

## SECTION IV – CONSUMER & FAMILY SCIENCES

### Dept. C – Human Development

#### Rules:

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

#### Information Sheets:

- Information sheets for classes 1 – 6 & Class 8: (Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet.)
- Information sheets for Classes 1-6 should include:
  1. Where did I get the idea for this exhibit?
  2. What decisions did I make to be sure exhibit is safe for child to use?
  3. What age is this toy, game or activity appropriate for and why? (Infant: Birth-18mths; Toddlers: 18 mths-3 yrs; Preschoolers: 3-5 ~~yrs~~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 of how the kit would be appropriate for 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).

~~[Premier 4-H Science Award is available in this area.](#)~~

### Division 200 – Human Development

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

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

<sup>sf</sup> Class 1 **Social Emotional Development**

<sup>sf</sup> Class 2 **Language and Literacy Development**

<sup>sf</sup> Class 3 **Science**

<sup>sf</sup> Class 4 **Health and Physical Development**

<sup>sf</sup> Class 5 **Math**

<sup>sf</sup> Class 6 **Creative Arts**

<sup>sf</sup> Class 7 **Activity with a Younger Child** – Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show 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 a scrapbook or poster. No information sheet needed for class 7.

<sup>sf</sup> Class 8 **Babysitting Kit** – Purpose of the kit is for the 4-H'er to take this with them when they babysit in someone else's home. Do not make a kit for combination of ages or for your own family to use. 4-H'er should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not larger than 12"x15"x10". All items in kit must be safe for child to handle.

Information sheet 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'ers taking any of the projects in Dept. C – 200 may enter:

<sup>sf</sup> Class 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 feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include a list of family members and what each person did to participate in the event.

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

<sup>sf</sup> Class 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 checklist, being street smart (safety), or a school scrapbook showing yourself and your school activities, memories, and special interests.

<sup>sf</sup> Class 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, and mentally. A television evaluation (see Growing all Together 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.

## **Rules**

1. Exhibitors in the Human Development project area will be asked to focus on designing toys/games/activities that meet the different needs of children.

2. Categories: are based on the Early Learning Guidelines in Nebraska which identify the important areas in which our children should grow and develop. Use the Nebraska Department of Education website and the resources around the Early Learning Guidelines to help understand the six areas and the skills children need to develop to create your exhibit, in conjunction with your project manual. <https://www.education.ne.gov/oec/early-learning-guidelines>

Resources:

- I Have What It Takes To Be A Babysitter – Learn skills and techniques of child care; find out how to be a caring sitter; learn to provide a safe environment for children. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/53](https://4hcurriculum.unl.edu/index.php/main/program_project/53)
- Kids On The Grow 1 – Explore how people grow and develop; inspect toddler toys, minimize hazards; learn about roles in life, handling emotions. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/54](https://4hcurriculum.unl.edu/index.php/main/program_project/54)
- Kids On The Grow 2 – Learn about [self-care](#), rules, responsibility and safety; introduction to babysitting; gain awareness of common dangers in the world. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/55](https://4hcurriculum.unl.edu/index.php/main/program_project/55)
- Kids On The Grow 3 – Explore child development careers, gain experience as a teacher or coach; participate in a community service project. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/56](https://4hcurriculum.unl.edu/index.php/main/program_project/56)

### **Dept. C – Clothing & General Sewing**

1. **Projects must be entered under Construction Class and Fashion Show Class for modeling at County Life Skills Revue.** The Life Skills Revue takes place on Friday before Fair Week.
2. **Entry Tags**-Every clothing exhibit must be described on the appropriate entry tag accompanying it. (Example: dark blue wool skirt and jacket, red and white figured blouse). **Entry tag placement:** as you look at the garment place the entry tag and information sheet securely using straight pins or safety pins on the right side of the garment and the hook of the hanger to the left.
3. **Identification Labels**-Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, Exhibitor's name and age, project name and class in which the garment is entered, and number of years enrolled in project exhibited. Wool entries must have the fiber content listed on the identification label. Attach a label on every component of the outfit using safety pins or by basting. Not responsible for unlabeled items.
4. **Preparation of Exhibits**-bring all wearable garments on wire hangers or hangers with a swivel hook only. All exhibits not suitable for hanging should be entered in a self-sealing plastic bag and hung on a hanger. Wool garments and garments with narrow straps hang better on other hangers, i.e. wooden or notched plastic hangers with a swivel hook. As you look at the garment, place the hook of the hanger pointing to the left. Fasten skirts, shorts, and pants to skirt/pant hangers or safety pin on hanger. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties or rubber bands.
5. **General**-Garments as listed may be made for self (4-H member) or another person. 4-H'ers enrolled in clothing projects should continue their skill development. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. Ex. Once you exhibit in STEAM Clothing 3, you are not eligible to exhibit in STEAM Clothing 2.
6. **Criteria for Judging** – Refer to the Nebraska 4-H website for current state fair score sheets at <http://4h.unl.edu>. In addition, all entries must conform to rules and regulation as set forth in the current Nebraska State Fair Book.

#### **Division 220 – General Clothing**

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

<sup>sf</sup>Class 1 **Clothing Portfolio** – Complete at least four different samples/activities from Chapters 2, 3 or 4 of the project manual. The Portfolio should be placed in an 8 ½” x 11”, 3 ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year, but should be dated). See pages 9-11 in the STEAM Clothing 2: Simply Sewing project manual for portfolio formatting.

<sup>sf</sup>Class 2 **Textile Science Scrapbook** – Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x

11, 3 ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year, but should be dated). See project manual for fabric suggestions.

<sup>sf</sup> Class 3 **Sewing For Profit** – Using page 161-167 in the STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your product. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".

### **Division 221 – Beyond the Needle**

- **4-H members must show their own original creativity.**
- **County Information Card-** Include the following information on a half sheet of 8½"x 11" paper placed with the entry tag. Entries without this card will be lowered one ribbon placing.
  1. Where did you get the idea for your design?
  2. How did you create the design to make it original? (i.e. drew your own design, chose original fabrics or colors, manipulated a design, combined different elements to make a new design, etc.)
  3. What skills did you learn or improve when working on this project?
    - ◆For garments constructed, answer question #4 also.
  4. Fiber content of fabric and care required for the garment.

<sup>sf</sup> Class 1 **Design Portfolio** – A portfolio consisting of at least three design samples or activities. Refer to the Beyond the Needle for activity ideas. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover, dividers, and table of contents. (Additional pages can be added each year but should be dated.) See pages 14-16 in Beyond the Needle for portfolio formatting.

<sup>sf</sup> Class 2 **Color Wheel** – Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in Beyond the Needle. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".

<sup>sf</sup> Class 3 **Embellished Garment with Original Design** – Create a garment using intermediate or advanced techniques as defined in Beyond the Needle. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement.

<sup>sf</sup> Class 4 **Original Designed Fabric Yardage** – Fabric yardage is designed using techniques such as those found in Beyond the Needle. Other embellishments may be added. Exhibit consists of at least 1 yard of finished fabric. Include information on how the fabric was designed-describe the process and materials used and how the fabric will be used. If additional information is not included, exhibit will be lowered 1 ribbon placing.

<sup>sf</sup> Class 5 **Item (garment or non-clothing item) Constructed From Original Designed Fabric** – Fabric yardage is designed first, then an item is constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed-describe the process and materials used. If additional information is not included, exhibit will be lowered 1 ribbon placing.

<sup>sf</sup> Class 6 **Textile Arts Garment or Accessory** – A garment or accessory constructed using new unconventional materials. Ex: rubber bands, plastic, duct tape. A description of the design process **must** accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

<sup>sf</sup> Class 7 **Beginning Fashion Accessory** – (Not eligible for State Fair Fashion Show) 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, and etc. A description of the design process **must** accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

<sup>sf</sup> Class 8 **Advanced Fashion Accessory** – (Not eligible for State Fair Fashion Show) An accessory designed and/or constructed using elements and principles of design and advanced skills; can be textile or non-textile based. Example: peyote stitch, bead embroidery, advanced design on tennis shoes, metal stamping, riveting, resin, and etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

<sup>sf</sup> Class 9 **Wearable Technology Garment** - (Eligible for State Fair Fashion Show) Technology is integrated into the garment in some way (For example: LEDs, charging capabilities, sensors, and etc.)

<sup>sf</sup> Class 10 **Wearable Technology Accessory** – (Not eligible for State Fair Fashion Show) An accessory constructed integrating technology into the accessory (For example: Charging backpack, Fitness Tracker, and etc.)

### **Division 211 – STEAM 1 (No State Fair Entry)**

- 4-H'ers who have enrolled in or completed STEAM 2, STEAM 3, are not eligible.

Class 1 **Sewing Kit** – Include a list of sewing notions and the purpose for each item included. (pg. 12-17 in STEAM 1 manual.

Class 2 **What's the Difference** – 4-H members enrolled in STEAM 1 may enter an exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing a project comparison and price point. See STEAM 1, "What's the Difference?" pg. 118-119. Exhibits should include pictures, NO actual pillows.

Class 5 **Clothing Service Project** – Can include pillows or pillow cases but are not limited to. Exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing information you generated in the project activity "Serving a Purpose" pg. 124-125.

#### **Beginning Sewing Exhibits**

- Exhibits must be made from medium weight woven fabrics that will sew and press smoothly, flannel/fleece is acceptable. Solid color fabrics or those having an overall print are acceptable. NO PLAIDS, STRIPES, NAPPED, OR JERSEY KNIT. Patterns should be simple without darts, set-in sleeves, and collars. Reglan and kimono sleeves are acceptable.

Class 6 **Needle book or Pin Cushion**

Class 7 **Pillowcase**

Class 8 **Simple Pillow** – No larger than 18" x 18"

Class 9 **Bags/Purse** – No zippers or button holes.

Class 10 **Simple Top**

Class 11 **Simple Bottom**

Class 12 **Simple Dress**

Class 13 **Other** – using skills learned in STEAM 1 (apron, vest, etc.)

Class 14 **Upcycled Simple Garment** – The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. A "before" picture and a description of the redesign process must accompany the entry or it will be disqualified.

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

### **Division 222 – STEAM Clothing 2-Simply Sewing**

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

<sup>sf</sup> Class 1 **Design Basics, Understanding Design Principles** – 4-H members enrolled in STEAM 2 may enter an exhibit sharing a learning experience from pages 17-20 in STEAM 2. **Include**

**answers to questions found on page 20 of STEAM 2.** The Exhibit may be a notebook, poster or small display. Exhibits should not exceed 22”x30”.

- <sup>sf</sup> Class 2 **Pressing Matters** – 4-H members enrolled in STEAM 2 may enter a ham or sleeve roll from pages 21-25 “A Pressing Matter” in STEAM 2. Exhibit should include answers to lesson questions that are most appropriate to include.
- <sup>sf</sup> Class 3 **Upcycled Garment** – (not eligible for State Fair Fashion Show)- Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
- <sup>sf</sup> Class 4 **Upcycled Clothing Accessory** – ( not eligible for State Fair Fashion Show) - A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
- <sup>sf</sup> Class 5 **Textile Clothing Accessory** – (not eligible for State Fair Fashion Show) - 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)
- <sup>sf</sup> Class 6 **Top** (not eligible for State Fair Fashion Show) (vest acceptable)
- <sup>sf</sup> Class 7 **Bottom** (not eligible for State Fair Fashion Show) (pants or shorts)
- <sup>sf</sup> Class 8 **Skirt** (not eligible for State Fair Fashion Show)
- <sup>sf</sup> Class 9 **Lined or Unlined Jacket** (not eligible for State Fair Fashion Show)
- <sup>sf</sup> Class 10 **Dress** (not formal wear)
- <sup>sf</sup> Class 11 **Romper or Jumpsuit**
- <sup>sf</sup> Class 12 **Two-Piece Outfit**
- <sup>sf</sup> Class 13 **Alter Your Pattern** – Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining)
- <sup>sf</sup> Class 14 **Garment Constructed from Sustainable or Unconventional** (natural or synthetic fibers) – (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) Fabric/Fibers used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

### **Division 223 – STEAM 3: A Stitch Further**

Exhibits entered in this project must reflect at least one new skill learned from STEAM 3 (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 2. Entry consists of complete constructed garments only. Wool entries must have the fiber content listed on the identification label.

- <sup>sf</sup> Class 1 **Upcycled Garment** – (not eligible for State Fair Fashion Show) - 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 1 skill learned in this project. A “before” picture and description of the redesign process must accompany the entry.

- <sup>sf</sup> Class 2 **Upcycled Clothing Accessory** – (not eligible for State Fair Fashion Show) - A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
- <sup>sf</sup> Class 3 **Textile Clothing Accessory** – (not eligible for State Fair Fashion Show) -Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
- <sup>sf</sup> Class 4 **Dress or Formal**
- <sup>sf</sup> Class 5 **Skirted Combination** (skirt with shirt, vest or jacket or jumper and shirt)
- <sup>sf</sup> Class 6 **Pants or Shorts Combination** (pants or shorts with shirt, vest or jacket)
- <sup>sf</sup> Class 7 **Romper or Jumpsuit**
- <sup>sf</sup> Class 8 **Specialty Wear** (includes: swim wear, costumes, hunting gear or chaps)
- <sup>sf</sup> Class 9 **Lined or Unlined Jacket** (non-tailored)
- <sup>sf</sup> Class 10 **Coat, Blazer, Suit Jacket or Outerwear** (a tailored blazer or suit jacket or coat. Wool entries must have the fiber content listed on the identification label to be considered for the Make it With Wool Award)
- <sup>sf</sup> Class 11 **Alter/Design Your Pattern** – (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 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)
- <sup>sf</sup> Class 12 **Garment Constructed from Sustainable or Unconventional (natural or synthetic fibers)** – (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) 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.

#### Resources:

- STEAM Clothing: Beyond the Needle – Learn design basics; create embellishments and treatments; learn about the art of clothing construction. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/36](https://4hcurriculum.unl.edu/index.php/main/program_project/36)
- STEAM Clothing 1: Fundamentals – understand the basic of sewing; understand textiles through science experiments; learn about how textiles are engineered into garments. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/37](https://4hcurriculum.unl.edu/index.php/main/program_project/37)
- STEAM Clothing 2: Simply Sewing – Build upon the sewing basics learned in STEAM 1; focus on advanced engineering techniques; learn about finishing touches and style to garments; learn the basics on how to build a business. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/38](https://4hcurriculum.unl.edu/index.php/main/program_project/38)
- STEAM Clothing 3: A Stitch Further – Learn new technological options available in sewing; discover the science behind textiles and fabrics; learn about complex patterns and difficult fabrics; market garments as a business. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/39](https://4hcurriculum.unl.edu/index.php/main/program_project/39)

### **Dept. C – Fiber Arts: Knitting & Crocheting**

Criteria for judging knitting and crocheting: Design and Color, Neatness, Knitting Mechanics or Crocheting Mechanics, Trimmings, and Construction Finishes.

- **Entry tags:** Every exhibit must be described on the appropriate entry tag accompanying it (for example: blue afghan, yellow sweater, crocheted gray elephant). Attach the entry tag securely to the exhibit using straight pin or safety pins (no paper clips).

- **Identification Labels:** Each item entered as a knitting or crochet exhibit must have a label attached stating:
  - County
  - Exhibitor's name and age
  - Project name and class in which exhibit is entered
  - Number of years enrolled in the project exhibited.
  - Wool entries must have the fiber content listed on the identification label. Attach a label on every component of the exhibit using safety pins or by basting. Not responsible for unlabeled items.
- **Preparation of Exhibits:** Knitted and crocheted exhibits should be entered in the most appropriate manner for the exhibit.
- **General:** Garments as listed may be made for self (4-H member) or another person. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. Ex. Once you exhibit in Knitting Level 3, you are not eligible to exhibit in Knitting Level 2.
- **Information Sheet for Knitting-** Each knitted exhibit must include the following information on a half sheet of 8 ½ x 11" paper placed with the entry tag or the exhibit will be lowered one ribbon placing:
  1. What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use 2 different yarns)
  2. What steps did you take as you worked toward your goal(s)?
  3. What were the most important things you learned as you worked toward your goal(s)?
  4. Gauge-Number of rows per inch; number of stitches per inch.
  5. Size of needles, finger knitted, arm knitted, loom or machine knitted.
  6. Kind of yarn – weight and fiber content.
  7. Names of stitches used.
  8. Copy of directions.

## **Division 225 – Knitting**

Class 8 **Level 1 Slippers**

Class 9 **Level 1 Head Covering**

Class 10 **Level 1 Mittens**

Class 11 **Level 1 Simple Pillow**

Class 12 **Level 1 Dish Cloth/Towel**

Class 13 **Level 1 Arm/Finger Knitted Item**

Class 14 **Level 1 Loom Knitted Item**

<sup>sf</sup> Class 1 **Level 2 Knitted Clothing** – (Garment eligible for State Fair Fashion Show) Knitted items 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 pattern.

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

<sup>sf</sup> Class 3 **Arm or Finger Knitted item** – Knitted clothing or home environment item.

<sup>sf</sup> Class 4 **Loom Knitted Item** – Clothing or Home Environment item.

<sup>sf</sup> Class 5 **Level 3 Knitted Clothing** – (Garment eligible for State Fair Fashion Show) Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, 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.



<sup>sf</sup> **Class 6 Level 3 Knitted Home Environment 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.

<sup>sf</sup> **Class 7 Level 3 Machine Knitting**

### Division 226 – Crochet

- Criteria for judging crochet: Design and Color, Neatness, Crochet Mechanics, Trimmings, and Construction Finishes.

- **Information Sheet for Crochet**-Each crocheted exhibit must include the following information on a half sheet of 8 ½ x 11” paper placed with the entry tag or the exhibit will be lowered one ribbon placing:

1. What was your goal(s) in making this exhibit (Example: learn how to block a garment or learn how to use two different yarn(s)).
2. What steps did you take as you worked toward your goal(s)?
3. What were the most important things you learned as you worked toward your goal(s)?
4. Gauge and size of hook or type of crocheting tool.
5. Kind of yarn – weight and fiber content or other material used.
6. Names of stitches used.
7. Copy of directions.

### Division 226 – Crochet

**Class 5 Level 1 Slippers**

**Class 6 Level 1 Head Covering**

**Class 7 Level 1 Simple Pillow**

**Class 8 Level 1 Dish Cloth/Towel**

<sup>sf</sup> **Class 1 Level 2 Crocheted Clothing**– (Garment eligible for State Fair Fashion Show) using basic stitches including: chain, single, double, half double, treble; to form patterns

<sup>sf</sup> **Class 2 Level 2 Crocheted Home Environment Item** – using basic stitches including: chain, single, double, half double, treble; to form patterns

<sup>sf</sup> **Class 3 Level 3 Crocheted Clothing**– (Garment eligible for State Fair Fashion Show) using crochet stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, or multiple pattern stitches.

<sup>sf</sup> **Class 4 Level 3 Crocheted Home Environment Item** - using crochet stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, or multiple pattern stitches.

### Division 227 – Weaving

- Criteria for judging weaving: Design and Color, Neatness, Weaving Mechanics, and Construction Finishes.

- Information Sheet must be included for all classes. Each woven exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing.

1. What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarn (s))?
2. What steps did you take as you worked toward your goal(s)?
3. What were the most important things you learned as you worked toward your goal(s)?
4. Type of Loom
5. Kind of yarn – weight and fiber content or other material used.
6. Names of weave structures used.
7. Copy of directions.

Class 1 **Level 1 Woven Garment** – with a plain or balanced weave using a rigid heddle loom. Such as: scarf, shawl, belt.

Class 2 **Level 2 Woven Garment** – using basic weaving techniques and threading patterns with a four harness loom

Class 3 **Level 3 Woven Garment** – using advanced weaving techniques and threading patterns with any loom. Such as lace, overshot, tapestry.

Resources:

- Crochet – Learn basic to advanced crochet stitches; select yarn/thread for crocheting; learn about blocking and changing colors; design a new stitch or pattern; work with other media such as leather, wood, and beads. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/44](https://4hcurriculum.unl.edu/index.php/main/program_project/44)
- Knitting – learn about types of yarn and yarn weights; develop basic to advanced knitting skills; combine knitting with garment making; knit with double-pointed needles. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/45](https://4hcurriculum.unl.edu/index.php/main/program_project/45)

### **Dept. C – Quilt Quest**

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

In the Premier class, the 4-H'er 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.

**Rules:**

- All entry cards and support 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."
- Premier 4-H Science Award is available in this area. Please see General Rules for more details.
- For all classes, 4-H'ers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-H'ers may also use "fabric collections" offered by manufacturers in a particular designer or fabric line.

Examples of fabric collections include:

**Jelly Rolls**-are made of (up to) 40 different strips of 2 ½" wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-H'ers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.

**Honey Buns**-are made like the Jelly Rolls with 1 ½" strips of fabrics.

**Layer Cakes**-are 10" squares of fabric from a manufactured designer or fabric line with different pieces of fabric "layered" on top of one another to look like a piece of cake.

**Charm Packs**-are made of 5" squares of coordinating fabric and may be tied up with a string or scrap of fabric.

**Candies** – are 2 ½" squares of fabric from a manufactured designer or fabric line.

**Turnover**-is a collection of coordinating fabric that are cut into 6" triangles.

**Fat Quarters**-are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18" x 21". (One half yard of fabric yields 2 fat quarters). The "fat quarter" can be more economical to purchase for the 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 requirement of a particular quilt pattern. The 4-H'er must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.

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

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

### **Division 229 – Quilt Quest**

<sup>sf</sup> **Class 10 Exploring Quilts** – Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to: language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math-conversion of quilt patterns, textiles/fabrics, computerization, and entrepreneurship. History may include history of an old quilt or history/research of a particular style or quilt such as Baltimore album quilts or Amish Quilts. Exhibit may be a 14 x 22” 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.

<sup>sf</sup> **Class 20 Quilt Designs Other Than Fabric** – Two or three-dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc. Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website (please note this is in the Home Environment information sheet: <https://4h.unl.edu/fairbook/general/scoresheets-forms>). Exhibits without supporting information will be dropped a ribbon placing.

**Barn Quilts** – Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website (please note this is in the Home Environment information sheet: <https://4h.unl.edu/fairbook/general/scoresheets-forms>). Exhibits without supporting information will be dropped a ribbon placing.

<sup>sf</sup> **Class 21 Barn Quilt** – created that is less than 4'x4'

<sup>sf</sup> **Class 22 Barn Quilt** – created that is 4'x4' or larger

<sup>sf</sup> **Class 30 Computer Exploration** – Poster or notebook with a minimum of six computer generated quilt designs or color variations on a quilt design. Include information on type of program used, process used to generate designs, or how you used color to create different quilt designs. Size of poster or notebook - suitable for the exhibit.

<sup>sf</sup> **Class 40 Wearable Art** – items quilted clothing or clothing accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H member. On a half sheet of 8 ½” x 11” paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.

<sup>sf</sup> **Class 41 Inter-Generational Quilt** – A quilt made by a 4-H youth and family members or friends of different generations. On a half-sheet of 8 ½” x 11” paper, include explanation of A) How the quilt was 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?

<sup>sf</sup> **Class 42 Service Project Quilt** – A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 ½” x 11” paper, include an explanation answering the following

question: 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**

- Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project.
- A quilted exhibit consists of 3 or more layers. No fleece blankets, please.
- All quilted exhibits must be quilted (machine or hand), or tied.
- All quilt piecing and finishing must be the sole work of the current 4-H member. Quilting, whether machine or hand quilted, may be done by another individual except for the Premier Quilt class.
- No pre-quilted fabric may be used.
- Wall quilts must have a hanging sleeve on the back of the quilt, or some method for hanging.
- All quilted exhibits must be clean and finished for intended purpose.
- All quilted exhibits must have a permanent label on the back in the bottom right corner with quilters name and date of completion.
- On a half sheet of 8 ½" x 11" paper, include an explanation answering the following questions: A) How you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc. B) What did you do and what was done by others? C) What did you learn you can use on your next project?

- Size of Quilts:

**Small** – length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placements (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.

**Medium** – length + width = 61" to 120"

**Large** – length + width = over 120"

**QUILTED EXHIBITS:** CLASSES 50-52 - Pieced quilts are made up of squares and/or rectangles.

<sup>sf</sup> Class 50 **Small**

<sup>sf</sup> Class 51 **Medium**

<sup>sf</sup> Class 52 **Large**

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

<sup>sf</sup> Class 60 **Small**

<sup>sf</sup> Class 61 **Medium**

<sup>sf</sup> Class 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.

<sup>sf</sup> Class 70 **Small**

<sup>sf</sup> Class 71 **Medium**

<sup>sf</sup> Class 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.

<sup>sf</sup> Class 80 **Hand Quilted**

<sup>sf</sup> Class 81 **Sewing Machine Quilted**

<sup>sf</sup> Class 82 **Long Arm Quilted-non Computerized/hand guided**

<sup>sf</sup> Class 83 **Long Arm Quilted-computerized**

Resources:

- Quilt Quest – Learn about design elements, design principles, and applications; construct a quilt from start to finish; explore quilt science applications in other media. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/46](https://4hcurriculum.unl.edu/index.php/main/program_project/46)

## Dept. C – Consumer Management

### General Information

- Exhibits may be posters, notebooks, or videos. Posters should be on a 14” x 22” poster board. Three-ring binders should be 8 ½” x 11” x 1”. Videos should be less than 5 minutes in length and be playable on a PC using Windows Media Player, Real Player, or QuickTime Player.

### Division 240 – Shopping in Style

<sup>sf</sup>Class 1 **Best Buy for your Buck** (Ages 10-13 before January 1 of the current year) – Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see General Information) **Do not** include the Shopping In Style Fashion Show Information Sheet in your entry for this class. Although both entries do share some information, there are differences in content and format for this class.

- Provide details about wardrobe inventory which indicates the following:
  - Why you selected the garment you did,
  - Clothing budget,
  - Cost of garment,
  - Conclusion or summary statement(s) stating your final comments on why you selected your “best buy for your buck”.
  - Provide 3 color photos of you wearing the garment (front, side, back views)

<sup>sf</sup>Class 2 **Best Buy for your Buck** (Ages 14-18 before Jan. 1 of the current year) – Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see General Information) **Do not** include the Shopping In Style Fashion Show Information Sheet in your entry. Although both entries do share some information, there are differences in content and format for this class.

- Provide details listed above for ages 10-13 plus include the following additions:
  - Body shape discussion,
  - Construction quality details,
  - Design features that affected your selection,
  - Cost per wearing
  - Care of garment,
  - Conclusion or summary statement(s) stating your final comments on why you selected your “best buy for your buck”.
  - Provide 3 color photos of you wearing the garment (front view, side view, back views)

<sup>sf</sup>Class 3 **Revive Your Wardrobe** – Take at least two items in your wardrobe that still fit but that you don’t wear anymore and pair them with something new to make them wearable once again. Create a photo story which includes before and after photos and a description of what was done. Put in a binder, poster, or video (see General Information).

- <sup>sf</sup> Class 4 **Show Me Your Colors** – Select 6-8 color photos of you wearing different colors. Half should be what you consider good personal colors and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to manual pg. 23 for more information. Entry should be a poster (see General Information).
- <sup>sf</sup> Class 5 **Clothing First Aid Kit** – Refer to the pg. 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and a brief description of why each was included. Put in appropriately sized box or tote with lid, no larger than shoe box.
- <sup>sf</sup> Class 6 **Mix, Match, & Multiple** – Using pg. 32 of the manual and take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks. (i.e. on a clothes line, in a tree, on a mannequin) Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video (see General Information).

### **Division 246 – Making Cents of It**

Entries should be posters or notebooks. Poster size shall be 14” x 22”. Notebooks must be 3-ring binders 8 ½ “x 11” x 1”.

Class 1 **Educational Exhibit** – Show what you have learned or done in this project through a poster or notebook exhibit.

### **Division 247 – My Financial Future**

Entries should be typed and then attached to a piece of colored cardstock or colored poster board. Poster size shall be 14” x 22”. You may use the front and back of the poster board.

- <sup>sf</sup> Class 1 **SMART Goals** – 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.
- <sup>sf</sup> Class 2 **Income Inventory** – Using page 13 in the My Financial Future: Beginner book 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.
- <sup>sf</sup> Class 3 **Tracking Expenses** – Use an app or chart like the one on page 17 in the My Financial Future: Beginner book, 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.
- <sup>sf</sup> Class 4 **Money Personality Profile** – Complete the money personality profile found on pages 21-22 in the My Financial Future: Beginner book. 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.
- <sup>sf</sup> Class 5 **What Does It Really Cost?** – Complete the Activity 8 “What Does It Really Cost?” on pages 39-40 in the My Financial Future.
- <sup>sf</sup> Class 6 **My Work; My Future** – Interview three adults in your life about their careers or jobs using the questions on page 51 of the My Financial Future: Beginner book, 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?
- <sup>sf</sup> Class 7 **Interview** – Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.

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? Why do you think this?
- Summarize: Based upon your interviews which payment method would suit you the best?  
Discuss your answer.

<sup>sf</sup> Class 8 **The Cost of Not Banking** – Type your answers to the questions about Elliot on page 50 of the My Financial Future.

<sup>sf</sup> Class 9 **Evaluating Investment Alternative** – complete the case study of Jorge on page 64 of the My Financial Future. Answer all three questions found at the bottom of the page.

<sup>sf</sup> Class 10 **Understanding Credit Scores** – Watch the video and read the resource listed on page 71 of the My Financial Future. 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.

<sup>sf</sup> Class 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 of the My Financial Future. Activity/display must include at least five (5) of the terms.

Resource:

- Shopping In Style – Identify your body shape and select clothing to enhance it; learn how clothing prices are determined and how to comparison shop; analyze advertising; experiment with removing stains. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/41](https://4hcurriculum.unl.edu/index.php/main/program_project/41)
- My Financial Future: Beginner – Learn about financial literacy; set SMART Goals, set financial goals; keep a spending plan. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/42](https://4hcurriculum.unl.edu/index.php/main/program_project/42)
- My Financial Future: Advanced – Learn about financial literacy; set SMART Goals; set financial goals, keep a spending plan. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/43](https://4hcurriculum.unl.edu/index.php/main/program_project/43)

## Dept. C – Fashion Show

### General Information

- The 4-H Fashion Show is an opportunity for youth to showcase their clothing construction and consumer management skills. Construction garment contestants are judged on fit, construction, poise, and overall look of the garment on the individual. Shopping In Style contestants are judged on garment fit, the overall look of the outfit, and poise, as well as record keeping skills in the written report.
- Both boys and girls are encouraged to enter. Separate dressing rooms will be provided.
- Those 4-H’ers modeling constructed garments will be judged for Construction/Fit and Selection/Creativity before modeling on the public stage and will be judged for Individual Modeling/Accessories while on stage. Those 4-H members modeling purchased garments will be judged on stage for modeling skill, fit, and appearance of the outfit and accessories. Judging on stage is worth 60% of the score. Judging of the completed written report form will be done prior to the 4-H Fashion Show. The written form is worth 40% of the total score and is judged on content, completeness, accurate information, and neatness.
- All garments modeled before the judges must also be entered for construction judging.
- Garments should be age appropriate.
- Entries Not Accepted-Textile clothing accessories, nightshirt/loungewear for example flannel lounging pants, or upcycled garments.
- Narration Card - Each entry must have one 4" x 6" double-spaced, typed narration card. List project name, exhibitor number & 4-H’ers name at the top. Email or deliver card to the Extension Office one week prior to the event. The card will be read while the youth models their outfit. It can include information

about family, parents, where the outfit will be worn, why it was chosen, etc. The committee has the discretion to rewrite any narrative that does not meet criteria.

- 4-H'ers must have items checked in before the modeling begins.
- Entries can be taken home after the Life Skills Revue and entered during County Fair Static Exhibit Check-in OR can be left with 4-H staff after the Public Revue.
- Only 4-H'ers 10 or older are eligible to model at State Fair.

### **Division 41 – Fashion Show**

<sup>sf</sup> Class 10 **Modeled “Beyond the Needle” Embellished Garment(s) with an Original Design**– Garment is created using intermediate or advanced techniques as defined in Beyond the Needle. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement.

<sup>sf</sup> Class 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.

<sup>sf</sup> Class 20 **Modeled “Beyond the Needle” Textile Arts Garment(s)** – Garment is constructed using new unconventional materials. Ex. Rubber bands, plastic, duct tape.

<sup>sf</sup> Class 25 **Modeled “Beyond the Needle” Wearable Technology Garment** – Garment has integrated technology into its design.

Class 26 **Modeled STEAM 1 Garment** – Possible types of garments include: simple dress, skirt, or bottom.

<sup>sf</sup> Class 30 **Modeled Constructed STEAM 2 Garment(s)**– 4-H members who have enrolled in or who have completed STEAM Clothing 3 projects are not eligible to enter STEAM Clothing 2. Possible types of garments include: Dress, Romper or Jumpsuit; or Two-Piece Outfit Combination (skirt with top, vest, lined/unlined jacket; jumper and top; pants or shorts outfit (pants or shorts with shirt, vest, or lined/unlined jacket) A purchased top can be worn to complete a skirt, pants, or shorts outfit with a vest or lined/unlined jacket.

<sup>sf</sup> Class 40 **Modeled STEAM 3 Garment(s)**– Possible types of garments include: Dress or formal; Skirted Outfit Combination (skirt with top, vest, or lined/unlined jacket or jumper and shirt); Pants or Shorts Outfit Combination (pants or shorts with top, vest or unlined/lined jacket); Romper or Jumpsuit; Specialty Wear (swim wear, costumes, western wear-chaps, chinks, riding attire or hunting gear); or non-tailored Lined or Unlined jacket or Coat, (additional pieces with jacket or coat may either be constructed or purchased, Tailored Blazer, Suit Jacket, Coat, or Outerwear).

Class 45 **Modeled Knitted or Crocheted Clothing (Level 1)** – Knitted clothing or accessory pieces can be modeled.

<sup>sf</sup> Class 50 **Modeled Knitted or Crocheted Clothing (Level 2 or 3)** – 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).

Class 53 **Modeled Attention Shoppers** - (Age – Under 10) Life Skills Revue narration for Attention Shoppers should include: outstanding points learned through garment selection process, occasion for which garment was chosen, and reasons for selection of this garment.

<sup>sf</sup> Class 60 **Modeled Shopping In Style Purchased Outfit and Written Report Modeling** – Participants must be enrolled in the Shopping In Style 4-H project to enter. The curriculum is developed and designed for youth ages 10 and older to help them strengthen their consumer skills



when purchasing clothing. Participants must model a complete outfit. All pieces of the garment must be purchased.

### **Dept. C – Music Contest**

Any type of musical performance including singing and instrumental. Performed on stage during the Public Style Revue. A piano and one microphone are provided.

#### **Division 991 – Music Contest**

Class 1 **Individual** – Put the name of your song, composer/writer, and instrument used or vocals on the entry form.

Class 2 **Group** – Put the name of your song, composer/writer, and instrument used or vocals on the entry form. Also, list the names of others in your group.

### **Dept. C – Poetry Recitation Contest**

#### **General Information**

1. Submit poem entry by email or deliver to the Extension Office 1 week prior to event. Include participant Name(s) and 4-H age(s), title and complete poem (typed).
2. Poems can be original, but don't have to be.
3. Poems do not have to rhyme.
4. Poems may be traditional verse, acrostics, blank verse, cinquains, diamond poems, limerick or Haiku.
5. A group does not need to have members from the same club.
6. Independents can be part of a group.
7. Groups can have 2-4 members and members can be of different ages. For poem length, follow rules listed for age class of oldest group member.

Appropriate dress is expected. 4-H dress code as described in the Resource Book is always appropriate; remember the 4-H dress code does NOT include faded jeans with holes and dirty tennis shoes. The goal is to look your best! Interpretive dress is also appropriate; that is, for example if doing a humorous or period poem wear items that would fit the period or would add “fun” to the poem, if presenting a serious poem dress would be more subdued.

#### **Division 992 – Poetry Contest**

Class 1 **Senior Recital** – 14 years of age or older, January 1. Poem: minimum 5 lines; maximum 28 lines. Will recite poem from memory. Note cards may not be used. May have prompting from judge's helper.

Class 2 **Intermediate Recital** – 11, 12, and 13 years of age, January 1. Poem minimum 5 lines; maximum 25 lines. Will recite poem. May refer to note cards.

Class 3 **Junior Recital** – 9, and 10 years of age, January 1. Poem: minimum 3 lines; maximum 20; May read entire poem. Encouraged to recite poem.

Class 4 **Novice Recital** – 8 years of age, January 1. Poem: minimum 3 lines; maximum 20; May read entire poem. Encouraged to recite poem.

Class 5 **Group Recital** – minimum 7 lines; maximum 35 lines. No one person in the group may recite more than half of all lines.

### **Dept. C – Home Environment**

- **Home Environment Exhibits** are evaluated by these criteria:
  1. Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.)

2. Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday-specific items are discouraged. Exhibits made from kits are also discouraged as kits limit decision making in the design process.

3. Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used along with simple explanation of how they designed their project with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads

4. Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?

5. Items should be ready for display in the home: pictures framed, wall hangings and pictures ready to hang, etc. No single mat board or artist canvas panels. Wrapped canvas (if staples not visible on edge) is accepted without framing, but still needs to include hanger. Make sure hangers are strong enough to support the item. Command strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.

- **State Fair Entry** – Items should not be ones made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking) total entries equal to 1 entry per class. Exhibits from the beginning level project, Design My Place, are county only and not state fair eligible. The quota may be distributed within the projects as a county chooses. Exhibits should represent the county's best items, not just fill a quota. Sending delicate, breakable, or valuable items is highly discouraged.

- **Size of Exhibits** – Exhibits may be no taller than 7 feet and no wider than 6 feet.

- **Entry Tags:** An entry tag, which includes a clear description of the entry, must be securely attached to each Home Environment exhibit. Use color, pattern/picture descriptions to aid in identification. No straight pins.

- **Identification**-attach a label with the exhibitor's name and item description to **each** separate piece of the exhibit.

- **Supporting Information**- Supporting information is required for all Home Environment exhibits. Attach information to explain steps taken. Information must include the elements and principles of design used and steps taken to complete project. Tag templates can be found on 4-H State Fair website: <https://4h.unl.edu/fairbook/general/scoresheets-forms>. Exhibits without supporting information will be dropped a ribbon placing.

### **Division 251 – Design My Place (No State Fair Entry)**

Class 1 **Needle Work Item** - (such as Swedish weaving, needlepoint, embroidery, etc.) Made with yarn or floss.

Class 2 **Simple Fabric Accessory** – pillow, laundry bag, table runner, etc.

Class 3 **Batik or Tie-Dye Accessory**

Class 4 **Metal Tooling or Metal Punch Item** – for room or home.

Class 5 **Storage Box or Rack** – made or recycled by 4-H'er to fill a need.

Class 6 **Bulletin or Message Board** – made or recycled by the 4-H'er to fill a need.

Class 7 **Coasters** – made by the 4-H'er to fill a need.

Class 7 **Problem Solved** – use creative method to show how you solved a problem (ex. air quality, water, sound, temperature, fire escape plan, etc.)

Class 8 **How-To-Video** – create a video showing how to make your bed or organize a room.

### **Division 256 – 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. Entering highly valuable items (especially small ones) is discouraged, as exhibits are

not displayed in closed cases. NOTE: Resources to support this project area are available on the 4-H website.

Attach information including:

1. List of steps taken to complete your project. Before and after pictures are 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 member, etc.)

<sup>sf</sup> Class 1 **Trunks** – including doll-sized trunks or wardrobes.

<sup>sf</sup> Class 2 **An Article** – either a repurposed “treasure” (accessory) from an old item or an old “treasure” (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection.

<sup>sf</sup> Class 3 **Furniture** – either a repurposed “treasure” (accessory) from an old item or an old “treasure” refinished or renovated. May include doll-sized furniture.

<sup>sf</sup> Class 4 **Cleaned & Restored Heirloom Accessory or Furniture** – A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles, G1682 for information on textiles. This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.

### **Division 257 – Design Decisions**

Attach information to explain steps taken. Information must also include element or principle of design used.

<sup>sf</sup> Class 1 **Design Board** – for a room. Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22” x 28”, or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.

<sup>sf</sup> Class 2 **Problem Solved, Energy Savers or Career Exploration** – Identify a problem (ex. leaky windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) OR, explore a career related to home environment (what would it be, what education is needed, what would you do, etc.). Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration.

<sup>sf</sup> Class 3 **Solar, wind, or other energy alternatives for the home** – Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home.

<sup>sf</sup> Class 4 **Technology in Design** – Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.

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

<sup>sf</sup> Class 6 **Window Covering** – May include curtains, draperies, shades, shutters, etc.

<sup>sf</sup> Class 7 **Floor Covering** – May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation on CD.

<sup>sf</sup> Class 8 **Bedcover** – May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits.)

<sup>sf</sup> Class 9 **Accessory Original Needlework/Stitchery** – May be commercially framed.

- <sup>sf</sup> Class 10 **Accessory-Textile 2D** – tablecloth or runner, dresser scarf, wall hanging, etc. (No fleece tied blankets or beginning/10 minute table runners)
  - <sup>sf</sup> Class 11 **Accessory-Textile 3D** - (pillows, pillow shams, fabric bowls, etc. No fleece tied exhibits)
  - <sup>sf</sup> Class 12 **Accessory – 2D**
  - <sup>sf</sup> Class 13 **Accessory-3D**-(string art, etc.)
  - <sup>sf</sup> Class 14 **Accessory Original Floral Design** – arranged by 4-H member.
- For classes 15-18, determine entry by what medium was manipulated.
- <sup>sf</sup> Class 15 **Accessory Original Made from Wood** – burn, cut, shape or otherwise manipulate
  - <sup>sf</sup> Class 16 **Accessory Original Made from Glass** – etch, mosaic, stain, molten, or otherwise manipulate
  - <sup>sf</sup> Class 17 **Accessory Original Made from Metal** – cut, shape, punch, sculpt, reassemble or otherwise manipulate
  - <sup>sf</sup> Class 18 **Accessory Original Made from Ceramic or Tile** – Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
  - <sup>sf</sup> Class 19 **Accessory Recycled/Upcycled** – Item for the home, reuse a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.
  - <sup>sf</sup> Class 20 **Furniture-Recycled/Remade** – made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information
  - <sup>sf</sup> Class 21 **Furniture-Wood** – Opaque finish such as paint or enamel.
  - <sup>sf</sup> Class 22 **Wood Furniture** – Clear finish showing wood grain.
  - <sup>sf</sup> Class 23 **Fabric Covered Furniture** – May include stool, chair seat, slipcovers, headboard, etc.
  - <sup>sf</sup> Class 24 **Furniture-Outdoor Living** – Furniture made/refurbished by 4-H member suitable for outdoor use.(NOTE: May be displayed outside). Include description of what was done to recycle or reuse item in your attached information
  - <sup>sf</sup> Class 25 **Accessory-Outdoor Living** – Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: May be displayed outside). Include description of what was done to recycle or reuse item in your attached information.

### **Division 260 – Sketchbook Crossroads**

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

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

## **Division 261 – Portfolio Pathways**

Use techniques from manual or comparable techniques. Attach information to explain steps taken. Information must also include element or principle of design used as described on page 8-9 in the Portfolio Pathways manual.

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

### Resources:

- Design My Place – Apply color and design principles using different materials to make and display objects for your home; develop original designs; plan a comfortable, clean, attractive home; make connections between visual arts and other disciplines. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/48](https://4hcurriculum.unl.edu/index.php/main/program_project/48)
- Design Decisions – Explore ways to make your house greener; learn new painting techniques; design or select furniture, fabric, and storage items for your room; accessorize a room-design or select unique items such as wall art, wall arrangements, or lamps. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/49](https://4hcurriculum.unl.edu/index.php/main/program_project/49)
- Preserving Heirlooms - Recognize factors that make antiques valuable; refurbish and restore heirloom or heritage furnishings and accessories; preserve family heirlooms. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/50](https://4hcurriculum.unl.edu/index.php/main/program_project/50)
- Sketchbook Crossroads - Practice drawing, fiber arts, and sculpting; develop artistic talents and skills; understand the visual arts in relation to history and culture. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/51](https://4hcurriculum.unl.edu/index.php/main/program_project/51)
- Portfolio Pathways – Learn painting, printing, and graphic design techniques; make connections between visual arts and other disciplines. [https://4hcurriculum.unl.edu/index.php/main/program\\_project/52](https://4hcurriculum.unl.edu/index.php/main/program_project/52)