual Arts.....	38
Welding.....	111
Wildlife.....	68
Woodworking.....	109

KEARNEY COUNTY FAIR 4-H SCHEDULE

SATURDAY, JULY 6

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

MONDAY, JULY 8

8:30AM Enter 4-H Favorite Food Fair Displays
9:30AM 4-H Clothing & Fashion Show Judging
7:30PM 4-H Public Fashion Show & Talent Showcase

TUESDAY, JULY 16

Times vary Enter 4-H Static Exhibits (excluding clothing)
Families will sign up for an appointment time to make
entries. 4-H families may also enter Open Class
exhibits during their scheduled time.

WEDNESDAY, JULY 17

8:00-11:00AM Open Class Exhibit Entry

THURSDAY, JULY 18

3:00 PM All Beef, Sheep, Goats & Swine in pens
4:00 PM Livestock Check-in in the following order:
Sheep, Goat, Market Beef, Breeding Heifers,
Market Swine (Hog wash racks to be shut off
during this time.)

FRIDAY, JULY 19

8:30AM 4-H Swine Showmanship immediately followed by
4-H Swine Show
2:00PM Horticulture Contest—Open to everyone
6:00PM Livestock Shows in the following order:
Pee Wee Sheep Showmanship, 4-H Sheep Showmanship,
4-H Sheep Show, 4-H Meat Goat Showmanship,
4-H Meat Goat Show

***Non-Beef Exhibitors — Please turn in sale cards Friday.**

Livestock Exhibitors—All Sale cards MUST be turned in no later than 30 minutes following the conclusion of the Market Beef Show in order to be included in the sale program. NO EXCEPTIONS. Non-Beef exhibitors should turn cards in on Friday.

SATURDAY, JULY 20

- 9:00AM 4-H Beef Showmanship immediately followed by
4-H Beef Show (Blow & Go) in the following order:
(Breeding Heifer, Market Heifer, Market Steer, Feeder calf)
LIVESTOCK SALE CARDS DUE
- 1:00PM 4-H Bucket Calf Record Books due to Livestock Office
- 5:00PM 4-H All-Around Showmanship
- 5:30PM Open Class & Memorials Recognition
- 6:00PM 4-H Bucket Calf immediately followed by
Open Class Bucket Calf

SUNDAY, JULY 21

- 1:00PM 4-H Small Animal Entry with judging to follow in the
Exhibit Building. (Dog, Cat, Pocket Pets/Birds, Rabbits,
Poultry) Animals released after the show. Rabbits and
Poultry can be brought to the grounds at any time between
Thursday and Sunday.)
- 1:00-5:00 PM Petting Zoo
- 3:00 PM Static Exhibit Release (4-H & Open Class)
Kiddie Tractor Pull
- 4:00 PM Mutton Bustin' (registration starts at 2:00)
- 6:30PM Ranch Rodeo
- 9:00PM Livestock Release for those not going through the auction.
(*Premium Only animals must remain on the grounds for
auction.)

MONDAY, JULY 22

- 9:00AM 4-H Livestock Auction

****Everyone is expected to help with clean-up after the auction.**

***RockIt Friday & Saturday
Merchant Displays Open Friday—Sunday***

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

GENERAL RULES—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 Kearney County by June 15th of the current year.
1. A 4-H'er must be at least 8 years of age by January 1st of the current year and must not have reached his/her 19th birthday by January 1st of the current year.
 2. 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.
 3. 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. No Firearms, items with a blade (broad heads, knives, saws, etc.) or related items of any other kind may be exhibited. This applies to actual items, replicated items, and item parts. Shooting sports accessories are permissible as described in the Conservation, Wildlife and Shooting Sports section.
- D. Copyrighted writing, artwork, videos, and images may be used in 4-H educational exhibits under Fair Use for Educational Purposes of Copyright Law. In order to qualify for Fair Use, 4-H'ers must 1) only use a small amount of the copywritten work, 2) add new meaning to the work to make it original, 3) rework it and use it in a totally different way, and 4) use it for nonprofit purposes (not to make money). Giving credit to the original creator is recommended
- E. Exhibits Released—Items shall be removed at the time listed in the official schedule in the front of this book. All static exhibits and Open Class items must be removed at that time. Livestock release time is listed separately.
- F. 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. Membership of the protest committee will be outlined in 4-H Council by-laws.
 2. All protests must be submitted in writing and signed by the protester. The written protest must include:
 - Names of persons involved
 - Nature of concerns
 - 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 committee.
3. The protest will be acknowledged after receiving the written protest and will be responded to in a timely manner.
 4. Protests related to a judge's integrity, decision, placings or other evaluations will not be accepted.
 5. Protests will not be accepted after the exhibit or event/activity is completed/released.
 6. 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.
 7. Failure of the protester to attend the face-to-face meeting with the Protest Committee will result in no action.
 8. 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. The 4-H member/parent/leader may be excluded from the 4-H show or activity if action warrants.
 9. The Protest Committee and Event leadership reserve the right to withhold any award.
- G. 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.
- H. Ribbons and Premiums Awarded—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 using 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. Livestock exhibitors must clean stalls or forfeit premium.
- I. To be eligible to receive premiums, a member must 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.

CONTESTS

4-H Communications Event

This contest provides 4-Hers with the opportunity to develop the lifetime skill of public speaking in an “audience friendly” contest. The contest is divided into 3 different areas of competition. The Kearney County 4-H Public Communications Event is held in early spring. All Ages are as of January 1st of the current year. See current year’s contest rules for complete information.

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

Presentations

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. The judge views the entire presentation and engages in a question-and-answer session following the presentation. 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. Can be given by an individual or a team. See this year’s contest rules for complete information.

Contests

Division—Presentations

Classes

- 1. Junior Division**—Ages 8 & 9.
- 2. Intermediate Division**—Ages 10-13
- 3. Senior Division**—Ages 14 & Under
- 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.

Prepared Speech

Contests

Division—Prepared Speech

Classes

- 10. Junior Division**— Ages 8 & 9. May use poem or story.
- 11. Advanced Junior Division** Ages 8 & 9. Must be an original speech relating to 4-H.

- 12. **Intermediate Division** Ages 10-13. Must be an original speech relating to 4-H experiences.
- 13. **Senior Division** Ages 14 & Over. Speech must be 4-H related and written by the 4-H'er.
- 14. **PSA**—See current rules for the PSA theme and details.

Horticulture Judging

- A. Anyone may participate in this contest. Premium money will be paid only to Kearney County 4-H youth members.
- B. This contest will be divided into 2 age divisions. Junior 8-11 and Senior 12 and over. All ages are as of January 1st of current year.

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

Contests

Division—Horticulture Judging Classes

- 22. **Jr. Division** Ages 8-11
- 23. **Sr. Division** Ages 12 & Over

4-H Livestock Judging

- A. A 4-H member enrolled in any type of livestock project will be eligible to participate in this contest.
- B. This contest will be divided into 2 age divisions. Junior 8-11 and Senior 12 and over. All ages are as of January 1st of current year.
- C. Local contest is the South Central Nebraska Livestock Judging Clinic and Contest held in Bladen.

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

Contests

Division—Livestock Judging Classes

- 25. **Jr. Division** Ages 8-11
- 26. **Sr. Division** Ages 12 & Over

4-H Shooting Sports BB Gun Contest

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

Contests

Division—BB Gun Contest

Classes

41. **Junior Division** Ages 8-10
42. **Intermediate Division** Ages 11 & 12
43. **Senior Division** Ages 14-16

4-H Talent Showcase

- A. All participants must be Kearney County 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

Contests

Division—Talent Showcase

Classes

51. **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.
52. **Vocal Performance**—Solo, Duet or Group
53. **Instrumental Performance**—Solo, Duet or Group
54. **Combo**—Solo, Duet or Group/ Vocal and instrumental performance.
55. **Non-Musical Performance**—Solo, Duet or Group. May include but not limited to recitation, acting, puppetry, magic, etc.

FAMILY & CONSUMER SCIENCES

Citizenship & Civic Education

The purpose of these citizenship exhibits is to foster civic responsibility and action within the diverse areas of citizenship including community service, service learning, government and policy making.

Exhibit Guidelines

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

Displays should not be larger than 22 inches x 28 inches wide. If the size needs to be a different size because the item is larger than 22 inches x 28 inches, please contact the office for approval. Display collections securely in an attractive container no larger than 22 inches x 28 inches.

Supporting Material — All entries must have a statement explaining:

- The purpose of the exhibit
- Exhibitors are encouraged to show evidence of their personal experiences, study or observations that relate to their exhibit. This helps the judges understand what the 4-H'er did and learned in the process that led to the exhibit.
- References—All exhibitors should reference material sources or supporting information used in exhibits (i.e., if questions from a game were taken from an outside source, they must be referenced.)
- All entries should be labeled with the exhibitor's name, club and county.

Premium

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

Family & Consumer Science Division—Citizenship 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 multimedia program to tell about the PROCESS of developing and giving a care package to a service organization. Power Point should be saved to a USB/thumb drive. 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 inches x 16 inches.
 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 inches x 28 inches.
 6. **Written or Recorded Stakeholder Interview** - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/ thumb drive will be accepted.
 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, Quilt of Valor and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.
 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, care package or Quilt of Valor.

Premium

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

SEEING i2i

Family & Consumer Science Division—Seeing i2i

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** A poem written by the 4-H'er that reflects who they are.
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

The purpose of the 4-H Heritage project is to acquire knowledge, develop a connection to the past and share the story of a 4-H member's heritage and history around them. An exhibit may include items, pictures, maps, charts, recordings, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history.

Exhibit Guidelines

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

Displays should not be larger than 22 inches x 28 inches wide. If the size needs to be a different size because the historical item is larger than 22 inches x 28 inches, 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 inches x 28 inches.

Exhibits must include Name, County, Age, and Past Experience (years in heritage projects) on back of exhibit.

All entries must have documentation included.

Premium

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

Family & Consumer Science

Division— Heritage Beginning Level (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.

Family & Consumer Science

Division—Heritage Advanced Level (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 inches x 28 inches).
14. **Video Documentary** of a family or a community event. Must be produced and edited by 4-H member. Must be entered as a USB.
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.

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.

Exhibit Guidelines

Information Sheets—Classes 1-6 & Class 8: Ribbon placing of the exhibit will include the completeness of accuracy of this information sheet.

Information sheets for Classes 1-6 should include:

1. Where did I get the idea for this exhibit?
2. What decisions did I make to be sure exhibit is safe for child to use?
3. What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 mths; Toddlers, 18 mths to 3yrs; Preschoolers, 3-5 yrs; or Middle Childhood, 6-9 yrs. 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child. (see project manuals).
4. How is the toy, game or activity intended to be used by the child?

Information sheet for Class 8 should include:

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

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

**Family & Consumer Science
Division—Human Development
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's home. Do not make kit for combination of ages or for your own family to use. 4-H'er must make one or more items in the kit, but purchased additional 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 inches x15 inches x 10 inches. 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 mem-

bers 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. (Not Eligible for State Fair)

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

Family & Consumer Science

Division—Reduce, Reuse, Recycle 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.

Entrepreneurship

Entrepreneurship exhibits help participants develop an entrepreneurial mindset. An entrepreneurial mindset is needed to tackle social issues as well as explore new business opportunities.

- A. The 4-H member's name, age, town and county must be listed on the

back of the exhibit. Posters must be 14 inches x 22 inches and may be arranged either horizontally or vertically.

- B. Poster may not use copyrighted materials, such as cartoon characters or commercial product names.
- C. 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

Family & Consumer Science

Division—ESI: Entrepreneurship Investigation

Classes

ESI Unit 1—Discover the E-Scene

1. **Interview an Entrepreneur**—Share what you learned from the person about having an entrepreneurial mindset. How have they applied that mindset? Have they started a business? Are they tackling a social issue? How do they deliver excellent customer service? How will what you have learned through this interview change your future plans or ways of thinking about entrepreneurship? The summary of the interview should be typed and with a maximum length of two pages (12 pt. font). Enter exhibit in a folder with fasteners (no slide bars).
2. **Social Entrepreneurship Presentation**—Prepare a five slide power point presentation about a social entrepreneurship venture 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 folder with fasteners (no slide bars).
3. **Marketing Package**—(mounted on a 14 inches x 22 inches 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 inches x 11 inches) 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. 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 inches x 22 inches 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. 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.
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, (or other digital presentation), 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.)

Consumer Management

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

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 inches x 22 inches 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

Family & Consumer Science Division—My Financial Future 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” listed on page 62. Activity/display must include at least five (5) of the terms.

SHOPPING IN STYLE

If exhibit is a poster it should be on 14 inches x 22 inches poster board. If a three-ring binder is used it should be 8½ inches x 11 inches x 1 inch. Video exhibits should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or QuickTime Player.

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

Family & Consumer Science Division—Shopping in Style Classes

1. **Best Buy for Your Buck** (Ages 8-13 before January 1 of the current year)—Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video. No posters. 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 the following additions: 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 clothesline, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video.

CLOTHING

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

Rules

- A. ENTRIES-Clothing exhibits must be described when making entry. example: dark blue wool skirt and jacket, red and white print blouse).

- B. **PREPARATION OF EXHIBITS**-Bring all wearable exhibits on wire hangers. Fasten skirts, shorts and pants to skirt/pant hangers or safety pin on hanger. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties.
- C. **DESIGN DATA CARD**—A Clothing Design Data Card must be included with Beyond the Needle Classes 3 through 8 and STEAM 2 and 3 upcycled exhibits. The data card is available on our website at kearney.unl.edu or at go.unl.edu/ne4hclothing. If the data card is not included, the exhibit will be lowered one ribbon playing. The data card is only required for the classes listed above.

N EXTENSION



Clothing Design Data Card

Name _____ County _____

Class Name and Number _____

This card must be included with

Beyond the Needle Classes: C221003 through C221008

STEAM 2 Upcycled Garment and Accessory Classes: C222003 and C222004

STEAM 3 Upcycled Garment and Accessory Classes: C223001 and C223002

All upcycled exhibits are required to have before and after pictures
(pictures no larger than 4.25" x 5.5" each)

- Why did you choose to create this exhibit?

- What steps did you take as you created this exhibit?

- What is one thing you learned from creating this exhibit?

- D. Garment may be made for self or for another person.
- E. **CRITERIA FOR JUDGING**-Refer to the Nebraska 4-H website for current state fair score sheets at www.go.unl.edu/ne4hclothing. In addition, all entries must conform to rules and regulations as set forth in this Premium List.
- F. A list of skills by project are available at <https://go.unl.edu/ne4hclothing>.

GENERAL CLOTHING

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

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

Clothing Division—Clothing General

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 8 ½ inch x 11 inch, 3-ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year, but should be dated.) See pages 9-11 in STEAM Clothing 2: Simply Sewing project manual for portfolio formatting.
2. **Textile Science Scrapbook**—Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ inch x 11 inch, 3-ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year, but should be dated). See project manual for fabric suggestions.
3. **Sewing For Profit**—Using page 2 161-167 in the STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your product. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22 inches x 30 inches.

STEAM CLOTHING: BEYOND THE NEEDLE

The entry is a garment showing the application of creative art, such as—but not limited to—hand or machine embroidery, applique, textile painting, fabric, etc. 4-H members must show their own original creativity.

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

Clothing

Division—Steam Clothing: Beyond the Needle

Classes

1. **Design Portfolio**—A portfolio consisting of at least three design samples. Refer to the Beyond the Needle manual for activity ideas. The portfolio should be placed in an 8½ inches x 11 inches, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 of the Beyond the Needle project manual for portfolio formatting.
2. **Color Wheel**—Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the Beyond the Needle project manual. The exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22 inches x 30 inches.
3. **Embellished Garment With Original Design**—Create a garment using 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. Clothing Design Data Card Required.
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. Clothing Design Data Card Required.

5. **Item Constructed From Original Designed Fabric (garment or non-clothing item)**—Fabric yardage is designed first, then an item is constructed from that fabric. Other embellishments may be added. Clothing Design Data Card Required.
6. **Textile Arts Garment or Accessory**—A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. Clothing Design Data Card Required.
7. **Fashion Accessory**—An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Example: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, etc. Clothing Design Data Card Required.
8. **Wearable Technology Garment or Accessory**—Technology is integrated into the garment or accessory in some way. (For example: LEDs, charging capabilities, sensors, etc..) Clothing Design Data Card Required.

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

Clothing

Division—Steam Clothing 1: Fundamentals

Classes

1. **Sewing Kit**—Include a list of sewing notions and purpose for each included. (pg 12-17 in project manual)
2. **What's The Difference**—4-H Members enrolled in STEAM Clothing 1 may enter an exhibit (not to exceed 22 inches x 30 inches) 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.
3. **Clothing Service Project**—Can include pillows or pillow cases but are not limited to. Exhibit (not to exceed 22 inches x 30 inches) a notebook, poster, small display sharing information you generated in the project activity "Serving A Purpose" pages 124 and 125.
4. **Pincushion/Needlebook**
5. **Pillowcase**
6. **Simple Pillow**—No larger than 18 inches x 18 inches
7. **Bag/Purse**—No zippers or button holes
8. **Simple Top**
9. **Simple Bottom**—Pull on pants, shorts, or skirt

10. Simple Dress

11. **Other**—Using skills learned in project manual. (apron, vest, etc.)

12. **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 Clothing Design Data Card with a “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.

13. **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 earned 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

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

Clothing

Division—Steam Clothing 2: Simply Sewing

Classes

1. **Design Basics, Understanding Design Principles**—Exhibit sharing a learning experience from pages 17-20 in the STEAM Clothing 2 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 inches x 30 inches.
2. **Pressing Matters**—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.
3. **Upcycled Garment**—Create a garment from used textile based items. The original used item must be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable piece of clothing. A Clothing Design Data Card with a “before” picture no larger than 4.25 inches x 5.5 inches must accompany the exhibit. The finished garment must reflect at least one skill learned in this project.
4. **Upcycled Clothing Accessory**—A wearable accessory made from a used item. The original item used must be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable accessory. A Clothing Design Data Card with a “before” picture no larger than 4.25 inches x 5.5 inches should accompany the entry. The finished garment must reflect at least one skill learned in this project.
5. **Textile Clothing Accessory**—Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e.

barrettes, headbands, flip flops, duct tape, etc.).

6. **Top** (Vest Acceptable)
7. **Bottom** (Pants or shorts)
8. **Skirt**
9. **Lined or Unlined Jacket**
10. **Dress** (not formal wear)
11. **Romper or Jumpsuit**
12. **Two-Piece Outfit**
13. **Alter Your Pattern**—Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining.)
14. **Garment Constructed from Sustainable or Unconventional (natural or synthetic) fibers.** Fabric/Fibers used in this garment have to be manufactured/purchased. For example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

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

Clothing

Division—Steam Clothing 3: A Stitch Further

Classes

1. **Upycled 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 Clothing Design Data Card with a “before” picture no larger than 4.25 inches x 5.5 inches.
2. **Upycled 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 Clothing Design Data Card with a “before” picture no larger than 4.25 inches x 5.5 inches must accompany the entry.
3. **Textile Clothing Accessory**—Textile accessory is constructed using at least one skill learned in this project from materials appro-

priate for STEAM 3. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)

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

KNITTING & CROCHET

May be Clothing or Home Design & Restoration 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.

CROCHET

May be Clothing or Home Design & Restoration 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 must include the following supplemental information:

- Why did you choose to create this exhibit?
- What steps did you take as you created your exhibit?
- What were the most important things you learned?
- Gauge and size of hook or type of crocheting tool.

- Kind of yarn - weight and fiber content or other material used.
- Names of stitches used.

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

Beginning Unit

Clothing

Division—Crochet Unit 1

Class

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

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

Levels 2 & 3

Clothing

Division—Units 2 & 3

Classes

- 1. Level 2 Crocheted Clothing**—Crochet garment using basic stitches (including: chain, single, double, half-double, treble) to form patterns.
- 2. Level 2 Crocheted Design & Restoration Item**—Crochet item using basic stitches (including: chain, single, double, half-double, treble) to form patterns.
- 3. Level 3 Crocheted Clothing**—Crochet garment using stitches learned in Level 2 while advancing to use afghan stitch, broom stick lace, hairpin lace, design motifs, and multiple pattern stitches.
- 4. Level 3 Crocheted Design & Restoration Item**—Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

KNITTING

Each knitted exhibit must include the following supplemental information:

- Why did you choose to create this exhibit?
- What steps did you take as you created your exhibit?
- What were the most important things you learned?
- Gauge—Number of rows per inch; number of stitches per inch.
- Size of needles, finger knitted, arm knitted, loom or machine knitted
- Kind of yarn - weight and fiber content
- Names of stitches used.

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

Clothing

Division—Knitting Unit 1

Class

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

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

Levels 2 & 3

Clothing

Division—Knitting Units 2 & 3

Classes

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

FASHION SHOW

- Each clothing member may model one outfit per class in the 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. 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

Clothing Fashion Show
Division—Fashion Show
Classes

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

- 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.
- 25. Modeled Beyond the Needle Wearable Technology Garment**—Garment has integrated technology into its design.
- 26. Modeled Beyond the Needle Accessory**—Textile Arts Accessory or Fashion Accessory. (Not Eligible for State Fair Fashion Show)

Fashion Show STEAM Clothing 1: Fundamentals

(Not Eligible for State Fair)

- 27. Model Constructed STEAM 1 Garment**—Simple Pull-On Pants/Shorts, Skirt, Simple Pullover Top/Shirt, Simple Dress
- 28. Constructed STEAM 1 Accessory**—Bag/Purse, upcycled accessory

Fashion Show 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.

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 purchased 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.

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)

Fashion Show 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

Fashion Show 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

HOME DESIGN & RESTORATION

The purpose of Home Design & Restoration is to learn design principles and develop graphic design techniques. In addition, activities in this category encourage well-thought-out design plans and diverse artistic techniques.

General Information

- A. Design & Restoration exhibits are evaluated by these criteria:
- 1.) Items must be designed to be used for home decorating, home furnishing, or home management. (no clothing, purses, note cards, scrapbooks/ photo albums, etc.)
 - 2.) Accessories should be of high quality (as compared to quick, simple crafts) suitable for use in the home several months throughout the year. Holiday specific items are discouraged. Exhibits made from kits are also discouraged as kits limit decision making in the design process.
 - 3.) Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used along with simple explanation of how they designed 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 Design & Restoration 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 IS REQUIRED FOR ANY EXHIBIT THAT IS SELECTED FOR STATE FAIR.** Supporting information templates can be found on our website at <https://kearney.unl.edu> or at <https://go.unl.edu/ne4hhomeenvironment>

DESIGN MY PLACE
(Not eligible for State Fair)

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

Home Design & Restoration
Division—Design My Place
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

Home Design & Restoration
Division—Design Decisions
Classes

1. **Design Board for a Room.** - Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters (22 inches x 28 inches) 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.
6. **Window covering**—May include curtains, draperies, shades, shutters, etc.
7. **Floor Covering**—May be woven, braided, painted floor cloth, etc.
8. **Bedcover**—may include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits.)
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, pillow shams, fabric bowls, etc. (No fleece tied exhibits.)
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.

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

Home Design & Restoration

Division—Heirloom Treasures/Family Keepsakes

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, for information on textiles. This publication can be found in the Digital Commons at: <https://go.unl.edu/gcnh> (Refinished items go in classes 2—3) This class is for situations where it may be best to do very little to the item to maintain its

antique value. Supporting information sheet required.

VISUAL ARTS

With an emphasis on originality, the purpose of the 4-H Visual Arts projects is to practice using elements and principles while exploring and experimenting with various mediums and techniques. In addition, youth should practice self-expression and work to communicate their personal voice, through their work.

Exhibits may utilize any medium or combination of mediums or any surface. All exhibits must be appropriately presented and ready to be professionally displayed. Artwork should depict the artist's own interpretation of the theme. All exhibits should include an explanation of how the piece reflects the theme and what ideas or thoughts the artist was attempting to express or communicate.

1. Original Work—Items must be the original work of the 4-H member and should show creativity and originality. No copyrighted images or master studies.
2. Ready for Professional Display— All exhibits must be presented appropriately for the medium(s) used and ready to be professional displayed. 2-dimensional pieces on paper should be framed behind glass/plexiglass. Canvas boards should be framed but glass/plexiglass is not necessary. Stretched canvases do not need frames as long as staples are not visible on the edges. All 2-dimensional pieces should be ready to hang using a sawtooth or wire hanger.
3. Include a clear, visual description of the exhibit when making entry, such as colors, size or subject.
4. Supporting Information: Supporting information is not required on Visual Arts 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 is required for all Visual Arts exhibits chosen for State Fair. Information must include responses to at least two reflection questions and steps taken to complete the project. Supporting information templates can be found on our website at kearney.unl.edu.

SUPPORTING INFORMATION IS REQUIRED FOR ANY EXHIBIT THAT IS SELECTED FOR STATE FAIR.

VISUAL ART MEDIUMS

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

**Visual Arts
Division—Visual Arts Mediums**

Classes

1. **Original Acrylic Painting**
2. **Original Oil Painting**
3. **Original Watercolor Painting**
4. **Original Pencil Drawing**
5. **Original Charcoal Drawing**
6. **Original Ink Drawing**
7. **Original Fiber Art**—Could include weaved art, dyed fabric, felted wool, cotton liter, batik, etc.
8. **Original Sculpture**—Could include Styrofoam, wood, carboard, paper, metal, wire, etc.
9. **Original Ceramic Pottery**—No purchased ceramic pottery. Must be glazed and fired. May be any hand-build technique or wheel thrown. May be functional or non-functional. Could include slab build, pinch pots, coil built, wheel thrown, etc.
10. **Original Painting on Purchased Ceramic Surface**—No hand-built or wheel thrown pottery. May be functional or non-functional. Could include figurines, cups, bowls, etc.
11. **Original Single Media Not Listed**—Could include digital art, leathercrafting, printmaking, stained glass, pastels, scratchboard, sand painting, encaustic painting, chalk, etc.
12. **Original Mixed Media**—Could include any combination of two or more other mediums or materials.

VISUAL ART THEMES

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

Visual Arts

Division—Visual Arts Themes

Classes

1. **Original Art Inspired by Plants or Animals**—Could involve but is not limited to domestic animals, pets, agriculture, wild animals, wildlife conservation, house plants, fruit, vegetables, flowers, native plants, trees, etc.
2. **Original Art Inspired by Landscapes**—Could involve but is not limited to rural landscapes, natural environments, man-made environments, urban landscapes, extraterrestrial landscapes, oceanic scenes, buildings, fantasy landscapes, agricultural landscapes, etc.
3. **Original Art Inspired by People**—Could involve but is not limited to cultural art, modern society, portraits, daily life, careers, families, emotions, etc.
4. **Original Art Inspired by Artist's Choice**—Could involve but is not limited to food, cars, fantasy worlds, imaginary characters, science-fiction, history, etc.

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-H'er 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 2½ inches 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 1½ inch strips of fabrics.
- **Layer Cakes** are 10 inch 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 inch squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- **Candies** are 2½ inch squares of fabric from a manufactured designer or fabric line.
- **Turnover** is a collection of coordinating fabrics that are cut into 6 inch triangles.
- **Fat Quarters** are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18 inches x 21 inches. (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

Quilt Quest

Division—Quilt Quest

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 inch x 22 inch poster, notebook, CD, Powerpoint, Prezi, DVD, YouTube, or other technique. All items in an exhibit must be attached together and labeled. NO quilted items should be entered in this class.
- 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. A home environment information sheet/supporting information is required for this exhibit if chosen for State Fair. Information must include elements or principles of design used and steps taken to complete the project.

Barn Quilts—A barn quilt is a large piece of wood that is painted to look like a quilt block. A home environment information sheet/supporting information is required for barn quilts if chosen for State Fair.

- 21. Barn Quilt**- less than 4 feet x 4 feet.
- 22. Barn Quilt**- 4 feet x 4 feet 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 ½ inch x 11 inch paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.
- 41. Inter-Generational Quilt**—A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8 ½ inch x 11 inch paper, include an explanation answering the following questions: A) How was the quilt planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc. C) What did you learn that you can use on your next project?
- 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 ½ inch x 11 inch paper, include an explanation answering the following questions: A) Why was the quilt constructed and who will receive the donated quilt? B) How did you select the design and fabrics used Including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? D) What did you learn that you can use on your next project?

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 ½ inch x 11 inch paper, include an explanation answering the following questions: 1) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? 2) what did you do and what was done by others? 3) What did you learn you can use on your next project?

Quilt sizes are as follows:

1. **Small**—length + width = less than 60 inches. 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 inches to 120 inches.
3. **Large**—length + width = over 120 inches.

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

PHOTOGRAPHY

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

- 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. An image may only be used on one exhibit with the exception of the portfolios which may include images entered in other classes.
- C. Photos may be taken with any type of film or digital camera, including phones, tablets, and drones.
- D. Manual Adjustments are strongly suggested for Unit III Exhibits.
- E. Photos must be shot by the 4-H member during the current project year with the exception of portfolios, which may include images captured and/or exhibited in previous years.
- F. Securely attach photos, mats, backing, and data tags.
- G. Do not use photo corners, borders, or place coverings over the exhibits.

Portfolios—All portfolios must include the following information: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each photo. When writing reflections, youth should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image. Portfolios may be presented in either print or digital formats:

1. Printed portfolios should be presented in a 8.5 inch x 11 inch three-ring binder or similar book format. Recommended photo size is 8 inches x 10 inches. Matting is not necessary.
2. Digital portfolios may be presented online and must be exhibited along with a single 8.5 inch x 11 inch flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.

Display Exhibits— Display exhibits are only accepted in Unit 1 and Unit 2 classes. Displays consist of three 4 inch x 6 inch photos mounted on a single horizontal 11 inch x 14 inch black or white poster or mat board. Incorrect sizes will not be accepted. No foam board backing should be used. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distract from the overall display. No titles, captions or stick-on numbers will be allowed in Level 2, classes 20-60. Photos

may be mounted vertically or horizontally. Appropriate data tags are required. (See rules regarding data tags)

Print Exhibits—Print exhibits must be 8 inches x 10 inches printed mounted in 11 inch x 14 inch (outside size) cut matting with a sandwich mat board backing. Incorrect sizes will not be accepted. No foam board should be used for matting or backing. Mat openings may be rectangular or oval. Photos may be horizontal or vertical. No frames are allowed. Appropriate data tags are required. (see rule regarding data tags).

Challenging Photo Exhibits— These classes are intended to encourage creativity, problem-solving skills, and deeper exploration of the use of photography. These classes require taking and exhibiting multiple photos in a single exhibit. Photos should be attached to a single poster board. Appropriate data tags are required (see rule regarding data tags).

Data Tags—Data Tags are required on all photography exhibits in classes 20-70. Data tags should be securely attached to the back of the exhibit. Photos without data tags will not be accepted. Help sheets are available at <https://unl.box.com/v/4h-photography> Fillable data tags are available on the Kearney County website.

Level 1—Each photo in Level 1 requires a Level 1 Data Tag

Level 1 Data Tag

Name: _____	Age: _____	County: _____
Years in Photography: _____	Years in the Current Level: _____	
Camera: _____	(make & model)	(digital or film)
		(focus: fixed, auto or SLR)
Tell us about this photo (special equipment, techniques, subject, location, goals, etc.).		
Describe any edits or changes made to the picture using computer software.		

Level 2 Prints—All level 2 prints must have a level 2 data tag.

Level 2 Displays—Each photo of the display must include a separate level 2 data tag. Data tags should be numbered with the corresponding photo's number.

Level 2 Data Tag

Name: _____	Age: _____	County: _____
Years in Photography: _____	Years in the Current Level: _____	
Camera: _____	(brand make & model)	(digital or film)
Focal Length: _____		
Type/Source of light: _____		
Tell us about this photo. Include any special equipment or techniques used.		
Describe any edits or changes made to the picture using digital software.		

Level 3 Prints—All Level 3 prints must have a Level 3 Data Tag.

Level 3 Data Tag

Name: _____	Age: _____	County: _____
Years in Photography: _____	Years in the Current Level: _____	
Camera: _____	(brand make & model)	(digital or film)
Focal Length: _____	Shutter Speed: _____	F Stop: _____ ISO: _____
Type/Source of light: _____		
Identify advanced equipment, techniques, or manual adjustments used to capture this image.		
Tell us about this photo.		
Describe any edits or changes made to the picture using computer software.		

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

Photography

Division—Level 1 Photography Basics (Not eligible for State Fair) Classes

- 1. Fun with Shadows Display or Print**—Photos should capture interesting or creative use of shadows (Activity 4)
- 2. Get in Close Display or Print**—Photo should capture a close-up view of the subject or object. (Activity 8)
- 3. Bird’s or Bug’s Eye View Display or Print**—Photo should capture an interesting viewpoint of a subject, either from above (bird’s eye view) or below (bug’s eye view). (Activity 10)
- 4. Tricks and Magic Display or Print**—Photos should capture visual trickery or magic. Trick photography require creative compositions of objects in space and are intended to trick the person viewing the photo. For example, if someone is standing in front of a

- flower pot, the pot might not be visible in the image, making it look as if the flowers are growing out of the person's head. (Activity 11)
5. **People, Places, or Pets with Personality Display or Print**—Photos should have a strong focal point, which could be people, places or pets. Photos should capture the subject's personality or character. Photos may be posed or un-posed. (Activity 13)
 6. **Black and White Display or Print**—Photos should create interest without the use of color. Photos should show strong contrast and/or textures. Photos may be captured in black and white or captured in color and edited to black and white. (Activity 15)
 7. **Challenging Photo Exhibit: Telling a Story Display**—Exhibit will include three photos which tell a story without words. Photos may show something being created, destroyed, consumed, moving, or growing. Photos should capture the beginning middle, and end of a single story, project, or event. Display will consist of three 4 inch x6 inch photos mounted on a single horizontal 11 inch x 14 inch black or white poster or mat board. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distracting from the overall display. No titles, captions, or stick-on numbers are allowed. Photos may be mounted vertically or horizontally. Data tags are required for each photo in the display. (Activity 14)

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

Photography

Division—Level 2 Next Level Photography

Level 2 photographers should be utilizing all the skills and techniques they have developed thus far in their photography careers, especially topics covered in Book 1 Photography Basics and Book 2 Next Level Photography. 4-H'ers who have previously enrolled in Level 3 are not eligible to exhibit in this unit.

Classes

10. **Level 2 Portfolio** — Level 2 portfolios should represent the photographer's best work and must include 5-7 different images from the 4-H member's photography career. At least 2 images must have been taken during the current year. The remaining images may have been taken at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 2 classes during the same year. Portfolios must include: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each image. When writing reflections, youth should focus on what new photography techniques they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.

20. **Creative Techniques & Lighting Display or Print**— Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections, or another lighting technique covered in Book 2 Next Level Photography (Activity 3,4,5)
30. **Creative Composition Display or Print**—Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle, or another composition technique covered in Book 2 Next Level Photography. (Activity 6, 7,8,9)
40. **Abstract Photography Display or Print**—Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer’s attention. (Activity 11)
50. **Candid Photography Display or Print**—Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)
60. **Expression Through Color Display or Print**—Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary, or tertiary. (Activity 13)

Division 182 - Level 3 Mastering Photography

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

Photography

Division—Level 3 Mastering Photography Classes

10. **Level 3 Portfolio**—Level 3 portfolios should represent the photographer’s best work. Level 3 portfolios must include 9-11 images from the 4-H member’s photography career. At least 3 images should be from the current year. The remaining images may have been taken at any time during the member’s 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 3 classes during the same year. Portfolios must include: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each image. When writing reflections, youth should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.
20. **Advanced Techniques & Lighting Print**—Photos should show experimentation or exploration of advanced lighting, such as low-

light or silhouette photography or another advanced photography technique, such as astrophotography, under water photography, or infrared photography. (Activity 3, 4, 5, or 12)

30. **Advanced Composition Print**—Photos should show advanced compositions, such as using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewers eye through a scene; breaking the rule of thirds to compose a discordant image; or another advanced composition technique covered in Book 3 Mastering Photography (Activity 6, 7)
40. **Portrait Print**—A great portrait captures not only a person’s physical image, but also something of the person’s character or personality. Photos may be either formal or informal, but must be of one or more human subjects. (activity 9)
50. **Still Life Print**—Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)
60. **Freeze/Blur the Moment Print**—Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)

FOODS, NUTRITION & FOOD PRESERVATION

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

- A. Supporting Information: Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place food on the appropriately sized plate or container and put in self-sealing bag. All parts of exhibit should be identified with 4-H’ers name.
- B. Criteria for Judging: Exhibits will be judged according to score sheets available at your local Extension office or at <https://go.unl.edu/ne4hfood-nutrition>. Make sure to follow all entry instructions required for your exhibit. Incomplete exhibits will be lowered a ribbon placing. Commercially prepared mixes are ONLY allowed in Cooking 201 Creative Mix Class. Prepared baking mixes, biscuit mixes, commercially prepared seasoning mixes for food preservation and other pre-made mixes entered in other categories will be lowered a ribbon placing.
- C. Food Projects: Exhibits should be entered using a disposable pan or plate and covered by a plastic, self-sealing bag..
- D. Ingredients: Any ingredient that the 4-H’er uses must be able to be purchased by the 4-H’er. Ingredients such as beer, whiskey, rum,

etc. may NOT be used in any recipe file or food exhibit. Exhibits that include alcohol will be disqualified.

- E. Food Safety: Exhibits are on display for several days. Please thin FOOD SAFETY! Items that require refrigeration will not be accepted, judged, or displayed as exhibits must be safe to eat when entered, whether they are tasted or not. Glazes, frostings and other sugar-based toppings are considered safe due to their high sugar content. Egg glazes on yeast breads and pie crusts BEFORE baking are acceptable. Eggs incorporated into baked goods and crusts are considered safe. The following food ingredients are considered unsafe for fair exhibits and will be disqualified:

- Egg or cream fillings and cream cheese frostings
- Any meat item including meat jerky, imitation meat bits (bacon bits, pepperoni, etc.)
- Melted cheese on top of food exhibit (cheese mixed into baked goods is considered safe and will be accepted)
- Uncooked fruit toppings (i.e., fresh fruit tart).

CONTESTS

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

Favorite Food Fair—Any current Kearney County 4-H member may enter this contest. A contest entry consists of a display set up on a card table (or similarly sized area) and includes:

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

Foods

Division—Favorite Food Fair

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—Any Kearney County 4-H member 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.

Foods

Division—Bake 'N Take

Class

3. Bake 'N Take Display—(Not Eligible for State Fair)

GENERAL

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

Foods

Division—General Foods

Classes

1. **Food Science Exploration**—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 inches x 30 inches), computer based presentation printed with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
2. **Foods & Nutrition Poster, Scrapbook, or Photo Display**— The project should involve a nutrition or food preparation technique or explore a career related to the food industry career (caterer, restaurant owner, food scientist, registered dietitian, etc.). This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22 inches x 30 inches), a 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**— The project should involve a physical activity or explore a career-related to physical activity or health (personal trainer, sports coach, physical therapist, etc.). This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22 inches x 30 inches), a computer-based presentation printed off with notes pages, if needed, and displayed in a binder, an exhibit display, or a written report in a portfolio or notebook. Consider neatness and creativity.
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

Foods

Division—Road to Good Cooking

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

Foods

Division—Cooking 101

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

Foods

Division—Cooking 201

Classes

1. **Loaf Quick Bread**—(any recipe) A standard loaf (8 1/2 inches x 4 1/2 inches or 9 inches x 5 inches) 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 or 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 an air fryer, baked item made in a microwave, 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.

Foods

Division—Cooking 301

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**—Whole baked product (not from a cake mix.) Shortened cakes use fat for flavor and texture and recipes usually

begin by beating fat with sugar by creaming, and include leavening agents in the recipe. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed.)

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.

Cooking

Division—Cooking 401

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 or 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 or in a disposable pan. The name of the country, culture, or region should be included as part of the supporting information with the recipe, as well as 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 1/2 cup. No items containing cream cheese will be accepted. (Example: cream cheese mints). Candy may be cooked or no cook; dipped, molded, made in the microwave or other methods of candy preparation. Recipe must be included.
- 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 or disposable pan. Baked items such as pie tarts, puff pastry, phyllo doughs, scones, biscotti, choux, croissants, Danish, strudels. Phyllo dough may be premade or from scratch. Pastries made with cream or egg based fillings will be disqualified.

YOUTH IN MOTION (Not Eligible for State Fair)

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

Foods

Division—Youth in Motion

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 duffle 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.
- 3. YOUTH in Motion Healthy Snack Recipe File—**Collection of 10 recipes from any source. Each recipe must accompany a complete 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.
- 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 9 inch x 12 inch colored paper or posterboard, 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 9 inches x 12 inches.
- 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.

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

Foods

Division—Cake Decorating 1 (1-2 years in project)

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 inch or 10 inch circle or 9 inch x 13 inch 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

Foods

Division—Cake Decorating 2 (Over 2 years in project)

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 inch or 10 inch circle or 9 inch x 13 inch 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. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed container disqualifies entry.
- B. Jars and Lids: Do not need to be the same brand. Half pint jars may be used for jellies and preserves. The jars are not to be decorated by the exhibitor in any way. Canning jars must be used. Others will be disqualified. No one-fourth pint jars allowed. Leave jar rings on for fair display to help protect the seal. Two-piece lids consisting of a flat metal disk and a ring should be used. No zinc lids or one-piece lids.
- C. Exhibits must have been preserved since the member's previous year's county fair, and not be exhibited at the previous State Fair.
- D. Criteria for Judging: Exhibits will be judged according to score sheets available at your local Extension office. Incomplete exhibits will be lowered a ribbon placing. Canned food items not processed according to altitude in the county will be lowered one ribbon place. Check with your local extension office or this site <https://food.unl.edu/food-preservation>.
- E. Labeling: Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar. Exhibits containing multiple jars such as a "3 jar exhibit" should be placed in a container to keep jars together. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H'er, county and drying date. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self sealing bags together.
- F. Recipe/Supporting Information—Recipe must be included and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are not allowed. Current USDA guidelines for food preservation methods MUST be followed. Suggested sources of recipes include:
 - 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning.
 - USDA Guide to Home Canning, 2015 revision http://nchfp.uga.edu/publications/publications_usda.html
 - Nebraska Extension's Food Website:

<http://food.unl.edu/food-preservation> or Extension publications from other states.

- Ball Blue Book (published after 2009)
- G. **All exhibits must include the 4-H Food Preservation Card available on our web page, or include the following information with exhibit.**
- (1) Name of product
 - (2) Date preserved
 - (3) Method of preservation (pressure canner, water bath or dried)
 - (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).
 - (9) Recipe and source of recipe (if a publication, include name and date).

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

UNIT 1 FREEZING PROJECT MANUAL

Foods

Division—Food Preservation 1: Freezing Classes

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

UNIT 2 DRYING PROJECT MANUAL

Foods

Division—Food Preservation 2: Drying 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 inch 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 inch 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 or in a disposable pan. Recipe MUST include a dried produce/herb item made by the 4-H'er. Ex. Granola bar made with dried fruits, dried cranberry cookies, Italian herb bread, lemon thyme cookies. Supporting information must include both the recipe for the dried produce/herb AND the baked food item.

UNIT 3 BOILING WATER CANNING MANUAL

Foods

Division—Food Preservation 3: Boiling Water Canning 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, fruit butter 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. Entry must be processed in a boiling water bath according to current USDA recommendations.

UNIT 4 PRESSURE CANNING MANUAL

Foods

Division—Unit 4 Pressure Canning

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 plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on a 3 inch x 5 inch 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 purpose of the Horticulture area is to encourage participants to start and maintain vegetable and herb gardens. In addition, 4-H'ers can participate in planting, growing, and caring for flowers and houseplants. There is also a special gardening project in this category that 4-H'ers can participate in.

FLORICULTURE, EDUCATIONAL EXHIBITS & HOUSEPLANTS.

1. **Classes 1-23:** Cut Flower Annuals and Biennials—5 stems of a single variety unless otherwise noted.
2. **Classes 30-46:** Cut Flower Perennials—5 stems of a single variety unless otherwise noted.
3. **The cultivar or variety name must be included on all entries.** If potted container with several cultivar or varieties, identify each individually within the pot. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension staff.
4. Exhibits entered under an incorrect class number or containing an incorrect number of stems will be dropped one ribbon placing. In

classes 34, 45 & 46, do not duplicate entries from the already listed classes, or entry will be dropped one ribbon placing. For example, 4-H'ers with two cultivars or varieties of marigolds can only enter the marigold class and cannot enter the other cultivar or variety in any other class. A perennial is defined as a plant of which the crown overwinters. An annual is a plant that grows from seed each season, whether self-seeded or planted by the gardener. A biennial is a plant that germinates, grows and overwinters as a crown, blooms the following year and dies. Foliage will be considered when exhibit is judged.

5. All 3 or 5 stems of cut flowers should be the same cultivar and color. Do not mix cultivars and colors. Containers will not be judged; however, they should be CLEAR GLASS CONTAINERS that won't tip over, and of adequate size to display blooms.

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.

Annuals and Biennials

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

Horticulture

Division—Floriculture

Classes

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 inch diameter-5 stems, 3 inches or more in diameter- 3 stems)

21. Vinca

22. Zinnia

23. Any other annual or biennial (under 3 inch diameter-5 stems, 3 inches 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. Hydrangea (3 stems)

38. Liatris (3 stems)

39. Lilies (3 Stems) (Not Daylilies)

40. Platycodon

41. Rose (3 stems)

42. Rudbeckia/Black-eyed Susan

43. Sedum

44. Statice

45. Any other perennial (under 3 inch diameter - 5 stems, 3 inches or more in diameter - 3 stems) (do not duplicate entries in classes 30-43)

46. 4-H Flower Garden Collection of 5 different cut flowers.

Flowers are to be cut not potted. 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 inches 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, 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 inches x 22 inches 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 copy-

righted 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, county, and years in the project(s) must be on the back of the poster.

- 52. Educational Flower Garden Poster** - Prepare a poster 14 inches x 22 inches x 2 inches (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, 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, county, and years in the project(s) must be on the back of the report cover.

Container Grown Houseplants

1. The choice of container and soil quality will be considered in judging. Each houseplant must be identified by listing the names on the entry tag or on a card attached to the container. Identify each plant individually if more than one cultivar or variety. Houseplants should be grown in the display container for a minimum of six weeks. Enter only plants grown as houseplants. Containers of annual flowers or plants (i.e. petunias, geraniums, impatiens) will be disqualified.
2. Entries in Classes 60-66 must have been designed and planted by the 4-H member.
3. Container grown plants shall be in pots no greater than 12 inches in diameter (inside opening measurement) Dish gardens, fairy or miniature gardens, and desert garden terrariums may be up to 12 inches in diameter (inside opening measurement.) Any container grown plant in Classes 60-66 that is greater than 12 inches in diameter (inside opening measurement) will be dropped a ribbon placing.
4. 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.

Horticulture

Division—Floriculture

Classes

- 60. Flowering Potted Houseplant(s)** - that are blooming for exhibition. May have one or more houseplants in container. Label with name for each plant. Non-blooming plants will be disqualified.
- 61. Foliage Potted Houseplant(s)** - one variety of tropical or cacti or succulent plant. Label with name of plant.
- 62. Hanging Basket**—of flowering and/or foliage houseplants.

Container may have one or more houseplants. Label with name for each plant.

- 63. Dish Garden** - an open/shallow container featuring a variety of houseplants excluding cacti and succulents. Label with name for each plant.
- 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. Label with name for each plant.
- 65. Desert Garden** - an open/shallow container featuring cacti and/or succulents, grown as houseplants. Label with name for each plant.
- 66. Terrarium** - a transparent container, partially or completely enclosed; sealed or unsealed.. Label with name for each plant.

Vegetables, Herbs, Fruits & Educational Exhibits

1. The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension Office personnel. Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be dropped one ribbon placing. In classes 252, 255, 268, 269 25 and 286 do not duplicate entries from any of the other classes or entry will be dropped one ribbon placing. For example: 4-H'ers with two cultivars or varieties of red tomatoes can only enter the red tomatoes class and cannot enter the other cultivar or variety in any other vegetable class.
2. Herbs (Classes 60-69) 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 not be judged.
3. Fruits (Classes 80-86) Fruits will be judged using the same general criteria used for vegetables. Fruit will be judged for the stage of maturity normal for that season and growing location. Emphasis will be placed on how well fruit approaches market quality.

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

VEGETABLES

Horticulture

Division—Horticulture

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	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 inches or more in diameter)	5	5
244.	Roma or Sauce-type Tomatoes	5	
245.	Salad Tomatoes (under 2 inch diameter)	12	
246.	Yellow Tomatoes (2 inches or more in diameter)	5	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 inches 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 inches 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

- | | | |
|-------------|-----------------------|----------|
| 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 cut herbs. Herbs are to be cut not potted. Displayed in a box or other holder not more than 18 inches 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

- | | | |
|-------------|-------------------------------------|------------------|
| 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 inches x 22 inches 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. The 4-H member's name, age, 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 inches x 22 inches x 2 inches (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, county, and years in the project 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 inches x 24 inches. 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'ers name, age and years in the project.
- 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.

SPECIAL GARDEN PROJECT

The special Garden Project changes annually. More information may be found at <https://4h.unl.edu/special-garden-project>

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

Horticulture

Division—Special Garden Project Classes

- 1. Special Garden Project**—Educational exhibit based on what was learned from the project. Present information on a poster 14 inches x 22 inches either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name and age must be on the back of the poster or report cover.
- 2. Special Gardening Project Fresh Cut Flowers or Harvested Vegetables**—The current years' Special Gardening Project fresh cut flowers or harvested vegetables should be entered in this class. Refer to classes 1-45 for quantity to exhibit if Special Gardening Project is a fresh cut flower. Refer to classes 201-252 for quantity to exhibit if Special Gardening Project is a vegetable. Flowers and herbs should be cut not potted.

MISCELLANEOUS AG

CONSERVATION, WILDLIFE & SHOOTING SPORTS

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

General Information

- A. Show what you did and learned:** All exhibitors must 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.

Example to attach to your exhibit

Name: Chris Clover
County: Clover County
Age: 10

Field Experience, Study, or Observations:

I attended a 4-H workshop where we put out a food plot, and then made turkey calls. We played a game about attracting turkeys. Sometimes we acted like a female to draw in a tom turkey. Sometimes we acted like a lost baby turkey to call in a whole flock. I was able to use my turkey call and play the game successfully. While I never turkey hunted in person, I went on-line to research more turkey calls. I hope to turkey hunt someday, and I want to use a box call to hunt fall turkeys.

Credits/Source:

Information was obtained from Nebraska Game & Parks website

- C. The exhibitor’s name, county and age must be on the back or bottom of all displays.
- D. Wildlife and Wildlife Laws: “Animal” or “wildlife” in the following classes includes wild fish, amphibians, reptiles, birds, or mammals. Please make sure you are following all wildlife laws. Domestic animal (i.e. domestic livestock or house pets) and insect exhibits are not appropriate for this area.
- E. Related project booklets including Exploring Your Environment Series,, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 59381), Fishing for Adventure Project include: Outdoor Skills: Learning Science in the Outdoors Series (Science Signature Outcome Program) outdoornebraska.gov/afterschool/ and www.whep.org
- F. Board and Poster Exhibits—Mount all board exhibits on ¼ inch plywood, masonite, or similar panel no larger than 24 inches high by 24 inches wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 inches x 28 inches) but half size (22 inches x 14inches) is recommended.
- G. Exhibits other than poster/display board should not exceed 48 inches x 48 inches.

HARVESTING EQUIPMENT

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

Miscellaneous Ag Division—Harvesting Equipment 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, and 3) any personal experiences you’ve had with the item(s).
2. **Build a Fishing Rod**—Rod building kits with instructions are available for this purpose. A fishing rod educational exhibit may

not exceed 96 inches in length. Exhibit must be mounted on a board. Include with the exhibit: Explanation of costs of materials/components, where materials/components were purchased, and how many hours required for construction. Label all parts.

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

3. **Casting Target**—Make a casting target for exhibit and use. Target must be under 48 inches x 48 inches. The bullseyes must be 2 feet in diameter, and outer bands must be 1 foot wide. Can have up to 3 rings. Exhibit must be easy to store durable, and weather resistant. Include the purpose and rules of using your casting target.
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 the purpose of each item, when or where it is used, and 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.

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 inches x 24 inches. 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

Miscellaneous Ag Division—Other Natural Resources Class

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

OUTDOOR ADVENTURES

- A. Display posters must be made of material, e.g. foam board or poster board and measure no larger than 22 inches x 28 inches. Poster material should be sturdy enough to hold display items.
- B. Display exhibits other than posters to be no larger than 18 inches x 24 inches.
- C. Journal/Binder exhibits measure no larger than 16 inches x 16 inches.
- D. Consider neatness and creativity.

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

Level 2

Miscellaneous Ag

Division—Outdoor Adventures

Classes TBD

1. **Poster**— Topics may include, but not limited to one or more of the following: how to pitch a tent, knot tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up emergency shelter, dealing with weather, collection of photos from camping trips, “Leave No Trace” and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, park or trail clean up, sanitation/hygiene while outdoors or use of GPS.
2. **Journal/Binder**—Written report of virtual or actual camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos or drawing of observations encouraged. Exhibits measure no larger than 16 inches x 16 inches.
3. **Camping/Hiking Safety**—Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/watersafety or hand hygiene kit. Exhibits measure no larger than 18 inches x 24 inches.
4. **Digital Media**—Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
5. **Other Camping Items**—Must include what inspired the creation of the item, and its purpose. May include, but are not limited to one of the following: nature art, nature haiku poem, spider web ketches or knot display.

LEVEL 3

6. **Poster**— Topics may include but not limited to one of the following: Topographic map, backpacking trip plan, camp layout, plan an expedition (can be dreamed or lived), collection of photos from your expedition, trails hiked, cost comparison of rental vs purchase or using GPS/ compass.
7. **Journal/Binder**—Written report of actual, virtual or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.). Explain growth in project, challenges in leading a group, teaching others about wildlife and nature identification and “Leave No Trace”. Exhibits measure no larger than 16 inches x 16 inches.
8. **Expedition Safety**—Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to: nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a re-sealable plastic bag with ingredients, instructions, and nutritional facts included).
9. **Digital Media**—Use digital media to show video/slideshow/presentation of one of the following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
10. **Other Expedition Items**—Must include what inspired the creation of the item , and the purpose of the item. May include, but are not limited to; nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a re-sealable plastic bag with ingredients, instructions, and nutritional facts included). Exhibits measure no larger than 18 inches x 24 inches.

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, nor live ammunition: however, information can be shared through pictures. Classes 4-9 can be entered by anyone in the conservation and wildlife area.

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

Miscellaneous Ag

Division - Shooting Sports

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 inch x 11 inch 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.
 - 7. Career Development/College Essay, Interview or Display** Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person’s 4-H career. Essays are limited to 1000 words and should be on 8½ inch x 11 inch paper. Interviews need to include a picture of the interviewee in their work setting questions asked, and a transcript of answers.
 - 8. 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.
 - 9. Ag Literacy-Value Added Agriculture Interview or Research Project**— Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present findings in an interesting way for the public to learn from.

TAXIDERMY

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

Miscellaneous Ag Division—Taxidermy Classes

- 1. Tanned Hides**—Exhibit of a wild animal hide properly processed by the member. No requirement as to mounting but must meet the size requirement listed in the rules at the beginning of this section. Include the animal's name and the following: information about the exhibitor's personal field experiences, study OR observations that relate to the exhibit.
- 2. Taxidermy**—Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to mounting but must meet the size requirement listed in the rules at the beginning of this section. Include the animals' name and the following: information about the exhibitor's personal field experiences, study, OR observations that relate to the exhibit.

WILDLIFE AND HOW THEY LIVE

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

- A. Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. No domestic livestock, pets, or insects allowed. For more ideas, refer to project booklets. Be sure to look at rules at the beginning of the section.

Miscellaneous Ag Division—Wildlife & How They Live Classes

- 1. Mammal Display**— Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.
- 2. Bird Display**—Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.
- 3. Fish Display**—Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of

wildlife during one season or through the year; wildlife behavior and habitats.

4. **Reptile or Amphibian Display**—Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.
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. 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. **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, but not required. 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, OR 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 conservation or shooting sports related knowledge. Maximum 24 inches x 24 inches.
8. **Wildlife Diorama**— Must be no larger than 24 inches x 24 inches. The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: Show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, 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 ethics, proper behavior in the outdoors, hunting, or fishing. The essay is between 100 and 1000 words long and typed, double spaced on 8½ inch x 11 inch paper. 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. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be 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 inches x 24 inches. For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

WILDLIFE HABITAT

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

Miscellaneous Ag Division - Wildlife Habitat Classes

1. **Houses**—Make a house for wildlife. Examples: bird house, blue-bird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house (no insect houses). Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: check NebGuide on bird houses and shelves.
2. **Feeders/Waterers**—Make a bird bath or feeder, Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Tips; check NebGuide on Feeding Birds.
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. You might include an aerial photo of the area if you have one.

FORESTRY

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

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

- A. The official reference for all forestry projects is The Tree Identification Manual (4-H 332) <https://marketplace.unl.edu/ne4h/4h332.html> which was recently revised and is available for purchase from UNL Marketplace. Other helpful forestry references include Trees of Nebraska (EC 92-1774-x), Leafing Out (4-H431) and Plant a Tree (EC 17-11-80) <https://marketplace.unl.edu/ne4h/leafing-out.html>
- B. Display "boards" must be made from wood or wood composite, i.e., plywood, fiberboard, or masonite ¼ inch to ½ inch thick and no larger than 24 inches x 24 inches. Display boards may be coated, e.g., painted or varnished on both sides to prevent warping.
- C. 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 inches x 24 inches.
- D. Display "books" must measure no more than 16 inches x 16 inches.
- E. 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
- F. Due to emerald ash borer infestation, no true ash species (Green Ash, White Ash, Black Ash, or Blue Ash) may be included in any collections. Inclusion of a true ash species will result of the project being disqualified.
- G. Remember that other general labeling standards apply, i.e. scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indi-

cate 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

**Miscellaneous Ag
Division—Forestry
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 inches x 24 inches x 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.
- 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. All collection must be done by the exhibitor. **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 inches long and exhibit buds. Leaves must be removed and side branches must be trimmed to less than 1 inch in length. All collection must be done by the exhibitor. **Mounting:** Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, etc. may be used to mount twigs, but be sure all 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) collector'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. Re-member to display seeds not fruit. For example, the seed of honeylocust is enclosed in a pod. Remove and display the seed, not just the pod. It is acceptable to display the fruit with the seed, but clearly label each. All collection must be done by the exhibitor. **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) collector'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 inches x 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. All collection must be done by the exhibitor. **Mounting:** Samples may be displayed in a variety of

ways, e.g. mounted on a display board, displayed in a box or rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like. **Labeling:** The label for each sample must include: 1) common name, 2) scientific name, 3) wood type (softwood or hardwood), 4) collector's name, 5) collection date, 6) collection location (be specific, state and county at a minimum). Supplemental information, 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 by the exhibitor within one year of the state fair judging day. The disc must measure 6 inches - 12 inches in diameter and 1 inch - 3 inches thick. The bark should be firmly attached, which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. If the disc is treated with a clear finish, both sides must be treated to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed. **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) collector'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 inches x 24 inches 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.
9. **Forest Product Display**– Prepare a visual display and/or collection tracing the origin of one non-lumber project that comes from trees and/or forests. The display must be no larger than 24 inches x 22 inches x 28 inches. Photographs, drawings, samples, charts posters, etc. can be used. Posters submitted may be no larger than 22 inches x 28 inches and may be either vertical or horizontal. The contestant must identify what species of tree the product is derived

from and where the product is harvested, grown, or otherwise collected. The product listed must be partially or fully derived from trees; if partial the approximate percentage should be articulated in the display. The goal of this exhibit is for students to learn that many products come from trees and forests and to explore one of these products through in-depth study. Information about the tree or forest product; e.g. information about harvesting, processing, industry information, and environmental or other benefits may be included to enhance educational value. Supplemental information or other benefits may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information. Personal interviews with industry professionals are encouraged as a source of information.

- 10. Forest Health Update**—Prepare a visual display outlining a specific forest health issue such as a tree disease, insect pest, animal or human caused damage, or an abiotic issue such as weather damage. The display must be no larger than 24 inches x 24 inches x 24 inches. Original photographs, drawings, samples, charts, posters, etc. can be used. Actual specimens are strongly encouraged but must be properly preserved, i.e. insects pinned or placed in vials of alcohol, leaves pressed and dried. Posters submitted may be no larger than 24 inches x 24 inches. Explain through the display what species of trees the health issue affects, diagnostic features of the issue (symptoms in trees, identifying features of the pest, etc.) and management options. Include common and scientific names of trees and pests. Supplemental information about the tree or forest health issue: e.g. origin, proliferation in Nebraska/United States, and physiological effects on the tree may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information. Attach a separate label on the back of the display that includes the exhibitor's name and age.
- 11. Wildfire Prevention Poster**—Prepare a poster, no larger than 24 inches x 24 inches that promotes wildfire prevention strategies. Strategies articulated in the poster can include personal and/or land management actions. Attach a separate label to the back of the poster that includes the exhibitor's name and age. Supplemental information about wildfire prevention should be attached to the poster; e.g. frequency of wildfires in Nebraska/United States, financial costs of wildfires, environmental factors that contribute to wildfires, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
- 12. Sustainable Landscape Diorama**—Box must be no larger than 24 inches x 24 inches. The exhibit must show a Nebraska landscape that includes elements such as windbreaks, fields,

pastureland, CRP, public lands, community/municipal landscapes. The goal of this exhibit is for students to articulate conservation and sustainability best-practices that can be implemented on a landscape while addressing landowner and other stakeholder interests. Label point/nonpoint sources of pollution, carbon sequestration, water-wise practices, wildfire prevention strategies, renewable energy sources, and other conservation practices as well as at least 10 species of plants included in the diorama. Attach to the exhibit a brief report including supplemental information describing the diorama, defining conservation practices, and outlining opportunities for landscape improvements to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

- 13. Tree Planting Project Display**—Plant a tree in your community. Prepare a visual display where the student articulates proper tree planting techniques, why the individual tree species was chosen, as well as steps taken to continue care for the tree after initial planting. The display must be no larger than 24 inches x 24 inches x 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 24 inches x 24 inches. The tree must have been planted 60 days to 1 year before State Fair judging day. Students must obtain permission from necessary authorities and property owners before planting any trees. The following in formation about the tree must be included in the display: 1) common name, 2) scientific name, 3) planting location, 4) planting date, 5) tree source, 6) planter’s name, 7) proper tree planting steps, 8) tree care (after planting). Supplemental information about the tree: e.g. why the species was chosen, growth measurements, uses for that species, etc. may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

AGRONOMY

The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.

Grain or Plant Exhibits Classes 1-5

- **IMPORTANT:** A completed Crop Production Worksheet (available at <https://go.unl.edu/cropproductionprojectworksheet> must accompany grain and plant exhibits or it will automatically

be deducted one ribbon placing. The worksheet must include exhibitor's name and county, plant hybrid or variety, plant population, whether crop production was irrigated or dry-land, and general information including farm cropping history, soil type and weather effects.

- The worksheet must also include an economic analysis of the project, listing individual expenses and income, on a per acre basis. Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.) any observations made during the growing season, and what you learned from your crops project. The worksheet counts as 50% of the total when judged.
- Worksheet must be the original work of the individual exhibitor, or it will be deducted one ribbon placing.
- Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill) uniformity (size, shape, color, maturity) and quality of exhibit. Refer to Scoresheet SF264. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (eg., corn or soybeans) may be from the previous year's project and brought in an appropriate sized box/container for display. Place in a clear container so it can be viewed and displayed.
- 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 inches 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.

Displays Classes 6-10

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

name outside. If a display doesn't have an essay, it will automatically be deducted one ribbon placing.

Special Agronomy Project

Youth experience a crop that is grown, was grown or has the potential to be grown in Nebraska by growing it, researching traits of that crop and determine viability of that crop in the part of the state they live.

Each year seeds will be mailed to extension offices across the state, as ordered by that location. Offices will distribute to youth on a first come-first serve basis. A different seed will be selected every year.

- A. Youth will grow seeds in their garden or pots.
- B. Written resources materials will be available for youth, in addition to virtual, live or recorded videos/field trips.
- C. Youth will be eligible to enter an exhibit at both the county and/or state fair in the agronomy project area.

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

Miscellaneous Ag Division—Agronomy 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.)
- 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.) This should not be about the process of crop production, but focus on an end product(s).
- 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.

Special Agronomy Project—Youth experience a crop that is grown, was grown or has the potential to be grown in Nebraska by growing it, researching traits of that crop and determine viability of that crop in the part of the state they live.

Each year seeds will be mailed to extension offices or ag ed classrooms across the state, as ordered by that location. Offices will distribute to youth on a first, come—first serve basis. A different seed will be selected every year.

Youth will grow seeds in their garden or pots. Written resources materials will be available for youth, in addition to virtual, live or recorded videos/ field trips.

- 11. Special Agronomy Project Educational Exhibit**—Educational exhibit based on what was learned from the project. Present information on a poster 14 inches x 22 inches either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, and county must be on the back of the poster or report cover. 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.
- 12. Special Agronomy Project—Video Presentation**—4-H exhibitor designs a multimedia presentation related to the crop. This could include narration of the growing process, presenting facts about the crop or any other innovative multimedia practices. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. Any of the following file formats will be accepted: .mp4, .mov, .ppt, or .avi

WEED SCIENCE

- 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 (Classes 1-2)

Plants must be mounted on sheets that are no larger than 14 inches wide by 14 inches high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover.

- Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. Refer to Scoresheet SF261.
- Each completed mount must have the following information on the lower right corner of the mounting sheet: -
 - Scientific name (in italic or underlined), with authority
 - Common name
 - County of collection
 - Collection date
 - Collector's name
 - Personal collection number, indicating the order that plants were collected in your personal collection
 - Other information depending on class selected, i.e., noxious, life form.
 - This information should be typed or printed neatly.

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

Displays (Class 3)

- The purpose of the display is to tell an educational story to those that view the display. This display is a visual representation (pictures, charts, graphs) no larger than 28 inches x28 inches on plywood or poster board. The display should be neatly titled.
- Make sure to label display with exhibitor's name and county on back side.
- Explain pictures and graphs clearly and concisely. Refer to Scoresheet SF259.
- Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used.
- The essay should be in a clear plastic cover with the exhibitor's name outside.

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

**Miscellaneous Ag
Division—Weed Science
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 three weeds that are a problem primarily in lawns.
- 2. Life Span Book**— A collection of 7 perennials, 1 biennial, and 7 annual weeds.
- 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

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

- A. Each exhibit must be properly identified with Unit and Class.
- B. All plant displays and display covers must be the result of the current year's work.
- C. Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC150, Revised July 2016), Common Grasses of Nebraska (EC170), and Common Forbs and Shrubs of Nebraska (EC118).
- D. The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.
- E. **Books (Classes 1-6)**
 1. For books, plants must be mounted on sheets that are no larger than 14 inches x 14 inches. Plants should be glued rather than taped and the mounts should be protected with a clear cover.
 2. Proper plant mount should include root as well as stem and leaf tissue.
 3. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Refer to scoresheet SF260.
 4. Each completed mount must have the following information

in the lower right corner of the mounting sheet.

- a. Scientific name (in italic or underlined), with authority
- b. Common name
- c. County of collection
- d. Collection date
- e. Collector's name
- f. Personal collection number, indicating order that plants were collected in your personal collection
- g. Other information, depending on class selected, i.e., value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

F. Displays (Class 7)

1. 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 inches x 28 inches on plywood or poster board.
2. The display should be neatly titled. Make sure to label display with exhibitor's name and county on back side. Refer to Scoresheet SF259.

G. Boards (Classes 8-9)

1. Boards should be no larger than 30 inches wide x 36 inches tall. Boards should be adequately labeled. Refer to Scoresheet SF260.

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

Miscellaneous Ag

Division - Range Management

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 Appendix Table 1 (EC150 Revised July 2016) starting on page 42. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas; Livestock Forage, Wildlife Habitat, Wildlife Food.
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.
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, including the scientific and common name of the plant. Put your name and 4-H county on the back of the poster.
8. **Special Study Board** – A display of the results of a clipping study, a degree of use study or a range site study, etc. A short essay must accompany the display to explain the reason for the study, what was learned and study results and should be placed in a sheet cover attached to the board.
9. **Junior Rancher Board** – This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc.

ENTOMOLOGY

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

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 inches high x 18 inches wide and landscape orientation. Purchase of commercially made boxes is allowed. All specimens are to be pinned and labeled by the exhibitor. No purchased specimens allowed.

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

Miscellaneous Ag Division Entomology 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. At least 25 species must 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. At least 25 species must be from after July 1 of previous year. Limit of 3 boxes.
4. **Special Interest or Advanced Insect Display**— Educational display developed according to personal interests and/or advanced identification capability. This also is an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host, subject or habitat. (e.g. insect pests of corn, aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators, etc.)
5. **Insect Habitats**—Habitats consist of any hand-crafter objects, made of natural or artificial material to be placed outdoors, 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. Report should include placement, target insect, why materials were chosen, functional design, and indicators of success. See the following resources for reports:
 - Nebraska Extension NebGuide: Creating a Solitary Bee Hotel (G2256)
 - University of Minnesota: Wild Bees and Building Wild Bee Houses
 - National Wildlife Federation: How to Provide Water in Monarch Gardens.
6. **Macrophotography**— Subjects should be insects, spiders or other arthropods, or any nests webs or constructions they make. All exhibit prints should be either 8 inches x 10 inches or 8 ½ inches x 11 inches and mounted on rigid, black 11 inch x 14 inch 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 inches x 28 inches. 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 inch x 28 inch 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

The purpose of the Veterinary Science display is to inform the public about a common health problem of animals, a veterinary science principle or public health/zoonotic diseases.

General Information

- A. A Veterinary Science exhibit may consist of a poster, notebook, or a display. The exhibit may represent material from any of the Veterinary Science projects.
- B. 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.
- C. First Aid Kits: Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, **animal first aid kits containing any drugs or medications will be immediately disqualified and not displayed. First Aid kits wishing to include**

medication information should instead utilize written descriptions, photographs, drawings, computer generated print-outs, or empty packaging of pharmaceuticals.

- D. 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 inches x 28 inches and may be either vertical or horizontal.
- E. 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 inches x 28 inches or on 1/4 inch plywood or equivalent that does not exceed 24 inches high or 32 inches wide, or in a 3-ring binder or other notebook format.
- F. 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.* *Plagiarism will result in a disqualification. Please study your topic and present the information to your audience in your own words.*

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

**Miscellaneous Ag
Division—Veterinary Science
Classes**

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

SAFETY

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

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

FIRE SAFETY

Miscellaneous Ag Division—Fire Safety 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 inches x 14 inches but not larger than 22 inches x 28 inches.
- 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 inch x 11 inch 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 inches x 14 inches but not larger than 22 inches x 28 inches.

SAFETY Miscellaneous Ag Division—Safety

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. 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.
- 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 inch x 11 inch 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 participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the youth's role, some evidence of the youth's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.
- 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 multi-media presentation on a flash drive lasting up to five minutes.

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 inch thick x 24 inches high x 32 inches wide. (A height of 23 7/8 inches 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

Miscellaneous Ag Division—Rope Classes

1. **Rope Display**—At least 10 and not more than 12 knots, hitches and splices (include two splices) made of 3/8 inch 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 3/8 inch or 3/4 inch rope. See above requirements for halter exhibits.
3. **Single or Double Loop Halter for Cattle and Horses**—Use 5/8 inch or 3/4 inch rope. See above requirements for halter exhibits

ENGINEERING & MECHANICS

STEM ROCKETS

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

- A. The name 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. Rockets must be supported in order substantially to protect the rocket from breakage. Rockets are to be mounted on a base that has dimensions equal or less than 12 inch x 12 inch and the base should be 3/4 inch thick. No metal bases. If the rocket fins extend beyond the edges of the required base (12 inches x 12 inches), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins.
- C. 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.
- D. Rockets must be equipped as prepared for launching, with wadding and parachute or other recover system. Rockets entered with live engines, wrong base size or sideboards will be disqualified.
- E. A report, protected in a clear plastic cover must include:
 - 1. Rocket specification (include original or photo of manufacture packaging stating rocket skill level)
 - 2. A flight record for each launching (weather, distance, flight height)
 - 3. Number of launchings,
 - 4. Flight pictures
 - 5. Safety (how did you choose your launch site? Document safe launch, preparations, and precautions.
 - 6. Objectives learned
 - 7. Conclusions
- F. The flight record should describe the 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 be shown on the rocket. Complete factory assembled rockets will not be accepted.
- G. Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, number of times launched and report. Three launches are required to earn the maximum launch points give on the score sheets. Only actual launches count, misfires will not count towards one of the required three launches.

1. For self designed rockets only, please include a digital recorded copy of one flight. In the documentation please include a description of stability testing before the rocket was flown.
 2. Skill level of a project is not determined by number of years in project. Skill level is determined by the level listed on the manufacturing packaging.
 3. 4-H Rocket project levels are not intended to correspond to National Association of Rocketry model rocket difficulty ratings or levels.
- H. High power rockets (HPR) are similar to model rocketry with differences that include the propulsion power and weight increase of the model. They use motors in ranges over “G” power and/or weigh more than laws and regulations allow for unrestricted model rockets. These rockets are NOT appropriate for 4-H projects and will be disqualified.
- I. Posters can be any size up to 28 inches x 22 inches when ready for display. Example: tri fold poster boards are not 28 inches x 22 inches when fully open for display.

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

Engineering & Mechanics Division—Aerospace Classes

1. **Rocket**—Any skill level rocket with **wooden fins and cardboard body tubes** painted by hand or airbrush.
2. **Aerospace Display**—Poster or display board that displays or exemplifies one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, explaining parts of a NASA rocket or shuttle, interview of someone in the aerospace field, or kite terminology. Display can be any size up to 28 inch x 22 inch. Include notebook containing terminology (definition), and what was learned.
3. **Rocket**—Any skill level rocket with wooden fins and cardboard body tubes painted using commercial application (ex: commercial spray paint).

SELF-DESIGNED ROCKET

4. **Rocket**— Any self-designed rocket with **wooden fins and cardboard body tubes**.

DRONES

5. **Drone Poster**—Exhibit must be designed to educate yourself and others on one or more of the following topics: drone technologies, uses of drones, the different types of drones, types of training needed to operate drones, and the laws and regulations users must follow. Posters can be any size up to 28 inches x 22 inches.

- 6. Drone Video**—Exhibit must demonstrate how the drone interacts with the outside world. Examples include field scouting, surveying damage from natural disasters, drones used in commercial applications and settings, drones used for structural engineering. Video should not exceed 5 minutes. Videos should be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions.

STEM COMPUTERS

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

- A. Name of each exhibitor should appear separately on the back of each board, poster or article and on the front cover of notebooks.
- B. Demonstration boards should include an overall title for the display, plus other necessary labeling.
- C. 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.
- D. Please refer to general rules for the policy regarding firearms, items with a blade, and other related items.
- E. Please refer to General Rules for the policy regarding use of copy-written images.

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

Engineering & Mechanics Division—Computers Classes

COMPUTER MYSTERIES—UNIT 1 (Not eligible for State Fair)

- 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.
- 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.

15. **Computer Art Poster (Black & White)** Exhibit should be created on at least an 8½ inch x 11 inch page using a commercially available graphics software package and a single color printer/plotter. No theme required.
16. **Computer Art Poster (Color)** - Exhibit should be created on at least an 8½ inch x 11 inch page using a commercially available graphics software package and color printer/plotter. No theme required.
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 8½ inch x 11 inch 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.
18. **4-H Promotional Flyer**—Exhibit should be created on 8½ inch x 11 inch 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.

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

COMPUTER MYSTERIES—UNIT 2

1. **Computer Application Notebook**— 4-H Exhibitor should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following: greeting card (5 different cards such as birthday, wedding, anniversary, sympathy, get well or other); a business card (3 cards for 3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (1-book); promotional flyer (3 flyers promoting 3 different events); newsletter (minimum 2 pages); or other: examples such as precision farming or family business logo etc. This exhibit consists of a notebook (8.5 inches x 11 inches) which should include a (1) a detailed report describing: (a) the task to be completed, (b) the computer application software required to complete the task, (c) specific features of the computer application software necessary for completing the task (2) print out of your project. Project may be in color or black and white.
2. **Produce a Computer Slideshow Presentation**—using presentation software a 4-H Exhibitor designs a multimedia computer presentation on one topic related to youth. A notebook with a printout of all the slides should be submitted. Slideshow should include a minimum of 10 slides and not 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 presentation. All slideshows must

be uploaded to a cloud sharing service and exhibitors must provide a hardcopy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions.

COMPUTER MYSTERIES—UNIT 3

- 3. Produce an Audio/Video Computer Presentation**—Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth, including audio and/or video elements. A notebook with a printout of all the slides should be submitted. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation, or voice over and/or original video clip. Entries can be uploaded to a cloud streaming service and exhibitors must provide a hard copy QR code for viewing. Exhibitors should test their codes or links on several devices to check for appropriate permissions for public viewing.
- 4. 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 can be uploaded to a video steaming application and exhibitors must provide a hard copy QR code for viewing. Exhibitors should test their codes or links on several devices to check for appropriate permissions.
- 5. Virtual Platform Presentation**—Youth design a fully automated education presentation using any multimedia platform such as Tik-Tok, YouTube, Canva, Canvas, etc. Submissions may include a notebook, poster, etc., explaining the process, experience, and/or presentation. All submissions must include a link to the virtual presentation. Entries can be uploaded to a cloud sharing service. Exhibitors must provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing.
- 6. Create a Website/Blog or App**—Design a simple website, or app for providing information about a topic related to youth. Include an explanation of why the entry was created. Any current website, blog or app development platform is accepted such as Google Sites, iBuildApp, Wix, etc. If the website, blog or app isn’t live, include all files on a flash drive in a plastic case. Entries can be uploaded to a cloud sharing service. Exhibitors must provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing.

3D Printing

- 7. 3D Printing**—3D printing uses plastic or other materials to build a three-dimensional (3D) object from a digital design (including

3D Pen Creation). Youth may use original designs or someone else's they have redesigned in a unique way. Exhibits will be judged based on the motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering project. Must include design notebook that addresses the following questions:

1. What was the motivation for your design or the problem you were solving with your design? ie. Is your item a functional or decorative piece?
2. Please include a picture of original design, citation of designer/website OR if design is completely original (you created it using CAD software), then state that it's original. If item was not completely original, indicate what you did to the original design to modify it to better meet the design problem stated in #1 above. If design was modified multiple times, please indicate what change was made with each modification, and what prompted the need for the change. I.e. I printed it and the design was too fragile, so I resliced the print to make thicker external walls, or to have a denser infill.
3. Define your process for designing/printing. What software and/or hardware was used (indicate type of 3D printer or if item was created with 3D pen)?
4. What materials were selected for your project?
5. If your final design has any moving parts, define how you determined appropriate allowance in your design.
6. Identify any changes that you would make to improve your design.

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

1. What motivated you to create this project.
2. Software and equipment used.
3. Directions on how to create the project.
4. Prototype of plans.
5. Cost of creating project.
6. Iterations or modifications made to original plans.
7. Changes you would make if you remade the project.

STEM Electricity

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

- A. The name and county of each exhibitor should appear on the back of each board, poster or article and on the front cover of notebooks.
- B. Several classes require a display board which should be a height of 24 inches and not to exceed 1/4 inch thickness. A height of 24 7/8 inches is acceptable to allow for the saw kerf (width) if two 24 inch boards are cut from one end of a 4 foot x 8 foot sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board.
- B. Fabricated board such as plywood, composition board, or particle type lumber may be used for demonstration displays. Demonstration boards should include an overall title for the display, plus other necessary labeling.
- C. Demonstration boards should be sanded and finished to improve their appearance.
- D. 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.

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

Engineering & Mechanics

Division—Electricity

Classes

ELECTRICITY EXCITEMENT—UNIT 1 (Not Eligible for State Fair)

- 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.
- 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.
- 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.
- 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.

ELECTRICITY EXCITEMENT—UNIT 2 (Not Eligible for State Fair)

15. **Case of the Switching Circuit**—Use the following items: two D-cell batteries, two battery holders, light bulb, bulb holder, a 3 inch x 6 inch 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.
16. **Rocket Launcher**—Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4 inch x 8 inch, single pole switch, single throw switch, normally open push button switch, 4 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2 inch x 6 inch board 6 inches long, 1/8 inch diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8 inch and 1/4 inch drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must successfully build a rocket launcher and light two rocket igniters with your launcher. You DO NOT have to actually fire a rocket off the launcher. Create a poster using photographs to show the “step by step process” you used to build your launcher.
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 inches x 4 inches by 1/8 inch. Plexiglas board to mount circuit on; rosin core solder, soldering gun/iron, two feet of 22 gauge wire, wire strippers, hot glue 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.

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 inches x 22 inches.

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 Entering 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 inches by 22 inches.

STEM Robotics

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

- A. The name and each exhibitor should appear on the back of each board, poster or article and on the front cover of the notebooks.
- B. 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.

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

Engineering & Mechanics Division—Robotics

Classes

- 1. Robotics Poster**—Create a poster (28 inches x 22 inches) 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.
- 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 such as a short video uploaded to cloud sharing service. Include a QR code with your project to allow for judging access. Videos can be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing. Exhibitors are encouraged to test their codes or links on several devices to check for appropriate permissions for public viewing. Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12-point font, and 1 inch margins. Multimedia reports should be between 3 to 5 minutes in length.
- 5. Robotics Sensor Notebook**—Write pseudo code which includes at least three sensor activities. Include the code written and explain the code function. Codes can be submitted as multimedia format uploaded to a cloud sharing service. Include a QR code with your project to allow judging access. Multimedia presentations should be 3 to 5 minutes in length. Videos can also be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing. Exhibitors should test their codes or links on several devices to check for appropriate permissions for public viewing.
- 7. Kit Labeled Robot (cannot be free programmed.) and Notebook** - This class is intended for explorations of robotic components such as arms or vehicles OR educational kits marketed as robots that do not have the ability to be programmed to “sense, plan and act.” The exhibit should include a notebook with the robot the youth has constructed. Included in the notebook should be (1) a description of what the robot does, (2) pictures of programs the robot can perform, (3) why they chose to build this particular form, and (4) how they problem solved any issues they might have had during building and programming. A picture story of assembly is recommended.
- 8. 3D Printed/7 Robotics Parts**—This class is intended for youth to create parts, through 3D printing, to help create their robot or aid the robot in completing a coded function. Project should include notebook describing the process used to create the project,

describe the success of your designed piece (did it work?), intended use of the product and the modifications made to the item.

STEM Geospatial

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

1. The name and county of each exhibitor should appear on the back of each board, poster or article and on the front cover of notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
2. Reports should be written using the scientific method whenever possible. (Background, the question or hypothesis, what you plan to do and what you did, Method used and observations, results: what you learned. All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display.
3. Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
4. Please refer to the General Rules for the policy regarding use of copy-written images.

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

Engineering & Mechanics Division—Geospatial Classes

1. **Poster** – Create a poster (not to exceed 14 inches x 22 inches) 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 inches x 22 inches.

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

3. **GPS Notebook**—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. (physical geocache is REQUIRED with exhibit). Each geocache should be a water-tight container. It should include a logbook and pencil for finders to log their visits and may include small trinket, geo-coins, etc. For the finders to trade. Documentation should include a title, teaser description and the geographic coordinates of intended placement. Register the site at 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.
6. **4-H History Map**—Preserve 4-H History: Nominate a Point of Interest for the 4-H History Map Project. Include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map please go to <http://arcg.is/1bvGogV> For more information about 4-H history go to http://4hhistorypreservation.com/History_Map/ For a step by step video on nominating a point, please go to <http://tinyurl.com/nominate4h> Write a brief description of historical significance of 4-H place or person, (a minimum of one paragraph)
7. **GIS Thematic Map**—Using any GIS software, create a thematic. Thematic maps can utilize any subject of interest to the 4-H'er. Example map would be Amelia Earhart's or Sir Francis Drake's voyage, population density maps, water usage maps, or 4-H project in Nebraska. Create GIS Map using data from books and/or internet. Use reliable data, (U.S. Center or U.S. Census Bureau etc.). Map any size from 8.5 inches x 11 inches up to 36 inches x 24 inches, which should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of the map.
8. **Virtual Geocache**—Keep a log of at least 5 places visited using a virtual geocache platform. At least one site should be from a community other than where you live. For each site, record the latitude, longitude and elevation. Also include a description of the site, a paragraph explaining what was interesting about the site or finding it. Photos of each site and/or cache are optional, but highly encouraged.

STEM Energy

This category provides 4-H'ers a way to present their ideas about renewable energy resources. . Through participation in this category 4-H'ers will learn more about physics, friction, energy, and elasticity. In addition,

participants will make a display to go along with their findings.

- A. The name and county of each exhibitor should appear on the back of each board, poster or article and on the front cover of notebooks so owner may be identified if the entry tag is separated from the exhibit.
- B. 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.
- C. Posters can be any size up to 28 inches x 22 inches when ready for display. Example: tri fold poster boards are not 28 inches x 22 inches when fully open for display.
- D. Renewable Energy Resources:
 - United States Department of Energy:
<https://www.energy.gov/clean-energy>
 - U.S. Energy Information Administration:
<https://www.eia.gov/energyexplained/renewable-sources/>
 - Natural Resources Defense Council:
<https://www.nrdc.org/stories/renewable-energy-clean-facts>

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

Engineering & Mechanics

Division—Energy

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 inches x 22 inches.
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/Poster**—Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6 feet tall or 2 feet x 2 feet. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar ovens, solar panels, etc.
4. **Water as Energy Display/Poster**—Item should be the original

- design of the 4-H'er Include the item, or a picture if item is in excess of 6 feet tall or 2 feet x 2 feet. Include a notebook of why the item was designed and how it harnesses the power of water.
5. **Wind as Energy Display/Poster**– Item should be the original design of the 4-H'er. Include the item or a picture if item is in excess of 6 feet tall or 2 feet x 2 feet. 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 bioproducts. Examples include geothermal, biomass, ethanol, bio-diesel, methane reactors, etc.

STEM Woodworking

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

- A. The name and county of each exhibitor should appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
- B. Requirements: **All articles must include a plan (with drawings or sketch or blueprints) stating dimensions and other critical instructions a builder would need to know how to build the project.** Plans may include narrative instructions in addition to the dimension drawings and include any alterations to the original plan.
- C. All projects must have appropriate finish

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

WOODWORKING WONDERS 1 (Not Eligible for State Fair)

Develop skills such as measuring, squaring and cutting a board, driving nails, and using clamps and screws; Build a picture frame, a letter or recipe holder, a box, stilts, an airplane, or other skill appropriate items.

**Engineering & Mechanics
Division—Wood Science**

Classes

- 11. First Woodworking Article**—A level 1 appropriate item.
Include construction plans.
- 12. Second Woodworking Article**—A level 1 appropriate item.
Include construction plans

WOODWORKING WONDERS 2 (Not Eligible for State Fair)

Measure, cut, sand, drill, and use advanced hand and power tools; Apply paint and use bolts and staples; Build a sawhorse, birdhouse, whistle, tool box, foot stool or other skill appropriate item.

- 15. First Woodworking Article**—Level 2 appropriate Item.
Include construction plans.
- 16. Second Woodworking Article**— Level 2 appropriate item.
Include construction plans.

WOODWORKING WONDERS 3

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

- 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.
- 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?)
- 4. Composite Wood Project**—60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alterations must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish.
- 5. Outdoor Wood Project made with Treated Wood** –Treated wood projects DO NOT have to have a finished coating. All plans and plan alterations must be attached to the article. Protect plans with a cover. If project is designed to be outside. Examples include: picnic tables, planters, outdoor furniture, etc.

6. **Wood Projects created on a Turning Lathe**—Article is the object created from spinning wood on a turning lathe. Article must be appropriately finished and/or sealed. Exhibit must include plans detailing design and process of completion, any changes made to the design, details of finishing techniques, and other relevant information about the article. Must include a description of tools used.

WOODWORKING WONDERS 4

7. **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.
8. **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

- A. The name and county of each exhibitor should appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit.
- B. All welds exhibited in class 1 or 2 must be mounted on a 12 inch high x 15 inch long display board of thickness not to exceed 3/8 inch. Attach each weld on a wire loop hinge or equivalent, so the judge can look at the bottom side of the weld when necessary. Each weld should be labeled with information stated 1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.), 2) kind of weld, 3) welder setting, 4) electrode/wire/rod size, and 5) electrode/wire/rod ID numbers. Attach a wire to display board so it can be hung like a picture frame. No picture frame hangers accepted.
- 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. 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.
- F. If no plans are included with welding art welding article, welding furniture or composite weld project, item will be disqualified.

4-H Welding Project tips and Suggestions

Class 1

1. All welds should be made with the same electrode/wire/rods 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 a 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 of the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5 inches to 2 inches wide and 3.5 inches-4 inches long. A good way to get this size is to buy a new cold rolled strap iron and cut it to length. The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed. Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full length bead.
5. Stick welding: Suggest coupon thickness— $\frac{1}{4}$ inch if using $\frac{1}{8}$ inch rod Suggested rod AC and DC straight or reverse polarity—first E-7014, second E-6013
6. MIG Welding: Suggested coupon thickness— $\frac{1}{4}$ inch if using .035 wire and $\frac{1}{8}$ inch fusing .023 wire
7. Oxy-Acetylene: Suggested coupon thickness— $\frac{1}{8}$ inch Suggested rod— $\frac{1}{8}$ inch mild steel rod

Class 2

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

Classes 3-4

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

ARC WELDING

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

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

Engineering & Mechanics

Division—Welding

Classes

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 Art**— Any art created using tack welds to hold the metal pieces together (examples include horseshoe projects). Type of welder, welder settings, all plans, plan alterations, and a bill for material must be attached to the article. Protect plans with a cover.
4. **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. Type of welder, welder settings, all plans, plan alterations and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.
5. **Welding Furniture**—Any furniture with 75% welding is used in the construction. 60% of the item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans, plan alterations and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish.
6. **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. 2) Instructions on how the design was created. (This includes software used.) This allows for replication of the project. 3) Lessons learned or improvements to the project. 4) Steps to finish the project.
7. **Composite Weld Project**—60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. Type of welder, welder settings, all plans, plan alterations and a

bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have an appropriate outdoor finish.

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 recommended 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

Engineering & Mechanics

Division—Small Engines

Classes

CRANK IT UP—UNIT 1

1. **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

2. **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

3. **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.).
4. **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

(Not Eligible for State Fair)

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

Engineering & Mechanics Division—Restored Vehicle 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.
- 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.

Bicycle

(Not Eligible for State Fair)

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

Engineering & Mechanics Division—Bicycle 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-a-ways of parts are recommended but a limited number of photographs will be accepted.

Animals

General Livestock Rules

- A. Livestock ID Sheets—ALL LIVESTOCK MUST BE IDENTIFIED IN THE EXTENSION OFFICE BY JUNE 15TH 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 15th. 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—Stalls/pens will be assigned by 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 and feeder calves) before official county fair release date without written permission of the appropriate livestock committee.
- I. Once checked-in, no animals will be allowed to go to trailers without prior permission from Rhonda Herrick.
- J. 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.
- K. Weigh In—There will be no re-weighing. All animals including breeding beef must be weighed and checked in
- L. **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, it will not be shown.

- M. 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.
- N. 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.
- O. 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 without majority permission of appropriate livestock committee.
- P. EVERYONE is expected to stay and clean up after the auction.

Livestock Herdsmanship

Premium—In beef, sheep, swine and goat divisions, herds-manship 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 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 \$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.
- C. Exhibitors are expected to do herdsmanship, not parents or leaders.
- D. Individuals who are showing multiple species must be present at one of the species during the herdsmanship 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 herdsmanship judging in order to receive the 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. Herdsmanship will be judged by a committee based on the following criteria.
 - 1. Animals cleaned and cared for

2. Alleys clean and stall cards displayed
 3. Exhibitors present at their pens/stalls and courteous to visitors
 4. No feed pans in pens/stalls after 9:30 A.M. or before 6:00P.M.
 5. Pens/Stalls clean with adequate amount of fresh bedding and manure removed. Animals must be securely tied
 6. Tack pens and blocking chute area clean and orderly.
Club name prominently displayed in tack area.
- F. Herdsmanship will be judged once daily at 5:00PM

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 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 each of 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, Curtis Olson, Jason Smidt,
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 & Fed Market Steer, 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 tagged with a Kearney County 4-H EID tag, identified on the proper ID sheet by June 15th of the current year.
- K. All market beef must be weighed in at the Kearney County 4-H beef weigh-in in order to be eligible for Kearney County Beef Rate of Gain Contest.
- L. All breeding heifers must have a legible tattoo and be identified on proper ID sheet by June 15th of the current year. A calfhood vaccination tattoo is not considered an official identification tattoo.

MARKET BEEF

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

Livestock Pre-Entry

Division— Beef—Market, Pre-Entry

Classes

- 1. Market Heifer**—Born on or after 9/1/2022
- 2. Market Steer**—Born on or after 9/1/2022
- 3. Bred & Fed Market Steer** - Born on or after 9/1/2022.
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 and be indicated as such on submitted Market Beef Affidavits by June 15th of the current year.**

BREEDING HEIFER

- A. Classes will be broken by birthdate if there are enough entries.

Livestock Pre-Entry

Division—Beef—Breeding, Pre-Entry

Class 1. Breeding Heifer—Born 8/1/22 through 4/30/2024

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 April 30 of the current year.
- Calves must be identified with the with the proper tag and form by June 15th of the current year in order to exhibit at the Kearney County Fair.
- Feeder calves will be brought to the grounds the day of the show, and taken home immediately following the show.
- There will be no Feeder Calf Showmanship show. However, feeder calves can be shown as a part of beef showmanship.

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

Livestock Pre-Entry

Division—Beef—Feeder Calf, Pre-Entry

Class 1. Feeder Calf—born 1/1/2024 through 4/30/2024.

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. Bucket calves must be identified on the proper form by June 15th of the current year in order to show at the Kearney County Fair.
- D. 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.
- E. No bottles will be allowed in the show ring.
- F. Record books for the bucket calf project are due at the fairgrounds office per the schedule in the front of this book.

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

Livestock Pre-Entry

Division—Beef—Bucket Calf, Pre-Entry

Classes

- 1. Senior Bucket Calf (4-H'ers ages 10-12 as of January 1st)**
Calf born 1/1/2024 through 5/31/2024.
- 2. Junior Bucket Calf (4-H'ers ages 8 & 9 as of January 1st)**
Calf born 1/1/2024 through 5/31/2024

DAIRY

Committee Member —Tom Meisenbach

- A. Dairy must be identified on proper form by June 15th of the current year in order to show at the Kearney County Fair.
- B. Exhibitors must pre-register their animals during beef check-in.
- C. A 4-H or FFA member is limited to 2 dairy animals.
- D. All dairy cattle will be released after the show.
- E. Animals born after April 30th of the current year are not eligible to show. Registered and Grades will show together.

Livestock Pre-Entry

Division—Dairy, Pre-Entry

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.
- E. Animals must be identified on proper form by June 15th of the current year in order to show at the Kearney County Fair.

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

MARKET LAMBS

Livestock Pre-Entry

Division—Sheep—Market, Pre-Entry Class

1. **Market Sheep**—Born on or after 12/1/2023.

BREEDING EWES

Livestock Pre-Entry

Division—Sheep—Breeding, Pre-Entry Classes

1. **Ewe Lamb**—Born 8/1/2023 and after.
2. **Yearling Ewe Lamb**—Born 8/1/2022 to 7/31/2023.

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. All Meat Goats must be identified in the Extension Office by June 15th of the current year.
- C. Market Meat Goats will be weighed on entry day and should be a minimum of 45 lbs to be eligible for a purple ribbon. After weighing, goats will be divided into weight classes depending on the number of entries and at the superintendents' discretion.
- D. Breeding Meat Goats will be checked in and classed by date of birth, if enough entries, and at the superintendents' discretion.
- E. Exhibitors may enter a maximum of two (2) market goats and two (2) breeding goats.
- F. All goats must be carrying all milk teeth at the time of weigh-in.
- G. All goats must have horns covered at all times, or be tipped or dehorned.
- H. Only wether and doe kids may be shown. No billies.
- I. Meat Goats are eligible to sell at auction for premium only. This will count towards the 2 animal auction limit.
- J. Goats are to be shown with a smooth neck chains or smooth collars only.
- K. 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.
- L. All goats must have been identified on the proper forms by June 15th of the current year in order to show at the Kearney County Fair.

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

MARKET MEAT GOATS

Livestock Pre-Entry

Division—Meat Goat—Market, Pre-Entry Class

1. **Market Meat Goat**—Born on or after 12/1/2023.

BREEDING MEAT GOATS

Livestock Pre-Entry

Division—Meat Goat—Breeding, Pre-Entry Class

1. **Breeding Meat Goat**—Born 9/1/2022 to 6/1/ 2024.

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

Livestock Pre-Entry

Division—Swine—Market, Pre-Entry Classes

- 1. **Market Barrow**—Born on or after 12/1/2023
- 2. **Market Gilt**—Born on or after 12/1/2023
- 3. **Pen of Three Market Hogs** (This is an automatic entry for each exhibitor that has 3 hogs. Extension Office will make this entry where appropriate.)

HORSE

Committee Members — Mindy Heath, Jason Olson, Brad Johnson,
Bert Russell, Patty Jestes, Kasey Welch & 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 15th 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 8-10 years old as of January 1st will show in Junior Division, 11 –13 years will show in Intermediate Division and 14 & over will show in Senior Division.
- L. A horse cannot be ridden or shown more than once in each class. (Multiple exhibitors cannot ride the same horse in the same class regardless of age division.)
- M. There will be a lead-line class held during the show for Clover Kids.

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

Horse

Division—Horse—Junior (ages 8-10)

Classes

- 1. Junior Showmanship**
- 2. Junior Pleasure**
- 3. Junior Horsemanship**
- 4. Junior Reining**
- 5. Junior Poles**
- 6. Junior Barrels**
- 7. Junior Western Riding**
- 8. Junior Trail Class**

Horse

Division—Horse—Intermediate (ages 11-13)

Classes

- 1. Intermediate Showmanship**
- 2. Intermediate Pleasure**
- 3. Intermediate Horsemanship**
- 4. Intermediate Reining**
- 5. Intermediate Poles**
- 6. Intermediate Barrels**
- 7. Intermediate Western Riding**
- 8. Intermediate Trail Class**

Horse

Division—Horse—Senior (ages 14 & Over)

Classes

- 1. Senior Showmanship**
- 2. Senior Pleasure**
- 3. Senior Horsemanship**
- 4. Senior Reining**

5. Senior Poles
6. Senior Barrels
7. Senior Western Riding
8. Senior Trail Class

Horse

Division—Horse—Halter Classes (ages 8 & over)

Classes

1. Halter Class—Mare, 3 and Under
2. Halter Class—Gelding, 3 and Under
3. Halter Class—Mare, 4 and Over
4. 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 both poultry and rabbits. 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
 2. Alleys clean
 3. Exhibitors present at their pens/stalls and courteous to visitors
 4. Tack area and cages clean with manure removed.
- E. Herdsmanship will be judged daily at 5:00PM

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 par-

ticipate 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. 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.
- D. 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.
- E. The rules for standard size chickens apply equally to bantams, waterfowl and turkey where applicable.
- F. Cages are provided.
- G. 4-H exhibitors must be present while his/her animal is being judged.
- H. 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

Small Animals
Division—Poultry Showmanship
Classes

- 1. Jr. Poultry Showmanship** (ages 8-11)
- 2. Sr. Poultry Showmanship** (ages 12 & up)

Small Animals
Division— Poultry
Classes

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 15th. 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

Small Animals

Division—Rabbit Showmanship

Classes

- 1. **Jr. Rabbit Showmanship** (ages 8-11)
- 2. **Sr. Rabbit Showmanship** (ages 12 & up)

Small Animals

Division—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.

Other 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, parvovirus 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 15th 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.

Small Animals

Division—Dog

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 15th 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.

Small Animals

Division—Cat

Class

- 1. **Cat, All breeds**

OTHER SMALL ANIMALS

Small Animals

Division—Other Small Animals

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 STATIC EXHIBIT ENTRY DAY OF THE COUNTY FAIR. This is not necessarily the same day as the small animal show. Please check the schedule.

Small Animals

Division—Small Animal Static Exhibit

Classes

- 1. **Small Animal Poster**
- 2. **Item Made for Small Animal**—Toy, Scratch-post, etc.
- 3. **Display of Bird Equipment**— Feeder, house, etc. Must be homemade from wood. Two entries may be made for this class.

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

Special Exhibits

Division—Lego

- 1. **Lego Model**—Lego builders will be able to enter a “Lego” display no larger than 24 inches x 24 inches. 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

Special Exhibits

Division—Miscellaneous Project Exhibit

Classes

- 1. Poster**—14 inches x 22 inches 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

Special Exhibits

Division—Catch-All

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.

Clover Kid Exhibits

Clover Kid Exhibits are NOT pre-entered. Simply bring your exhibits to the entry time your family has signed up for.

Premium \$1.00

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. Clover Kids are also eligible to exhibit poultry, rabbits and other small animals as well as participate in the Open Class Bucket Calf show and Pee Wee Sheep show. Please check the schedule for show dates and times.

4-H TROPHIES & AWARDS

New in 2024

**Please see banners at the
Kearney County Fairgrounds
as well as our social media
for a complete listing of
2024 Kearney County 4-H
Awards Program Donors.**

We plan to include the full listing
here beginning in 2025.





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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