

2022 SIOUX COUNTY FAIR BOOK

126 years at Sioux County Fair



TABLE OF CONTENTS

General Rules and Guidelines	Page i-iv
STATIC EXHIBITS	
Aerospace	Page 1-2
Agronomy	Page 3-5
Citizenship.....	Page 6-7
Clothing.....	Page 8-12
Communications	Page 13-14
Computers	Page 15-17
Conservation, Wildlife, & Shooting Sports.....	Page 18-23
Consumer Management	Page 24-25
Electricity	Page 26-27
Entomology.....	Page 28-29
Entrepreneurship.....	Page 30-31
Food & Nutrition.....	Page 32-37
Forestry.....	Page 38-43
Geospatial	Page 44
Heritage	Page 45-46
Home Environment.....	Page 47-50
Horticulture.....	Page 51-56
Human Development.....	Page 57-58
Knitting & Crochet	Page 59-61
Photography	Page 62-64
Physics – Power of Wind.....	Page 65
Quilt Quest.....	Page 66-68
Range Management.....	Page 69-70
Robotics	Page 71-72
Rope.....	Page 73
Safety	Page 74-72
Veterinary Science	Page 76
Visual Arts	Page 77 -78
Welding.....	Page 79-80
Woodworking	Page 81-82
CLOVER KIDS	
Clover Kids	Page 83-85

SIoux COUNTY FAIR YOUTH DIVISION

GENERAL RULES AND GUIDELINES

Revised: 2019

I. ELIGIBILITY: Youth Division

- a. ALL 4-H DIVISIONS except OPEN YOUTH LIVESTOCK CLASSES and FFA CLASSES.
- b. Must be enrolled in the Sioux County 4-H program
- c. Must be enrolled in the appropriate project.
- d. Non 4-H youth can enter in the Open Class division.

II. SIOUX COUNTY 4-H YOUTH HORSE SHOW

- a. Open to 4-H Exhibitors from any county.
- b. Show will adhere to Nebraska 4-H Horse Show Rules

III. OPEN YOUTH LIVESTOCK SHOW

- a. Show is open to all youth ages 5-18 by January 1st of the current year. Those youth ages 5-7 will be allowed to participate in given that an adult assists them and stays with them in the ring.
- b. Sioux County exhibitors will receive premiums based on their ribbon grouping.
- c. Out-of-county exhibitors will receive premiums based on their placing within a class. Premiums will be paid at the following rates:

	First	Second	Third	Fourth
Showmanship				
PeeWee & Junior	\$5.00	\$3.00	\$2.00	\$1.00
Intermediate	\$8.00	\$6.00	\$3.00	\$2.00
Senior	\$10.00	\$8.00	\$5.00	\$3.00
Other Classes	\$10.00	\$8.00	\$5.00	\$3.00

FAIR ENTRIES

I. LIVESTOCK

- a. All animals must be owned by the youth exhibitor or by the family or in the name of the ranch or farm.
- b. Each exhibitor shall be responsible for herdsmanship of their own exhibits, stall, or pen space and alley space.
- c. No professional groomers are permitted to help exhibitors.
- d. Animals should be shown by the exhibitor when possible. Substitute youth showmen must be approved by the show superintendent. Only animals entered by the exhibitor can be used for showmanship contests.
- e. Dress Code – Exhibitors showing beef, dairy, dairy goat, sheep, and swine are required to wear western clothing and hard sole shoes or boots. Horse exhibitors: See Horse Show Section.

II. GENERAL

- a. Any exhibitor who is found to have tampered with, doctored, or entered an exhibit that is his not his/her work will forfeit any premium, ribbon, and cash prizes and exhibitor will be placed on probation. A second offense will cause disqualification from further competition or participation in the youth division of the Sioux County Fair.
- b. All entries must be entered and in place by the deadlines set by each division. This information is available at the County Extension Office and it will also be publicized BUT it is the exhibitor's responsibility to obtain information.
- c. The judges will place all creditable exhibits in each class into four ribbon groups according to excellence. These ribbon groupings include:
 - i. Purple – Superior
 - ii. Blue – Excellent
 - iii. Red – Good
 - iv. White – Satisfactory
- d. In case of no competition, the judge will decide which ribbon placing the exhibit deserves. Trophy winners and/or exhibits designated for State Fair should be purple ribbon quality.
- e. Fair prizes will be awarded to 4-H members at the Annual Fun Feed. Prizes will be considered for the following categories: Family and Consumer (home environment, heritage, consumer management, human development), Healthy Living (cooking, safety, food preservation), Clothing (shopping in style, beyond the needle, sewing), Visual Arts (photography, sketchbook crossroads, portfolio pathway), SET (entomology, welding, wood science, conservation, computers, robotics, rockets, etc.), and Plant Science (horticulture and range). Final discretion is up to the 4-H Council.
- f. For livestock shows, 4-H prizes will be awarded to Sioux County 4-H members at the Annual Fun Feed. The ribbons received will be turned into a point value (Champion 5 points plus points for ribbon color, Reserve 3 points plus points for ribbon color, Purple =5, Blue =3, Red =2, and White=1) then added together for a total and divided by maximum points possible to create a percentage. The Champion and Reserve Champion points will be added if a youth member receives a Champion or Reserve Champion designation for the division. For example: Champion Stocker Feeder, Breeding Heifer, Breeding Bull, Market Beef, Bucket Calf, Breeding Lamb, Market Lamb, Top Bird, etc.). The member with the highest percentage will receive the prize. If there is a tie, the member that placed the best in Showmanship will be the recipient.
- g. The superintendent will determine eligibility/ineligibility of an exhibit in their division. All ineligible items will not be judged or displayed.
- h. A member cannot enroll in the same 4-H project area in more than one county or state in the same year.
- i. State Fair Eligibility Requirements for Exhibitors: Only classes with an asterisk (*) in front of the number are eligible for State Fair entry. An exhibitor must be a 4-H member enrolled in the project in which they are exhibiting in the county which he/she represents. In classes where presence of the 4-Her is required for judging purposes, such as animal exhibits, judging contests, presentations, and fashion show, a 4-H member must be age 10 by January 1st of the current year. For classes where the presence of the 4-Her is not required, the exhibitor must be age 8 by January 1st of the current year.
- j. Interview Judging will be conducted on all 4-H Static Exhibit Projects.

III. NUMBER OF EXHIBITS PER CLASS

- a. Livestock and Horse – No limit on number of entries BUT an exhibitor cannot earn more than two premiums in each class.
- b. Home Economics – No limit at county level, but State fair entries are limited by the State Fair rules.

IV. EXHIBITOR RELEASE TIMES

- a. Art Hall – Released at 3:00 pm on the Sunday of Fair.
- b. Horses, livestock, and other animals released after respective shows.

V. PREMIUMS

- a. Premiums will be paid at the following rates to county youth.

Division	Purple	Blue	Red	White
Beef	\$15.00	\$12.00	\$7.00	\$3.00
Horse	\$5.00	\$3.00	\$2.00	\$1.00
Dairy Cattle	\$15.00	\$12.00	\$7.00	\$3.00
Sheep & Goats	\$5.00	\$3.00	\$2.00	\$1.00
Swine	\$8.50	\$6.50	\$3.50	\$2.00
Small Animals	\$5.00	\$4.00	\$3.00	\$2.00
Static Exhibits	\$5.00	\$4.00	\$3.00	\$2.00

Clover Kid Exhibits will each receive a \$1.00 premium.

VI. Protest Committee

- a. The respective division committee has the authority to make appropriate decisions based on the Sioux County Fair book, and these will be adhered to by all.
- b. A committee shall be appointed to serve as a grievance committee. They will meet when needed, to act upon concerns. All protests must be submitted in writing and signed.
- c. Written protests must be submitted to the county fair division committees.
- d. The written protest must include:
 - i. Names of persons involved
 - ii. Nature of concerns
 - iii. Situation and documentation
 - iv. Recommendations for correction
 - v. Specific action, rule, etc. in question

- vi. Additional person committee may contact for further clarification
- vii. Procedures and/or steps carried out by person involved prior to submission to the fair superintendent
- e. The committee will review the written protest. They may discuss the situation with affected persons and show officials to include County Fair management, if appropriate, prior to making a final decision. The committee will recommend appropriate action to management in writing. The recommendations will be followed and communicated both verbally and in writing to the group or individual affected.
- f. In cases of protest, the exhibitor may be allowed to show, but results of showing will be subject to change based on the outcome of the protest process. This allows for smooth operation of the show and facilitates appropriate processing.
- g. The management reserves the right to withhold premiums and/or awards. The exhibitor may also be excluded from the show if action warrants.
- h. Protests will not be accepted after the exhibit is released from the Sioux County Fair.

VII. Disclaimer of Responsibility for Exhibits at the Sioux County Fair

- a. Exhibits at the Sioux County Fair are entered and displayed at the risk of the exhibitor. University of Nebraska-Lincoln Extension in Sioux County, in association with the Sioux County Agricultural Society, accepts exhibits and will exercise due care to protect them. However, University of Nebraska-Lincoln Extension or the Sioux County Agricultural Society or the Sioux County 4-H Council cannot accept responsibility for loss or damage due to the conditions imposed by crowds, the arrangement of the buildings in which displays are housed and the number of exhibits. People who have exhibits of great sentimental and/or monetary value should carefully consider whether such exhibits should be exposed to the hazards of fair.
- b. While the greatest possible care will be exercised by the management to protect patrons of the county fair, each individual will be held personally responsible for any injury.

VIII. Drugs and Alcohol Policy

- a. Use or possession of alcoholic beverages or drugs (except for medical purposes) by any exhibitor who is participating in the youth section of the Sioux County Fair will result in immediate disqualification of that exhibitor's entry.

AEROSPACE: MODEL ROCKETRY

- 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. Rockets must be supported substantially to protect it from breakage. Rockets are to be mounted on base that has dimensions equal or less than 12" x 12" and the base should be ¾" thick. No metal bases. If the rocket fins extend beyond the edges of the required base (12" x 12") then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins. Use a short section (i.e. no taller than an inch of the rocket length) of launch rod to support the rocket.
- C. The rockets should be mounted vertically. Please do not attach sideboards or backdrops to the displays. In addition, a used engine or length of dowel pin should be glued into the board and extended up into the rocket's engine mount to give added stability. Rockets must be equipped for launching, with wadding and parachutes. Rockets entered with "live" engines, wrong base size or sideboards will be disqualified.
- D. A report, protected in clear plastic cover, must include: 1) Rocket specification (include original or photo of manufacture packaging stating rocket skill level), 2) flight record for each launching: weather, distance, flight, height, 3) number of launchings, 4) flight pictures, 5) safety (how did you choose your launch site? Document safe launch, preparations, and precautions) , 6) objectives learned and 7) conclusions.
- E. The flight and record may describe engine used, what rocket did in flight, and recovery success. Points will not be deducted for launchings, flight, or recovery failures described. This includes any damage that may show on the rocket. Complete factory assembled rockets will not be accepted at the State Fair. Judging is based upon display appearance, rocket appearance, workmanship, design, or capabilities for flight, number of launches, and report. Three launches are required to earn the maximum launch points given on the score sheets. Only actual launches count, misfires will not count towards one of the required three launches.

For self-designed rockets only, please include digital recorded copy of one flight. In the documentation please include a description of stability testing before the rocket was flown.

Skill level of project is not determined by the number of years in a project. Skill level is determined by the level listed on the manufacturing packaging. Youth enrolled in aerospace 2,3, or 4 may exhibit in classes H850001-H850006.

4-H Rocket project levels are not intended to correspond to National Association of Rocketry model rocket difficulty ratings or levels.

- F. High power rockets (HPR) is similar to model rocketry with differences that include the propulsion power and weight increase of the model. They use motors in ranges over "G" power and/or weigh more than laws and regulations allowed for unrestricted model rockets. These rockets are NOT appropriate for 4-H projects and will be disqualified.
- G. Posters can be any size up to 28" by 22" when ready for display. Example: tri-fold poster boards are not 28" by 22" when fully open for display.

PRE-FLIGHT – UNIT 1

- H850020** **Water Rocket** - Any water rocket made with a two-liter bottle
- H850021** **Water Rocket Display** - Display exemplifying one for the principles learned in the Water Rocket Project. Examples include: display of rocket parts and purpose, interview of someone in the aerospace field, etc. Display can be any size and material
- H850022** **Rocket** - Any skill Level Rocket with plastic fins and plastic body tubes.
- H850023** **Other Aerospace** - All Levels

AEROSPACE 2

- *H850001 **Rocket** - (SF92) – Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or airbrush.
- *H850002 **Aerospace Display** – (SF93) – Poster or display board that displays or exemplifies one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, explains the parts of a NASA rocket or shuttle, interview of someone in the aerospace field or kit terminology. Display can be any size up to 28" x 22".)
- *H850003 **Rocket** - (SF92) – Any Skill Level Rocket with wooden fins and cardboard body tubes painted using commercial application. For example, commercial spray paint.

SELF-DESIGNED ROCKET

- *H850004 **Rocket** – (SF92) - Any self-designed rocket with wooden fins and cardboard body tubes.

DRONES

- *H850005 **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" x 22".
- *H850006 **Drone Video** – Exhibit must demonstrate how the drone interacts with the outside world. Examples include: field scouting, surveying damage from natural disasters, drones used in commercial applications and settings, and drones used for structural engineering. Video should not exceed 5 minutes. Videos should be submitted to Jenny Nixon at jnixon@unl.edu by fair entry deadline.

Resources:

- Aerospace 2 – Fly kites and launch rocket; Explore space; Experience disorientation
https://4hcurriculum.unl.edu/index.php/main/program_project/120
- Aerospace 3 – Learn to fly an airplane; Make a shuttle on a string; Control flight directions
https://4hcurriculum.unl.edu/index.php/main/program_project/121
- Aerospace 4 – Create an altitude tracker; Evaluate navigation systems; Explore pilot certification requirements
https://4hcurriculum.unl.edu/index.php/main/program_project/122

AGRONOMY

GENERAL INFORMATION:

- A. Individuals in the Crop Production & Field Crops projects may exhibit grain or plants or prepare an educational display representing their project. The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, wee, range and soil sciences to solving problems in management, conservation, sustainability, and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.
- B. IMPORTANT: A completed Crop Production Worksheet (available at <https://cropwatch.unl.edu/Youth/Documents/Crop%20Production%20Project%20Worksheet%20Final.pdf>) must accompany grain and plant exhibits or it will automatically be deducted a ribbon placing. The worksheet must include the exhibitor's name and address, county, plant hybrid or variety, plant population, whether crop production irrigated or dryland, and general information including farm cropping history, soil type and weather effect. **The worksheet also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis acre.** 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.
- C. The worksheet counts as 50% of the total when judged. Worksheet must be the original work of the individual exhibitor. 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.
- D. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from the previous year's project.
- E. Plant exhibits with the exception of ears of corn, must be the result of the current year's project. Corn 10 ears or 3 stalks (cut at ground level with no roots or soil and bound together); Grain Sorghum - 4 stalks (cut at ground level and bound together); Soybeans- 6 stalks (cut at ground level and bound together); Small grains (oats, barley, wheat, triticale) - sheaf of heads 2 inches in diameter at top tie with stems about 24" long. Other crops (alfalfa, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

GRAINS

- *G750001 **Corn** – (SF264) - (includes yellow, white, pop, waxy, or any other type)
- *G750002 **Soybeans** - (SF264)
- *G750003 **Oats** - (SF264)
- *G750004 **Wheat** - (SF264)
- *G750005 **Any other crop** - (SF264) (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

Displays

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

- *G750006 **Crop Production Display** – (SF259) - The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, etc.
- *G750007 **Crop Technology Display** – (SF259) - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.

***G750008** **Crop End Use Display** – (SF259) - Display information about the uses for a crop such as food, feed, fuel or other products (i.e. corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into bio-diesel, pet bedding, crayons, oil, etc.). This should not be about the process of crop production but focus on an end product(s).

***G750009** **Water or Soil Display** – (SF259) - Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.

***G750010** **Career Interview Display** – (SF259) - 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.

NEW: Special Agronomy Project

- A. 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.
- B. 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.
- C. 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.
- D. Youth will be eligible to enter an exhibit at both the county and/or state fair in the agronomy project area.

The crop of the year for 2022 is broomcorn sorghum.

***G750011** **Special Agronomy Project** – Educational Exhibit - (SF259) – Educational exhibit based on what was learned from the project. Present information on a poster 14"x22" either vertical or horizontal arrangement in a clear plastic report cover. The 4-H member's name, age, full address, and county must be on the back of the poster or report cover. Each display must have a one-page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used.

***G750012** **Special Agronomy Project** – Video Presentation – 4-H exhibitor designs a multimedia presentation related to the crop. This could include narration of the growing process, presenting facts about the crop or any other innovative multimedia practices. The presentations 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 formats will be accepted: mp4, .mov, .ppt, or .avi.

***G750013** **Special Agronomy Project** – Freshly Harvested crop – Plant exhibits must be the result of the current year's project. Depending on the type of crop selected for the current year. Supporting documentation (1/2 to 1 page in length) should include the following: Economic analysis and/or research that supports feasibility of this crop in Nebraska or how the crop has evolved over time.

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

WEED SCIENCE

- A. Any individual in the Conservation, Environment 1, 2 or 3, Range, Reading the Range 1 or Using Nebraska Range 2 or Crop Production, Field Crops projects may exhibit a weed book or weed display. At least 15 the specimens must represent this year's work. For assistance identifying plants participants can use, *Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994)* or *Weeds of the Great Plains (2003)*.

Books

- A. Plants must be mounted on sheets that are no larger 14" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover.
- B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. Refer to Scoresheet SF261.
- C. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet:
- 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.

***G751001** **Weed Identification Book** – (SF261) - A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada thistle, musk thistle, plume less 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.

***G751002** **Life Span Book**- (SF261) - A collection of 7 perennials, 1 biennial and 7 annual weeds.

Displays

The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28" by 28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Refer to Scoresheet SF259.

Each display must have a one-page essay explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

***G751003** **Weed Display** – (SF259) - 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.

Resources:

- Field Crops 1 – Discover the world of farming; Learn how plants grow; Learn the value and uses of field crops
https://4hcurriculum.unl.edu/index.php/main/program_project/101
- Field Crops 2 – Take a soil sample; Learn about products made from field crops; Describe what crops need to grow and at what time.
https://4hcurriculum.unl.edu/index.php/main/program_project/102
- Field Crops 3 – Learn about integrated crop management; Discover hybrid selection; Find out more about harvesting and marketing crops
https://4hcurriculum.unl.edu/index.php/main/program_project/103

CITIZENSHIP

PURPOSE: The purpose of these citizenship exhibits is to foster civic responsibility and action within the diverse areas of citizenship including community service, service learning, government and policy making. Exhibits are entered at 4-H'ers own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division. Displays should not be larger than 22" x 28" wide. If the size needs to be a different size because the item is larger than 22" x 28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22"x 28".

PROJECT MATERIALS: The official reference for the citizenship projects is Citizenship Public Adventures Kit (MI 7329) and Citizen Guide's Handbook (BU 7330). Other helpful citizenship references include Citizenship Washington Focus guides, Character Counts! and Service-Learning Information.

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).

IDENTIFICATION: All entries should be labeled with the exhibitor's name, club and county.

CITIZENSHIP – LEVEL 1

- *A120001** **Care Package Display** – (SF182) - 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, PowerPoint, or another multimedia program to tell about the PROCESS of developing and giving a care package to a service 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. 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.
- *A120002** **Citizenship Game** - (SF182) - which could include but isn't limited to symbol flashcards, question and answer board or simulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.
- *A120003** **Patriotic or Cultural Fine Arts** - (SF182) - can be made of any art media but should tie in the relevance of the artwork to citizenship.
- *A120004** **Public Adventure Scrapbook** - (SF182) - should describe your Public Adventure or Service-Learning Activity. Scrapbooks must measure no more than 16" x 16".
- *A120005** **Public Adventure Poster** - (SF182) - should describe your Public Adventure or Service-Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24" x 28".
- *A120006** **Written or Recorded Stakeholder Interview** - (SF182) - should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted.
- *A120007** **Written Citizenship Essay** - (SF182) - is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300-400 typewritten words.
- *A120008** **For 9th-12th Graders Only - Oral Citizenship Essay** - (SF182) - addressing the theme "Freedoms Obligations" should be 3 - 5 minutes. No background music, singing or other enhancement allowed. All essays should be on a good-quality CD and in a natural style. Voice tone should be normal and conversational. A copy of the written essay should be attached.
- *A120009** **Service Items** - (SF182) - can include but aren't limited to lap quilts, Quilt of Valor, and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.

- *A120010 **4-H Club Exhibit** - (SF182) - 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, and cultural or creative arts item, Quilt of Valor, or care package.

CITIZENSHIP SEEING i2i

- *A130001 **Cultural Fine Arts** - (SF183) - can be made of any art media but should symbolize what makes them unique.
- *A130002 **How Are We Different?** - (SF183) - Interview should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.
- *A130003 **Name Art** - (SF183) - should be creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.
- *A130004 **Family History** - (SF183) - depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.)
- *A130005 **Exhibit depicting a cultural food** - (SF183) - that is special to your family. Can be a story or essay.
- *A130006 **"This is Who I Am"** - (SF183) - poem.
- *A130007 **Poster** - (SF183) - depicts what you have learned through the i2i Project.
- *A130008 **Biography of a Historical Figure** - (SF183) - Should be an historical figure who has made a positive impact on our society or who has made a difference in the lives of others.
- *A130009 **Play Script** - (SF183) - written about a different culture.

Resources:

- Citizenship: Public Adventures – Solve real problems in your community; Discover the possibilities of democratic citizenship; Plan and conduct a project that will create, change, or improve something valuable to people.
https://4hcurriculum.unl.edu/index.php/main/program_project/91
- Seeing i2i – Discover your own family genealogy; Expand your cultural knowledge, Explore different cultures and ways of thinking.
https://4hcurriculum.unl.edu/index.php/main/program_project/92

CLOTHING

Please bring all wearable exhibits on wire hangers or hangers with a swivel hook ONLY. All exhibits that are not suitable for hanging should be entered in a plastic bag. Wool garments and garments with narrow straps hang better on other hangers, i.e. wooden or notched plastic hangers. As you look at the garment place the hook of the hanger pointing to the left. Use safety pins to fasten skirts, shorts, and pants to hangers. Each piece is to 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. Entry tag placement: as you look at the garment place the entry tag on the right side of the garment and the hook of the hanger to the left. Garments as listed may be made for self 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 2, you are not eligible to exhibit in STEAM Clothing 1.

GENERAL CLOTHING

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

- *C220001** **Clothing Portfolio** - (SF20) – Complete at least four different samples/activities from Chapters 2, 3 OR 4 of the project manual. The Portfolio should be placed in an 8 1/2 x 11, 3 ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year but should be dated.) See pages 9-11 in STEAM Clothing 2: Simply Sewing project manual for portfolio formatting.
- *C220002** **Textile Science Scrapbook** - (SF20) – Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 1/2 x 11, 3 ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year but should be dated). See project manual for fabric suggestions.
- *C220003** **Sewing For Profit** - (SF63) - Using page 161-167 in the STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your product. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".

STEAM CLOTHING - BEYOND THE NEEDLE

4-H members must show their own original creativity.

- *C221001** **Design Portfolio** – (SF20) - A portfolio consisting of at least three design samples or activities. Refer to the project manual for activity ideas. The Portfolio should be placed in an 8 1/2 x 11, 3-ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 for portfolio formatting.
- *C221002** **Color Wheel** – (SF20) - Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".
- *C221003** **Embellished Garment with Original Design** – (SF26) - Create a garment using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement.
- *C221004** **Original Designed Fabric Yardage** – (SF27) - Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of a least one yard of finished fabric. Include information on how the fabric was designed – describe the process and material used and how the fabric will be used. If additional information is not included, exhibit will be lowered one ribbon placing.
- *C221005** **Item (garment or non-clothing item) Constructed from Original Designed Fabric** – (Only garments are eligible for State Fair Fashion Show) - (SF26) - Fabric yardage is designed first, then an item is constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed – describe the process and materials used. If additional information is not included, exhibit will be lowered one ribbon placing.
- *C221006** **Textile Arts Garment or Accessory** – (Garment eligible for state Fair Fashion Show) - (SF25) - A garment or accessory constructed using new unconventional materials. Examples, rubber bands, plastic, duct tape. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

- *C221007 **Beginning Fashion Accessory** – (Not eligible for State Fair Fashion Show - (SF23) - An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Examples: shoes, bracelets, scarves, etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.
- *C221008 **Advanced Fashion Accessory** (Not eligible for State Fair Fashion Show) - (SF23) - An accessory designed and/or constructed using elements and principles of design and advanced skills; can be textile or non-textile based. Example: peyote stitch, bead embroidery, advanced design on tennis shoes, metal stamping, riveting, resin, etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.
- *C221009 **Wearable Technology Garment** (Eligible for State Fair Fashion Show) - (SF33) - Technology is integrated into the garment in some way (For example: LEDs, charging capabilities, sensors, etc.)
- *C221010 **Wearable Technology Accessory** (Not eligible for State Fair Fashion Show) – (SF33) - An accessory constructed integrating technology into the accessory (For example: Charging Backpack, Fitness Tracker, etc.)
- C221011 **Other STEAM Beyond the Needle**

STEAM CLOTHING 1 - FUNDAMENTALS

Exhibits will be simple articles requiring minimal skills. Follow suggested skills in project manual. 4-H'ers who have enrolled in or completed STEAM Clothing 2 project are not eligible to exhibit in STEAM Clothing 1. These are not eligible for State Fair.

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. Raglan and kimono sleeves are acceptable.

- C211001 **Clothing Portfolio** – Complete at least three different samples/activities from Chapters 1, 2 or 3 of the project manual. The Portfolio should be placed in an 8 ½ x 11, 3-ring binder. (Additional pages can be added each year but should be dated.) See page 9-10 for portfolio formatting.
- C211002 **Sewing Kit** – Include a list of sewing notions and purpose for each included. (pg. 12-17 in project manual)
- C211003 **Fabric Textile Scrapbook** – Must include at least 5 different textile samples. Use Textile Information Cards template on page 41 in project manual to identify fabric swatches. See project manual for fabric suggestions.
- C211004 **What's the Difference** – 4-H members enrolled in STEAM Clothing 1 may enter an exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing a project comparison and price point. See project manual, "What's the Difference?" pages 118-119. Exhibits should include pictures. NO actual pillows.
- C211005 **Clothing Service Project** – Can include pillows or pillowcases but are not limited too. Exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing information you generated in the project activity "Serving A Purpose" pages 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, buttonholes, zippers, and collars. Raglan and kimono sleeves are acceptable.

- C211006 **Pincushion**
- C211007 **Pillowcase**
- C211008 **Simple Pillow** – No larger than 18" x 18".
- C211009 **Bag/Purse** – No zippers or buttonholes.
- C211010 **Simple Top**
- C211011 **Simple Bottom** – pants, shorts, or skirt.
- C211012 **Simple Dress or Apron**
- C211013 **Other** – Using skills learned in project manual. (Apron, vest, etc.)
- C211014 **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.
- C211015 **Upcycled Accessory** – A wearable accessory made from a used item. The item used must be changed in some way in the "redesign" process. A "before" picture and a description of the redesign process must accompany the entry, or it will be disqualified.

STEAM CLOTHING 2 - SIMPLY SEWING

Exhibits entered in this project must reflect at least one new skill learned from this manual. (See project manual skill-level list)

Garments as listed below may be made from any woven or knit fabric appropriate to the garment's design and should demonstrate sewing skills beyond STEAM Clothing 1.

- *C222001 **Design Basics, Understanding Design Principles** – (SF20) - 4-H members enrolled in STEAM Clothing 2 may enter an exhibit sharing a learning experience from pages 17-20 in the project manual. Include answers to questions found on page 20 of the manual. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".
- *C222002 **Pressing Matters** – (SF20) - 4-H Members enrolled in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25. "A Pressing Matter" in the project manual. Exhibit should include answers to lesson questions that are most appropriate to include.
- *C222003 **Upcycled Garment** – (Not eligible for State Fair Fashion Show) - (SF21) - Create a garment from used textile-based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A "before" picture and a description of the redesign process must accompany the entry.
- *C222004 **Upcycled Clothing Accessory** – (Not eligible for State Fair Fashion Show) - (SF22) - A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A "before" picture and a description of the redesign process must accompany the entry.
- *C222005 **Textile Clothing Accessory** – (Not eligible for State Fair Fashion Show) - (SF23) - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper, or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
- *C222006 **Top** – (Not eligible for State Fair Fashion Show) - (SF28) - (vest acceptable)
- *C222007 **Bottom** - (Not eligible for State Fair Fashion Show) - (SF28) - (pants or shorts)
- *C222008 **Skirt** - (Not eligible for State Fair Fashion Show) - (SF28)
- *C222009 **Lined or Unlined Jacket** - (Not eligible for State Fair Fashion Show) - (SF28)
- *C222010 **Dress (not formal wear)** - (SF28)
- *C222011 **Romper or Jumpsuit** - (SF28)
- *C222012 **Two-Piece Outfit** - (SF28)
- *C222013 **Alter Your Pattern** – (SF31) - (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) - Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. *Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted.* Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining)
- *C222014 **Garment Constructed from Sustainable or Unconventional [natural or synthetic] Fibers** (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) - (SF32) - Fabric/Fibers used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

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.**

- *C223001** **Upcycled Garment** – (Not eligible for State Fair Fashion Show) - (SF21) - Create a garment from used textile-based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
- *C223002** **Upcycled Clothing Accessory** – (Not eligible for State Fair Fashion Show) - (SF22) - A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
- *C223003** **Textile Clothing Accessory** – (Not eligible for State Fair Fashion Show) - (SF23) - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper, or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
- *C223004** **Dress or Formal** - (SF28)
- *C223005** **Skirted Combination** - (SF28) - (Skirt with shirt, vest or jacket OR jumper and shirt)
- *C223006** **Pants or Shorts Combination** - (SF28) - (Pants or shorts with shirt, vest, or jacket)
- *C223007** **Romper or Jumpsuit** - (SF28)
- *C223008** **Specialty Wear** - (SF28) - (Includes: swim wear, costumes, hunting gear, or chaps)
- *C223009** **Lined or Unlined Jacket or Vest** - (SF28) - (Non-tailored).
- *C223010** **Coat, Blazer, Suit Jacket or Outerwear** - (SF29) - A tailored blazer or suit jacket or coat. **Wool entries must have the fiber content listed on the identification label to be considered for the Make It with Wool Award.**
- *C223011** **Alter/Design Your Pattern** - (SF31) - (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) – Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern.
Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 3 include: moving darts, adding a zipper, merging two patterns together, altering a pattern for a woven or knit material, adding a lining, designing your own pattern)
- *C223012** **Garment Constructed from Sustainable or Unconventional [natural or synthetic] Fibers** (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) - (SF32) - Fabric/Fibers used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

OTHER SEWING

Items made in any sewing project that do not fit into another class.

- C900017** **Item Made for an Animal**
- C900018** **Stuffed Animal**
- C900019** **Other**

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
- 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
- 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

- 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

COMMUNICATIONS

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

COMMUNICATIONS - MODULE 1

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

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

B153001 **Poster** - (SF9) - Create a poster, measuring either 22"x28" or 24"x36" that showcases what was learned in this project area.

B153002 **Essay** - (SF94) - Write an essay (3-5 pages) that showcases what was learned in this project area.

COMMUNICATIONS – MODULE 2

Use one or a combination of the experiential activities in the Communications, Module 2 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include but are not limited to: identifying cultural differences in communication, developing guidelines for internet etiquette, evaluating another person's presentation, identifying communication careers, and or preparing a presentation using a form of technology.

B154001 **Poster** – (SF94) - Create a poster, measuring either 22" x 28" or 24" x 36" that showcases what was learned in this project area.

B154002 **Essay** – (SF94) - Write an essay (3-5 pages) that showcases what was learned in this project area.

COMMUNICATIONS – MODULE 3

Use one or a combination of the experiential activities in the Communications, Module 3 curriculum to create an educational poster, essay, or digital media sharing with others what you have learned. Topics may include but are not limited to: composing a personal resume; completing research on a speech or presentation topic; identifying ways to reduce risks online, evaluating own cell phone usage and etiquette, critiquing advertisements, job shadowing a communication professional.

B154003 **Poster** – (SF94) - Create a poster, measuring either 22"x 28" or 24"x36" that showcases what was learned in this project area.

B154004 **Essay** – (SF94) - Write an essay (3-5 pages) that showcases what was learned in this project area.

B154005 **Digital Media** – (SF94) - Design a form of digital media (advertisement, flyer, short video or presentation, social media, or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (web site, Dropbox, Google Drive, YouTube, Flickr, etc.) and using the web address of the digital media file, create a QR code (using any free QR code creator, ex. <https://www.qr-code-generator.com/>). Print the following on an 8.5"x11" sheet of cardstock: 1) the QR code, 2) 1-3 sentences about what viewers will see when they access the QR code on their mobile device.

Resources:

- Communications Module 1 – Learn about interpersonal relationships, cultural understanding, speech making, safety in online spaces, and job interviews; practice communication in a variety of situations; learn about communication preferences, active listening, identifying aggressive communication, using visual aids, making introductions, and writing letters and songs. https://4hcurriculum.unl.edu/index.php/main/program_project/185
- Communications Module 2 – Learn about interpersonal relationships, cultural understanding, speech making, safety in online spaces, and job interviews; practice communicating in a variety of situations; learn about and practice conflict resolution, online communication and social media, cultural differences in communication, writing thank you notes, press releases, and speeches, and career in communications. https://4hcurriculum.unl.edu/index.php/main/program_project/171
- Communications Module 3 – Learn about interpersonal relationships, cultural understanding, speech making safety in online spaces, and job interviews; practice communicating in a variety of situations; learn about interpersonal electronic communication usage, evaluating advertisements, writing resumes and cover letters, safety in online communication, leadership and teamwork, and digital storytelling. https://4hcurriculum.unl.edu/index.php/main/program_project/172

COMPUTERS

- 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. 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.

Team Entries: To qualify for entry at the Nebraska State Fair team materials entered in H860007 – Maker Space/Digital Fabrication must clearly be the work of a team instead of an individual, and must have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H members on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all the team members receiving the same ribbon placing.

COMPUTER MYSTERIES - UNIT 1

- H860011 Computer Designed Greeting Card** - Exhibit will consist of four (4) greeting cards, each for a different occasion/holiday. Exhibit should be created on 8 1/2" x 11" paper using a commercially available graphics program and a color printer/plotter or single-color printer/plotter. The cards should vary in folds and design. Prefabricated cards from commercially available card programs will NOT be accepted. No theme required. Place in a Ziploc bag.
- H860012 Internet Exploration:** Exhibit will be a notebook consisting of the following four areas: 1) Three emails sent requesting a reply, 2) The reply to each of the emails, 3) Printouts of three websites, and 4) What you liked and did not like about each website.
- H860013 4-H Promotional Poster:** Exhibit should be created on 8 1/2" x 11" page using a commercially available graphics software package. Flyer can be color or black and white. Flyers can be whole page or a folded flyer.
- H860014 Use of Computer Teaching Aides:** Exhibit will be created using a commercial teaching aide computer program. Exhibit will consist of three levels of learning. Each level will contain a minimum of ten questions. Exhibit will be displayed using a creative notebook format containing: 1) Cover Page, 2) Printout of exhibit, and 3) One-page minimum text explaining the steps required to complete the exhibit and this type of program can be useful.
- H860015 Software Demonstration Exhibit:** This project gives the 4-Her an opportunity to demonstrate how to complete a task with a software package. Commercially available programs such as spreadsheets, databases, presentation package, accounting packages, internet website software, precision agriculture farming software, etc. should be used for the project. The exhibit will be in a notebook (8 1/2"X11") and should include these parts:
- 1) Cover Page
 - 2) A report describing:
 - a. What task you are doing with the software
 - b. Why you are using this software package
 - c. What features of the software you are using
 - d. How you will use the program in the future
 - 3) Examples of input and output from the program
- Simple word processing programs should not be used to complete this project. Examples of projects are: a PowerPoint presentation with at least 10 different slides using a minimum of four different layouts with the same background on all slides, a website created by the 4-Her, 10 cards/or posters made on a graphic program, five maps made with precision farming software, etc. Points will be given for degree of difficulty.
- H860016 Other Computer Mysteries:** Any level

COMPUTER MYSTERIES - UNIT 2

- *H860001** **Computer Application Notebook** – (SF277) - 4-H exhibitor should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following: greeting card (5 different cards such as a birthday, wedding, anniversary, sympathy get well or other); a business card (3 cards for 3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (I-book); promotional flyer (3 flyers promoting 3 different events); newsletter (minimum 2 pages); or other: examples such as precision farming or family business logo etc. This exhibit consists of a notebook (8.5x11 inches) which should include a (1) a detailed report describing: (a) the task to be completed, (b) the computer application software required to complete the task, (c) specific features of the computer application software necessary for completing the task (2) print out of your project. Project may be in color or black and white. (Scoresheet SF278)
- *H860002** **Produce a Computer Slideshow Presentation** – (SF276) - Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. All files should be emailed to jnixon@unl.edu by the fair entry deadline. Files must be saved in a PC compatible format with county name and last name of participant before emailing or the slide show may be shared through a share link or QR code which is included in the notebook. A notebook with a printout of all the slides should be submitted. Slideshow should include a minimum of 10 slides and no more than 25. Incorporate appropriate slide layouts, graphics, animations, and audio (music or voice and transition sounds do not count). Each slide should include notes for a presenter.

COMPUTER MYSTERIES - UNIT 3

- *H860003** **Produce an Audio/Video Computer Presentation** – (SF276) - Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. All presentations for state fair should be The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation, or voice over and/or original video clip. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or QuickTime Player.
- *H860004** **How to STEM (Science, Technology, Engineering and Math) Presentation** - (SF276) - Youth design a fully automated 2 to 5-minute 4-H "how to" video. Submissions should incorporate a picture or video of the 4-H'er, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Videos should be designed for web viewing or may be uploaded to a video streaming application and exhibitors can provide a hard copy QR code for public viewing. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .mov, .ppt, or .avi
- *H860005** **Create a Web Site/Blog or App** – (SF275) - Design a simple Web site/ blog or app for providing information about a topic related to youth using either software programs such as an HTML editor like Microsoft's FrontPage or Macromedia's Dreamweaver, and image editor like IrfanView or GIMP OR online using a WIKI such as Google Sites. If the Web site, Blog, or App isn't live, including all files comprising the Web site, Blog or App should be submitted on a flash drive in a plastic case along with the explanation of why the site was created or may be shared through a hard copy share link or QR code for viewing. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created.

***H860006**

3D Printing – (SF1050) - 3D printing uses plastic or other materials to build a 3-dimensional (3D) object from a digital design (including 3D Pen Creation). Youth may use original designs or someone else's they have re-designed in a unique way. Exhibits will be judged based on the motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering project. Must include design notebook that addresses the following questions:

1. What was the motivation for your design or the problem you were solving with your design? I.e. Is your item a functional or decorative piece
2. Please include a picture of original design, citation of designer/website OR if design is completely original (you created it using CAD software), then state that it's original. If item was not completely original, indicate what you did to the original design to modify it to better meet the design problem stated in #1 above. Its 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.

***H860007**

Maker Space/Digital Fabrication – (SF1051) - This project is a computer generated projected created using a laser cutter, vinyl cutter, heat press or CNC router, Vector or 3D based software such as 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

Changes you make if you remade the project.

Resources:

- Computer Mysteries 1 – Learn about hardware and software; Discuss Internet safety; Create and save data
https://4hcurriculum.unl.edu/index.php/main/program_project/123
- Computer Mysteries 2 – Use Internet search engines; Take apart a computer; Participate in a chat room; Create a newspaper of magazine
https://4hcurriculum.unl.edu/index.php/main/program_project/124
- Computer Mysteries 3 – Build your own computer system; Design a Web site; Develop a multimedia presentation; Use spreadsheets.
https://4hcurriculum.unl.edu/index.php/main/program_project/125

CONSERVATION, WILDLIFE, & SHOOTING SPORTS

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

WILDLIFE AND HOW THEY LIVE

- A. Show what you did and learned: All exhibitors will show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
- B. Proper Credit: 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. Whose Exhibit?: The exhibitor's name, county, and age must be on the back or bottom of all displays.
- D. Wildlife & 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.
- E. Project Materials: Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H 125), Geology, and Outdoor Adventure. Other resources include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) outdoornebraska.gov/afterschool/ and www.whep.org.
- F. Board and Poster Exhibits: Mount all board exhibits on ¼" plywood, Masonite, or similar panel no larger than 24" x 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22" x 28") but half size, 22" x 14", is recommended. Poster exhibits normally will be stapled in the corners for fair display and to prevent blowing in the wind.

- *D340001 **Mammal Display** - (SF154)
- *D340002 **Bird Display** - (SF154)
- *D340003 **Fish Display** - (SF155)
- *D340004 **Reptile or Amphibian Display** - (SF156)

- *D340005** **Wildlife Connections** – (SF157) - Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat. Examples:
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 inter-actions, then make a display of what you saw
- *D340006** **Wildlife Tracks** – (SF158) - Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are 3 options. For all options include a brief description of your experiences in making the tracks so the judges better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred, but not required. 1) Option 1 should show plaster-of-paris tracks of five OR 2) Option 2 should show two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal. OR 3) Option 3 should show two tracks and include the animal's habitat needs including preferred food, shelter, waster, and space in addition to picture or illustration of the animal.
- *D340007** **Wildlife Knowledge Check** – (SF159) - Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife conservation or shooting sports related knowledge. Plan size and shape to fit transportation and display; maximum size 24" x 24".
- *D340008** **Wildlife Diorama** – (SF160) – Exhibit must be no larger than 24" x 24". The exhibit might show a 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.
- *D340009** **Wildlife Essay** – (SF161) - Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about ethics, proper behavior in the outdoors, hunting, or fishing, . The essay is between 100 and 1000 words long and typed, double spaced on 8 ½ x 11 paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.
- *D340010** **Wildlife Values Scrapbook** – (SF162) - Make a scrapbook about the various values wildlife. This would include aesthetic, scientific, commercial, game, genetic, and/or ecological. One resource would be the Wildlife Conservation project booklet (4-H 125).
- *D340011** **Wildlife Arts** – (SF163) - The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All entries must include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

OUTDOOR ADVENTURES – LEVEL 1

- D341011** **Poster** – Create a poster or display no larger than 22" x 28". Topics may include one of the following, but not limited to: trail map(s) you have hiked, hiking essentials, your hiking adventures, wildlife or plants observed while hiking (birds, animal prints, butterflies, etc.) plan a hike, explain "Leave No Trace" and how this was followed during hiking, collection of photos from your hikes.
- D341012** **Journal/Binder** – Written report of actual, virtual or imagined trail(s) hiked with observations, OR field journal (notes of actual experiences, sights, sounds, smells, etc.) OR camping trip diary. Feathers/leaf/flower pressings must be securely attached if included. Photos or drawings of observations encouraged.
- D341013** **Hiking Safety** – Must include explanation of use of item, why selected/purpose of item and how it meets hiking needs. May include, but are not limited to, one of the following: a compact hiking safety kit, homemade compass or homemade water purifier.

- D341014** **Hiking Adventure Game** – Create a game of trails of outdoor adventures. Must be educational on one or more aspects of hiking, must include clear instructions as to the purpose and what can be learned by playing the game.
- D341015** **Other Hiking Item(s)** – Must include what inspired the creation of the item(s) and its purpose. May include but are not limited to one of the following: hiking backpack, nature art, nature poem or story, homemade hiking snack mix displayed in a re-sealable plastic bag (include why ingredients were selected and nutritional value).

OUTDOOR ADVENTURES – LEVEL 2

- *D341001** **Poster** – Create a poster display no larger than 22” x 28”. 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, part or trail clean up, sanitation/hygiene while outdoors or use of GPS.
- *D341002** **Journal/Binder** – Written report of actual, virtual or imaginary camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no larger than 16” x 16”.
- *D341003** **Camping/Hiking Safety** – Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit. Exhibits measure no larger than 18” x 24”.
- *D341004** **Digital Media** – Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- *D341005** **Other Camping Items** – Must include what inspired the creation of the item, and its purpose. May include, but are not limited to one of the following; nature art, nature haiku poem, spider web sketches or knot display. Exhibits measure no larger than 18” x 24”.

OUTDOOR ADVENTURES – LEVEL 3

- *D341006** **Poster** – Create a poster display, no larger than 22” x 28”. 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.
- *D341007** **Journal/Binder** – Written report of actual, virtual, or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.). Explain growth in project, challenges in leading a group, teaching others about wildlife and nature identification and “Leave NO Trace”. Exhibits measure no larger than 16”x16”.
- *D341008** **Expedition Safety** – Must include an explanation of use of items, why selected/purpose of item, how it meets hiking/camping/expedition needs. May include, but are not limited to; travel sized edible plants, creepy crawly guide, tent repair kit, travel first aid kit or weather/water safety. Exhibits measure no larger than 18” x 24”.
- *D341009** **Digital Media** – Use digital media to show video/slideshow/presentation of one of the following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- *D341010** **Other Expedition Items** – Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to; nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a resealable plastic bag with ingredients, instructions, and nutritional facts included). Exhibits measure no larger than 18” x 24”.

WILDLIFE HABITAT

- *D342001 Houses** – (SF165) - Make a house for wildlife. Examples: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house/no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use, 3) any seasonal maintenance needed and 4) any evidence of your personal observations or experiences. Tips: Check NebGuide on bird houses and shelves.
- *D342002 Feeders/Waterers** – (SF166) - Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Include the following information: 1) the kinds of animal(s) for which the water/feeder is intended, 2) where and how the water/feeder should be located for best use, 3) any seasonal maintenance needed, and 4) any evidence of your personal observations or experiences. Tips: Check NebGuide on feeding birds.
- *D342003 Wildlife Habitat Design** – (SF167) - Board or poster exhibit. Choose a backyard, acreage, or farm, and design a habitat plan to meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one.

HARVESTING EQUIPMENT/FISHING

- *D343001 Fish Harvesting Equipment** – (SF168) - Board exhibit. Display of equipment used in fish harvesting. Examples: fishing knots, hooks (with corks over ends for safety), and 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
 3. Any personal experiences you've had with the item(s)
- *D343002 Build A Fishing Rod** – (SF169) - Rod kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96 inches length. Exhibit must be mounted on a board.
- Include with the exhibit:*
1. Explanation of cost of material/components, where materials/components were purchased, and how many hours required for construction.
 2. Label all parts. Necessary components which must be included are grip, line guides (based on manufacturers specifications), guide wraps, and hook keeper. Reel seat needs to be aligned with guides, and guides aligned accurately down rod. Guide wraps of size A to D, nylon, or silk thread. Exhibit will be judged on: workmanship, labeling of parts, information, and neatness.
- *D343003 Casting Target** – (SF170) - Make a casting target for exhibit and use. Target must be under 48" x 48". The bullseyes must be 2 feet, outer band must be 1 foot in diameter and can have up to 3 rings. The exhibit must be easy to store, durable, and weather resistant. Include the purpose and rules of using your casting target.
- *D343004 Wildlife Harvesting Equipment Board exhibit** - (SF171) - Display of equipment used in harvesting wildlife. Examples: expended ammunition casing (no live ammunition permitted) steel traps, hide stretchers, fleshers, etc. For displays of shotgun, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information:
1. The purpose of each item
 2. When or where it is used, and
 3. Any personal experiences you've had with the item(s)
- *D343005 Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory** – (SF168) - Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Share your drawing (or adapted plans), how the equipment works, how you tested it, and the results of testing your prototype and any adjustments you made.

TAXIDERMY

- *D346001 Tanned Hides or Taxidermy** – (SF172) - Any legal fish, bird, or other wild animal properly processed by the member. No requirement as to size or mounting Include the following information: 1) The animal's name and 2) Information about the exhibitor's personal field experiences, study or observations that relate to the exhibit.

SHOOTING SPORTS

4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle, BB gun, archery, pistol, black powder/muzzleloader, and/or hunting skills. No firearms can be entered as an exhibit, nor live ammunition; however, information can be shared through pictures.

- *D347001 Shooting Aid or Accessory** – (SF253) - Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, or plans you adapted, what the item is and used for.
- *D347002 Storage Case** – (SF254) - Any item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows. Examples: soft sided shotgun case, quivers, firearm safe, include your design, or plans you adapted. Explain how the storage case is used.
- *D347003 Practice Game or Activity** – (SF255) - Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 4-H members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.
- *D347004 Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display** – (SF256) - Choose a specific area of shooting sports and share how it has advanced. Include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1000 words and should be on 8 ½ x 11 paper.
- *D347005 Healthy Lifestyles Plan** – (SF257) - Include a shooter's (hiker's, camper's, angler'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
- *D347006 Citizenship/Leadership Project** – (SF258) - Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports, Conservation, or Wildlife. Examples could be range development, conservation planting to attract wildlife, a camp, 4-H recruitment event. Include who benefitted from the project, what the 4-H member's role was and any results.
- *D347007 Career Development/College Essay, Interview or Display** – (SF252) - Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1000 words and should be on 8 ½ x 11 paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.
- *D347008 Community Vitality Display** – (SF251) - Explore the difference shooting sports and hunting make in keeping Nebraska vibrant especially in rural area. Present facts and research in an interesting way for the public to learn from.
- *D34709 Ag Literacy Value Added Agriculture Interview or Research Project** – (SF250) - Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present finding in an interesting way for the public to learn from.

OTHER NATURAL RESOURCES

- *D361001 Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology** - (SF171) - This class is for educational exhibits about natural resources, conservation, wildlife, geology, or ecology that do not fit into other categories. Entries must be appropriate for fair display and no larger than 24" x 24". All entries must include a title and should be clear (a brief explanation or other method) about the intended purpose or message - what the exhibit is meant to show. Think about accuracy, creativity, educational value for viewers, and evidence of exhibitor's personal experiences and learning.

Resources:

- 4-H Geology
https://4hcurriculum.unl.edu/index.php/main/program_project/208
- Amphibians – Identify native amphibians; Conduct field research; Learn about ecosystems
https://4hcurriculum.unl.edu/index.php/main/program_project/68
- Bird Behavior – Learn about different types of bird behavior; Start a lifetime bird list; Find out how to attract birds to backyards.
https://4hcurriculum.unl.edu/index.php/main/program_project/69
- Environment 1 – Learn the four elements of life; Build your own ecosystem; Construct a food web; Compost to reduce waste; Learn about habits
https://4hcurriculum.unl.edu/index.php/main/program_project/57
- Environment 2 – Describe the soil profile; Identify the basic parts of a flower; Explore life cycle of a product or food; Identify common animal tracks; Identify common animal tracks
https://4hcurriculum.unl.edu/index.php/main/program_project/58
- Environment 3 - Describe the six major biomes of the world; Make and use equipment for assessing water quality; State causes and consequences of soil erosion; Explore how your transportation choice have impact; Compare biodiversity of two sites
https://4hcurriculum.unl.edu/index.php/main/program_project/59
- Fishing For Adventure 1 – Develop angling skills; Create fishing tackle; Learn how to be a good steward of aquatic resources
https://4hcurriculum.unl.edu/index.php/main/program_project/70
- Fishing For Adventure 2 - Practice different types of casting; Learn the different characteristics of fish; Recognize the importance of water quality for fish habitats; Prepare a fish meal
https://4hcurriculum.unl.edu/index.php/main/program_project/71
- Fishing For Adventure 3 – Build a fishing reel; Make artificial flies and lures; Modify fishing equipment; Collect and identify aquatic insects
https://4hcurriculum.unl.edu/index.php/main/program_project/72
- Outdoor 1: Hiking Trails
https://4hcurriculum.unl.edu/index.php/main/program_project/210
- Outdoor 2: Camping Adventures
https://4hcurriculum.unl.edu/index.php/main/program_project/211
- Outdoor 3: Backpacking Expeditions
https://4hcurriculum.unl.edu/index.php/main/program_project/212
- Outdoor Skills
https://4hcurriculum.unl.edu/index.php/main/program_project/209
- Taxidermy
https://4hcurriculum.unl.edu/index.php/main/program_project/206
- Wildlife Conservation 1 – Learn about the history of wildlife conservation; Explore the values of wildlife to humans; Learn wildlife management terms
https://4hcurriculum.unl.edu/index.php/main/program_project/73
- Wildlife Conservation 2 – Learn about wildlife habitats; Make a nature diorama; Explore wildlife communities and ecosystems
https://4hcurriculum.unl.edu/index.php/main/program_project/74
- Wildlife Conservation 3 – Learn about the interface between people and wildlife; Explore why and how we manage wildlife; Learn about threatened and endangered species
https://4hcurriculum.unl.edu/index.php/main/program_project/75
- Wildlife Habitat Evaluation
https://4hcurriculum.unl.edu/index.php/main/program_project/204

CONSUMER MANAGEMENT

If exhibit is a poster it should be on 14" x 22" poster board. If a three-ring binder is used it should be 8 ½" x 11" x 1". Video exhibits should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or QuickTime Player. Premier 4-H Science Award is available in this area.

SHOPPING IN STYLE

- *C240001** **Best Buy for Your Buck** – (SF84) - (Ages 10-13) Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see general information above). Do not include the Shopping in Style Fashion Show Information Sheet in your entry for this class. Although both entries do share some information, there are differences in content and format for this class. Suggested for ages 10-13. Provide details about wardrobe inventory which indicates: 1. Why you selected the garment you did, 2. Clothing budget, 3. Cost of garment and 4. 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 view, side view, back view).
- *C240002** **Best Buy for Your Buck** - (SF84) - (Ages 14-18 before January 1 of the current year) Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see general information above). Do not include the Shopping in Style Fashion Show Information Sheet in your entry. Although both entries do share some information, there are differences in content and format for this class. Suggested for Ages 14-19 Provide details listed for those ages 10-13 plus include the following additions: 1. Body shape discussion, 2. Construction quality details, 3. Design features that affected your selection, 4. Cost per wearing, 5. Care of garment and 6. Conclusion of summary statement(s) stating your final comments on why you selected your "best buy for your buck." Provide 3 color photos of you wearing the garment (front view, side view, back view).
- *C240003** **Revive Your Wardrobe** – (SF88) - Take at least two items in your wardrobe that still fit that you don't wear anymore and pair them with a new garment or garments to make them wearable once again. Create a photo story which includes before and after photos and a description of what was done. Put in a binder, poster, or video (see general information).
- *C240004** **Show Me Your Colors** – (SF89) - Select 6-8 color photos of you wearing different colors. Half should be what you consider to be good personal color choices and half should be poor personal color choices. Write a brief explanation with each photo describing your selections. Refer to the manual page 23 for more information. Entry should be a poster (see general information).
- *C240005** **Clothing 1st Aid Kit** – (SF64) - Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put in appropriately sized box or tote with a lid. No larger than a shoe box.
- *C240006** **Mix, Match, & Multiply** – (SF90) - Using this concept from page 32 of the manual, take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a 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 (see general information).

MY FINANCIAL FUTURE

General Information: Entries should be typed and then attached to a piece of colored cardstock or colored poster board (limit the size of the poster board or card stock to 14" x 22" or smaller). You may use the front and back of the poster board.

Beginner/Intermediate

- *C247001** **Write 3 SMART financial goals for yourself** –(SF247) - one should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.
- *C247002** **Income Inventory** – (SF247) - Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six-month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.

- *C247003** **Tracking Expenses** – (SF247) - Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or Why not? Include your chart in your exhibit.
- *C247004** **Money Personality Profile** – (SF247) - Complete the money personality profile found on pages 21-22. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike how are you different) your money personality profile with theirs.
- *C247005** **Complete Activity 8 “What Does It Really Cost?”** - (SF247) - on pages 39-40.
- *C247006** **My Work; My Future** – (SF247) - Interview three adults in your life about their careers or jobs using the questions on page 51 and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?
- *C247007** **Interview** - (SF247) - Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.
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? Explain your answer.
- *C247008** **The Cost of Not Banking** – (SF247) - Type your answers to the questions about Elliot on page 50.
- *C247009** **Evaluating Investment Alternatives** – (SF247) - Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.
- *C247010** **Understanding Credit Scores** – (SF247) - Watch the video and read the resource listed on page 71. Answer the following questions.
- Name 3 prudent actions that can reduce a credit card balance.
 - What are the main factors that drive the cost of credit?
 - List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.
- *C247011** **You Be the Teacher** – (SF247) - Create an activity, storyboard, 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.

Resources:

- 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
- 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
- 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

ELECTRICITY

RULES

- 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. Several classes require a display board which should be a height of 24 inches and not to exceed $\frac{1}{4}$ -inch thickness. A height of $24\frac{7}{8}$ inches is acceptable to allow for the saw kerf (width) if two 24-inch boards are cut from one end of a 4 foot by 8-foot sheet of plywood. Nothing should be mounted within $\frac{3}{4}$ inch of the top or bottom of the board.
- C. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
- D. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
- E. Demonstration boards should include an overall title for the display, plus other necessary labeling.
- F. Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned. All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display.
- G. Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations. Results: What you learned. All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

MAGIC OF ELECTRICITY - UNIT 1

- H870011** **Electricity Safety Poster:** Must deal with a specific topic. Examples: "Overhead Power Line Safety", "Electrical Safety in the Home", "On the Farm Safety", etc.
- H870012** **Electricity Energy Conservation:** Must show useful methods of efficient use of electrical energy and conservation.

INVESTIGATING ELECTRICITY - UNIT 2

- H870019** **Case of the Switching Circuit** – (SF226) - Follow directions on page 27 of the project manual. Write a short essay or create a poster that illustrates how 3-way switches function.
- H870020** **Rocket Launcher** – (SF226) - Follow directions on page 31 of project manual. You must successfully build a rocket launcher and light 2 rocket igniters with your launcher. You DO NOT have to actually fire a rocket off the launcher. Create a poster using photographs to show the "step-by-step process" you used to build your launcher.
- H870021** **Stop the Crime** – (SF226) - Build an alarm following the directions on page 33 of the project manual. Create a poster using photographs to show the "step-by-step process" you used to build your alarm.

WIRED FOR POWER - UNIT 3

- *H870001** **Electrical Tool/Supply Kit** – (SF224) - Create an electrical supply kit to be used for basic electrical repair around the house. Include a brief description of each item and its use. Container should be appropriate to hold items.
- *H870002** **Lighting Comparison** – (SF225) - Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.) Exhibit could be a poster display, or an actual item.
- *H870003** **Electrical Display/Item** – (SF226) - Show an application of one of the concepts learned in the Wired for Power project. Examples include: re-wiring or building a lamp, re-wiring or making a heavy duty extension cord or developing an electrical diagram of a house. Exhibit could be a poster display or an actual item.
- *H870004** **Poster** - (SF227) - Poster should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28" x 22".

ELECTRONICS - UNIT 4

- *H870005** **Electrical/Electronic Part Identification** – (SF228) - Display different parts used for electrical/electronic work. Exhibit should show the part (either picture or actual item) and give a brief description, including symbol of each part and its function. Display should include a minimum of 10 different parts.
- *H870006** **Electronic Display** - (SF229) - Show an application of one of the concepts learned in the Electronics project. Examples include: components of an electronic device (refer to p. 35 of the Electronic manual.)
- *H870007** **Electronic Project** - (SF230) - Exhibit an electronic item designed by the 4-H'er or from a manufactured kit that shows the electronic expertise of the 4-H'er. Examples include: a radio, a computer, or a voltmeter.

***H870008** **Poster** - (SF231) - Poster should exemplify one of the lessons learned in the Entering Electronics Project. Poster can be any size up to 28" x 22".

Resources:

- Electric Excitement 1 – Explore electrical insulation; Learn about the effects of magnetism. Build an electromagnet and electric motor.
https://4hcurriculum.unl.edu/index.php/main/program_project/126
- Electric Excitement 2 – Decode circuit diagrams; Build circuits and test voltages; Build a rocket launcher and a burglar alarm.
https://4hcurriculum.unl.edu/index.php/main/program_project/127
- Electric Excitement 3 – Measure electrical usage; Replace electrical switches; Evaluate light bulbs and test for electrical power.
https://4hcurriculum.unl.edu/index.php/main/program_project/128
- Electric Excitement 4 - Explore LED's and SCR's, transistors, and the construction of an SCR intruder alarm, Learn the basics of solid-state electronics; Build a blinking "flasher and an amplifier" "
https://4hcurriculum.unl.edu/index.php/main/program_project/129

ENTOMOLOGY

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

Purchased insects and other insects not collected by the participant can be included but must have accurate labels and will not be counted in meeting minimum requirements for the exhibit. Insect boxes are not to be more than 12" high x 18" wide x 3" deep.

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

- *H800001** **First year display** – (SF186) - Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit 1 box.
- *H800002** **Second year display** - (SF186) - Collection to consist of 50 or more different kinds (species) of insects representing at least 8 orders, replace damaged or poorly mounted specimens – At least 25 species must be after July 1 of previous year. Limit 2 boxes.
- *H800003** **Third year or more display** - (SF186) - Collection of a minimum of 75 or more different kinds (species) insects representing at least 10 orders, replace damaged or poorly mounted specimens –At least 25 species must be after July 1 of previous year. Limit of 3 boxes.
- *H800004** **Special Interest or Advanced Insect Display** - (SF187) - Educational display developed according to personal interest 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, and 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.)
- *H800005** **Insect Habitats** – (SF186) - Habitats consist of any handcrafted objects, made of natural or artificial materials, placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report describing activities must accompany the exhibit.
- *H800006** **Macrophotography** – (SF189) - Subjects should be insects, spiders or other arthropods, or any nests, webs, or construction they make. All exhibit prints should be either 8" x 10" or 8 ½" x 11" and mounted on rigid, black 11" x 14" poster or mat board. Either orientation is acceptable. No frames or mat board framing is allowed. A caption of a few sentences should explain the subject and be printed on white paper and glued below the print on the poster board.
- *H800007** **Insect Poster/Display Exhibits** - (SF190) - Exhibits can be posters or three-dimensional displays, and artistic creativity is encouraged. Posters should be no larger than 22" x 28". They should be instructional and can be attractive and have pictures, drawings, charts, or graphs. Posters and displays may show any aspect of insect life, habitat, or related conservation or management. Examples include life history and other facts about an insect; insect anatomy; how to manage insects in a farm, home, lawn, or garden setting; experiences rearing one kind of insect; survey of an important insect; insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes) and what insects are found there, etc. Three-dimensional displays, such as dioramas, sculptures, models, or decorative boxes should have a page of explanatory information accompanying them and fit within a 22" x 28" area.
- *H800008** **Reports or Journals** - (SF191) - Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or, it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs, and images are helpful to include. A journal is an observational study over a period of time with personal impressions. It may cover watching changes in kinds of butterflies over the summer, rearing a specific insect from egg to adult, managing a beehive, observations of insects in a specific habitat, accounts of insect behavior in a forest or flower garden, etc.

SPECIAL ENTOMOLOGY PROJECT

The insect of the year for 2022 is the Tiger Beetle.

- *H810001** **Special Entomology Project** – Educational exhibit based on what was learned from the project. Present information on a poster no larger than 22” x 28” either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member’s name, age, full address, and county must be on the back of the poster or report cover. Reports may include life cycle, distribution of the insect, insect behavior (ex. Nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes). May include a certain species or broad overview of the family or group of insects.
- *H810002** **Special Entomology Project Display** – The current year’s Special Entomology Project pinned species along with a one to two report of what was learned from researching the insect type. Reports may include life cycle, distribution of the insect, insect behavior (ex. Nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes). May include a certain species or broad overview of the family or group of insects.

Resources:

Entomology 1 – Make an insect collection; Learn where to look for insect; Learn how to identify and classify insects.

https://4hcurriculum.unl.edu/index.php/main/program_project/62

Entomology 2 – Complete an insect collection table; Plan an insect collection trip; Raise meal worms; Explore insect legs and collect insects with an extractor

https://4hcurriculum.unl.edu/index.php/main/program_project/63

Entomology 3 – Test ant food preferences; Conduct honeybee learning experiments; Record insect observations; Identify insect mouth types

https://4hcurriculum.unl.edu/index.php/main/program_project/64

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

https://4hcurriculum.unl.edu/index.php/main/program_project/61

ENTREPRENEURSHIP (ESI)

GENERAL INFORMATION

1. All exhibits are directly related to activities in the project manual. Refer to the manual for ideas, suggestions, and additional information to enhance project exhibits. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.
2. **Exhibit Guidelines** - The 4-H member's name, age, town, and county must be listed on the back of the exhibit. Entry cards should be stapled or taped (not paper-clipped to the upper right-hand corner of posters. If exhibit is a poster, it must be 14" x 22" and may be arranged either horizontally or vertically. Poster may not use copyrighted materials, such as cartoon characters or commercial product names. Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing. Posters may include photographs, charts, or examples as well as a written explanation.

***F531001 Interview an Entrepreneur** – (SF181) - Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business? (based on pages 2.1 - 2.4 of manual)

***F531002 Social Entrepreneurship Presentation** - (SF181) - Prepare a five-slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a printout of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for ideas.

***F531003 Marketing Package** – (SF181) - (mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.

***F531004 Sample of an Original Product** - (SF181) - with an information sheet (8 ½" x 11") answering the following questions:

1. What did you enjoy the most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product?

***F531005 Photos of an Original Product** - (SF181) - (mounted on a 14" by 22" poster) must include three photos of developed product and a mounted information sheet answering the following questions. **If exhibiting in both Class F531004 and Class F531005, products must be entirely different products.**

Information Sheet:

1. What did you enjoy the most about making the product?
2. What challenges did you have when making the product? Would you do anything differently the next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product?

***F531006**

Entrepreneurship Challenge – (SF181) - Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 4-H'ers enrolled in any of the three units of ESI. Complete five (5) or more of the challenges from the following list. The exhibit will include highlights from these five (5) challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video, report, or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned.

Select your five challenges from the list below:

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

Resources:

- Discover the E-Scene – Learn about entrepreneurs; Take Entrepreneur Skills Assessment: Investigate the risk
https://4hcurriculum.unl.edu/index.php/main/program_project/93
- The Case of Me – Learn about the importance of reputation; Sell your product or idea; Learn about a business plan
https://4hcurriculum.unl.edu/index.php/main/program_project/94
- Your Business Inspection – Develop a concept; Find resources; Learn about business start up
https://4hcurriculum.unl.edu/index.php/main/program_project/95
- Blueprint – Working knowledge of entrepreneurship; Understand financials and feasibility; Understand marketing principles, including global markets; Understand what it takes to be in business
https://4hcurriculum.unl.edu/index.php/main/program_project/96

FOOD AND NUTRITION

RULES

- 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. Attach entry tag and recipe at the corner of the bag. For non-food entries, please attach the entry tag to the upper right-hand corner of the entry. Additional information including recipes and supplemental information should be identified with 4-H'ers name and county.
- B. **Criteria for Judging-Exhibits:** Exhibits will be judged according to score sheets available at your local Extension office or at <http://4h.unl.edu/fairbook>. Make sure to follow all entry instructions required for your exhibit. Incomplete exhibits will be lowered a ribbon placing. Commercially prepared mixes are ONLY allowed in Cooking 201 Creative Mix Class. Prepared baking mixes, biscuit mixes, commercially prepared seasoning mixes for food preservation, and other pre-made mixes entered in other categories will be lowered a ribbon placing.
- C. **Food Projects:** Exhibits should be entered using a disposable pan or plate and covered by a plastic self-sealing bag. The County Fair is not responsible for non-disposable containers, lost bread boards, china, or glassware.
- 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 think FOOD SAFETY! Items that require refrigeration will not be accepted, judged, or displayed as exhibits must be safe to eat when entered, whether they are tasted or not. Glazes, frostings and other sugar-based toppings are considered safe due to their high sugar content. Egg glazes on yeast breads and pie crusts BEFORE baking are acceptable. Eggs incorporated into baked goods and crusts are considered safe. The following food ingredients are considered unsafe for fair exhibits and will be disqualified:
 - Egg or cream 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).

GENERAL

- *E350001** **Food Science Explorations** – (SF152) - Open to any 4-H'er enrolled in a Foods and Nutrition projects. Show the connection between food and science as it relates to food preparation, food safety, or food production. Exhibit may be a poster or foam core board (not to exceed 22" x 30"), computer-based presentation printed off with notes pages. If needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
- *E350002** **Foods and Nutrition Poster, Scrapbook or Photo Display** – (SF122) - Open to any 4-H'er enrolled in a Foods and Nutrition or Food Preservation project. The project should involve a nutrition or food preparation technique or explore a career related to the food industry (caterer, restaurant owner, food scientist, registered dietitian, etc.) This might contain pictures, captions and/or reports to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" x 30") computer-based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
- *D350003** **Physical Activity & Health Poster, Scrapbook or Photo Display** – (SF122) - Open to any 4-H'er enrolled in a Foods & Nutrition project or Food Preservation project. The project should involve a physical activity or explore a career-related to physical activity or health (personal trainer, sports coach, physical therapist, etc.) This might contain pictures, captions, and/or reports to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" x 30"), computer based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio or notebook. Consider neatness and creativity.
- *E350004** **Cooking Basics Recipe File** - (SF251) - A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H'er is in the project, with year clearly marked on recipes. Display in a recipe file or binder. Be sure to include the number of servings or yield of each recipe. This may be a continued recipe file project from the previously used 4-H curriculum before 2018. Exhibits that include recipes with alcohol (wine, beer, rum, etc.) will be disqualified.

COOKING 101

County Project Only – Not eligible for State Fair competition.

- E401901** **Cookies** (any recipe, 4 on a paper plate)
- E401902** **Muffins** (any recipe, 4 on a paper plate)
- E401903** **No Bake Cookies** (any recipe, 4 on a paper plate)
- E401904** **Cereal Bar Cookie** (any cereal based recipe made in pan and cut into bars or squares for serving.)
- E401905** **Granola Bar** (any recipe, 4 on a paper plate)
- E401906** **Brownies** (any recipe, 4 on a paper plate)
- E401907** **Snack Mix** (any recipe, at least 1 cup in self-sealing plastic bag)
- E401910** **Other Cooking 101 Exhibit**

COOKING 201

- *E410001** **Loaf Quick Bread** - (SF123) - any recipe, at least $\frac{3}{4}$ of a standard loaf displayed on a paper plate) Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately 8 $\frac{1}{2}$ " x 4 $\frac{1}{2}$ " or 9" x 5". If mini-loaf pans are used for exhibit, two loaves must be presented for judging.
- *E410002** **Creative Mixes** - (SF142) - any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Baked item made from a mix (commercial or homemade mixes acceptable). Food product must have been modified to make a new or different baked item. Examples include poppy seed quick bread from a cake mix, cake mix cookies, sweet rolls made from readymade bread dough, monkey breads from biscuit dough, streusel coffee cake from a cake mix, etc. Write what you learned about making this product using a mix instead of a homemade recipe or recipe "from scratch". Does it make it better or easier to use a convenience product or mix? Why or why not?
- *E410003** **Biscuits or Scones** - (SF136) - four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled or dropped. Any recipe may be used, but it must be a non-yeast product baked from scratch.
- *E410004** **Healthy Baked Product** - (SF124) - any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe must contain a fruit or vegetable as part of the ingredients (Ex. banana bars, cantaloupe quick bread, zucchini muffins, etc.)
- *E410005** **Coffee Cake** - (SF129) - any recipe or shape, non-yeast product - at least $\frac{3}{4}$ of baked product on a paper plate or in a disposable pan. Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201.
- *E410006** **Baking with Whole Grains** - (SF134) - any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe must contain whole grains as part of the ingredients. (Ex. whole wheat applesauce bread, peanut butter oatmeal cookies, etc.)
- *E410007** **Non-Traditional Baked Product** - (SF133) - exhibit must include a food product prepared using a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.) Entry must be at least $\frac{3}{4}$ baked product, or 4 muffins or cookies on a paper plate or in a disposable pan. Entry must include supporting information that discusses alternative preparation method and how it compares with traditional method.

COOKING 301

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

- *E411001** **White Bread** - (SF138) - any yeast recipe, at least $\frac{3}{4}$ of a standard loaf displayed on a paper plate.
- *E411002** **Whole Wheat or Mixed Grain Bread** - (SF138) - any yeast recipe, at least $\frac{3}{4}$ of a standard loaf displayed on a paper plate.
- *E411003** **Specialty rolls** - (SF138) - any yeast recipe, 4 rolls on a paper plate. May be sweet rolls, English muffins, kolaches, bagels, or any other similar recipe that makes individual portions.

- *E411004 **Dinner Rolls** - (SF138) - any yeast recipe, 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks, or any other type of dinner roll.
- *E411005 **Specialty Breads** - (SF141) - any yeast recipe, includes tea rings, braids, or any other full-sized specialty bread products. Must exhibit at least ¾ of a full-sized baked product.
- *E411006 **Shortened Cake** - (SF137) - Must exhibit at least ¾ of the cake (recipe must not be from a cake mix). Shortened cakes use fat for flavor and texture and recipes usually begin by beating fat with sugar by creaming and include leavening agents in the recipe. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed).

COOKING 401

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

- *E412001 **Double Crust Fruit Pie** - (SF144) - made with homemade fruit filling. No egg pastries or cream fillings. No canned fillings or premade pie crusts. May be a double crust, crumb, cut-out, or lattice topping. Using an 8- or 9-inch disposable pie pan is recommended.
- *E412002 **Family Food Traditions** - (SF145) - any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Any baked item associated with family tradition and heritage. Entry must include (A) recipe, (B) tradition or heritage associated with preparing, serving the food, (C) where or who the traditional recipe came from.
- *E412003 **Ethnic Food Exhibit** - (SF146) - any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. The name of the country, culture or region should be included as part of the supporting information with the recipe, as well as some background information about the country or culture the food item is representing.
- *E412004 **Candy** - (SF147) - any recipe, 4 pieces of candy on a paper plate or ½ cup. No items containing cream cheese will be accepted (Example: cream cheese mints). Candy may be cooked or not cooked; dipped, molded, made in the microwave or other methods of candy preparation. Recipe must be included.
- *E412005 **Foam Cake** - (SF138) - original recipe (no mixes) of at least ¾ of the cake. Foam cakes are cakes that have a high ratio of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed).
- *E412006 **Specialty Pastry** - (SF143) - any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Baked items such as pie tarts, puff pastry, phyllo doughs, biscotti, choux, croissants, Danish, strudels. Phyllo dough may be pre-made or from scratch. Pastries made with cream or egg-based fillings will be disqualified.

FOOD PRESERVATION

GENERAL RULES

- A. **PROCESSING METHODS:** *Current USDA processing methods and altitude adjustments must be followed for all food preservation.* Jam, preserves and marmalades, fruit, tomatoes and pickled products must be processed in a boiling water bath. Tomatoes may be processed in a pressure canner. All non-acid vegetables and meats must be processed in a pressure canner. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed container disqualifies entry.
- B. **Jars:** Do not need to be the same brand. Jelly glasses or half pint jars may be used for jellies and preserves. The jars are not to be decorated in any way. Canning jars must be used, others will be disqualified. No one-fourth pint jars allowed. Leave jar rings on for fair display, it helps protect the seal. No zinc lids.
- C. **Current Project** - All canning must be the result of this year's 4-H project.

- D. **Criteria for Judging** - Exhibits will be judged according to score sheets available at your local Extension office or at <https://unl.app.box.com/s/hb22obghktomfulqnw5rd9o8aghew4vr/folder/3497987382>. Incomplete exhibits will be lowered a ribbon class. Canned food items not processed according to altitude in the county will be lowered one class ribbon. Check with your local extension office or this site <https://food.unl.edu/canning#elevation> for your county's altitude and how that affects food processing times and pounds of pressure.
- E. **Labeling:** Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar. Each bag containing dried food 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/Support Information:** Recipe must be included, and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are not allowed. Current USDA guidelines for food preservation methods MUST be followed. Suggested sources of recipes include:
- 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning)
 - USDA Guide to Home Canning https://nchfp.uga.edu/publications/publications_usda.html
 - Nebraska Extension's Food Website <https://food.unl.edu/food-safety> or Extension publications from other states
 - Ball Blue Book (published after 2009) or online: <https://www.freshpreserving.com/recipes-0>
- G. All exhibits must include the **4-H Food Preservation Card** attached to the project as the required supporting information or include following information with exhibit:
1. Name of product
 2. Date preserved
 3. Method of preservation (pressure canner, water bath canner 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). Recipe and source of recipe (if a publication, include name and date).

UNIT 1 FREEZING PROJECT MANUAL

- *E406001 Baked Item made with Frozen Produce** – (SF155) - any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe MUST include a food item preserved by the freezing method done by the 4-H'er. Ex. Peach pie, blueberry muffins, zucchini bread, etc.). Supporting information must include both the recipe for the produce that was frozen as part of this project AND the baked food item.)

UNIT 2 DRYING PROJECT MANUAL

- *E407001 Dried Fruits** – (SF154) - exhibit 3 different examples of 3 different dried fruits. Place each dried fruit food (6-10 pieces of fruit, minimum $\frac{1}{4}$ cup) in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- *E407002 Fruit Leather** - (SF154) - exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- *E407003 Vegetable Leather** - (SF154) - exhibit 3 different examples of 3 different vegetable or vegetable/fruit exhibit together.
- *E407004 Dried Vegetables** - (SF149) - exhibit 3 different samples of 3 different dried vegetables. Place each food ($\frac{1}{4}$ cup of each vegetable) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.
- *E407005 Dried Herbs** - (SF149) - exhibit 3 different samples of 3 different dried herbs. Place each food ($\frac{1}{4}$ cup of each herb) in a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.

- *E407006 **Baked Item made with Dried Produce/Herbs - (SF156)** - any recipe, at least 3/4 of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe MUST include a dried produce/herb item made by the 4-H'er. Ex. Granola bar made with dried fruits, dried cranberry cookies, Italian herb bread, lemon thyme cookies. Supporting information must include both the recipe for the dried produce/herb AND the baked food item.

UNIT 3 BOILING WATER CANNING MANUAL

- *E408001 **1 Jar Fruit Exhibit - (SF150)** - exhibit one jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations.
- *E408002 **3 Jar Fruit Exhibit - (SF150)** - exhibit 3 jars of different canned fruits. May be three different techniques for same type of product, ex. Applesauce, canned apples, apple pie filling, etc. Entry must be processed in a boiling water bath according to current USDA recommendations.
- *E408003 **1 Jar Tomato Exhibit - (SF150)** - exhibit one jar of a canned tomato product. Entry must be processed in a boiling water bath according to current USDA recommendations.
- *E408004 **3 Jar Tomato Exhibit - (SF150)** - exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a boiling water bath according to current USDA recommendations.
- *E408005 **1 Jar Pickled Exhibit - (SF150)** - one jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations.
- *E408006 **3 Jar Pickled Exhibit - (SF150)** - exhibit 3 jars of different kinds of canned pickled and/or fermented products. Entry must be processed in a boiling water bath according to current USDA recommendations.
- *E408007 **1 Jar Jelled Exhibit - (SF153)** - exhibit one jar of a jam, jelly or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations.
- *E408008 **3 Jar Jelled Exhibit - (SF153)** - exhibit 3 different kinds of jelled products. Entry may be made up of either pints or half pints. Entry must be processed in a boiling water bath according to current USDA recommendations.

UNIT 4 PRESSURE CANNING PROJECT MANUAL

- *E414001 **1 Jar Vegetable or Meat Exhibit - (SF150)** - exhibit one jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA recommendations.
- *E414002 **3 Jar Vegetable Exhibit - (SF150)** - exhibit 3 jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.
- *E414003 **3 Jar Meat Exhibit - (SF150)** - exhibit 3 jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.
- *E414004 **Quick Dinner - (SF151)** - exhibit a minimum of 3 jars to a maximum of 5 jars plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on a 3" X 5" file card and attach to one of the jars. Entry must be processed according to current USDA recommendations.
- *E414005 **1 Jar Tomato Exhibit - (SF150)** - exhibit one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations.
- *E414006 **3 Jar Tomato Exhibit - (SF150)** - exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry must be processed in a pressure canner according to current USDA recommendations.

Resources:

- Cooking 101 – Learn how to use MyPlate; Learn how to avoid spreading germs while cooking; Learn how to measure and mix ingredients; Learn how to test baked goods for doneness; Learn how to brown meat: Learn how to set the table for a family meal
https://4hcurriculum.unl.edu/index.php/main/program_project/194
- Cooking 201: Understand and prevent foodborne illnesses; Learn how to thaw foods; Learn proper knife techniques; Learn how to read Nutrition Fact labels; Learn how to make soups, rice, pasta, and other foods
https://4hcurriculum.unl.edu/index.php/main/program_project/195
- Cooking 301: Practice making bread, grilling meats, vegetables, and fruit; Learn how to and practice making butter; Learn about yeast, gluten, and different types of fats
https://4hcurriculum.unl.edu/index.php/main/program_project/196
- Cooking 401: Learn about herbs and spices; Learn how to make ethnic foods; Practice making cakes, candy, pastries, and pies
https://4hcurriculum.unl.edu/index.php/main/program_project/197

CAKE DECORATING

County Project Only – Not eligible for State Fair competition.

- E420001** **Cupcakes**
- E420002** **One Layer Decorated Cake**
- E420003** **Two Layer Decorated Cake**
- E420004** **Two or Three-Tiered, Stacked Cake:** Or combination tiered and stacked. Each tier or stack must be two layers. Plastic separators must be used
- E420005** **Cake Decorated with Fondant**
- E420006** **Novelty Cake: Using character or shaped pan.**
- E420007** **Original Shaped Cake:** From a cut-up cake backed in a round, square, heart, rectangle or combination to make a new shape.
- E420008** **Sample Cake Board:** Demonstrating at least one technique from three different categories:
- Borders
 - Message
 - Drop Flower with Center
 - Leaves
 - Figure Piping
 - Side Decorations
- E420009** **Cake Portfolio Book:** Include pictures of five cakes decorated by the 4-H'er. Can be exhibited in multiple years but must contain five new pictures from the previous twelve months each time. Each picture should have accompanying information including: a) occasion for cake, b) type of frosting, c) tips name and number used, and d) technique used.
- E420010** **Other Cake Decorating**

FORESTRY

RULES

1. The official reference for all forestry projects is the Tree Identification Manual (4-H 332) which was recently revised and is available for purchase from UNL Marketplace. Other helpful forestry references include Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431) and Plant a Tree (EC 17-11-80).
2. Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or Masonite, 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
3. Display "posters" must be made from a material, e.g. foam board or poster board that will stand upright without buckling and be no larger than 24" x 24".
4. Display "books" must measure no more than 16" x 16".
5. At least 5 of the 10 samples in Class 2, 3, 4, and 5 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e. Acer platanoides. All samples must be from trees, NO shrubs. If more than 10 samples are included in the display, only the first 10 samples from the current year will be judged.
6. Due to emerald ash borer infestation, no true ash species (Green Ash, White Ash, Black Ash or Blue Ash) may be included in any collections. Inclusion of a true ash species will result of the project being disqualified.
7. Remember that other general labeling standards apply. For example, scientific names are always italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate complete scientific names (Genus and species) and common names, (e.g. Norway Maple) even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is Acer platanoides and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.
8. How well the exhibitor follows written directions is an important factor in judging.

*D320001

Design Your Own Exhibit - Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wildfire, forest wildlife, or forest pests. The only requirement is that the display be no larger than 24" x 24" x 24". Photographs, drawings, samples, charts, posters, etc. can be used but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.

***D320002**

Leaf Display - The leaf display must include samples of “complete leaves” from 10 different tree species. The display must include at least two samples each 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 the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with 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 broadleaf trees)
 6. Collector’s name
 7. Collection date
 8. Collection location (Be specific, including state and county at the minimum)
- If a twig is included with a sample, indicate “twig included” on the label. For example, the twig may be included with an eastern red cedar sample because the leaves are very small and difficult to remove from the twig.
- *Supplemental information:* e.g. general uses, common products, fall color, etc., may be included to enhance educational value

***D320003**

Twig Display - Display must include twig samples from at least 10 different tree species. The display must include at least two samples each 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 methods, e.g. wire, glue, tape, staples, plastic bags, etc., may be used to mount twigs, but be sure all the 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, including state and county at the minimum)
- *Supplemental information:* e.g. general uses, tree characteristics, etc., may be included to enhance educational value.

***D320004**

Seed Display - Collection must include seed samples from at least 10 different tree species.

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

***D320005**

Wood Display - Display must include wood samples from at least 10 different tree species.

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

***D320006**

Cross Section of a Tree - Display a disc cut from a tree species listed in 4-H 332. The sample must be collected by the exhibitor within one year of the fair judging day. The disc must measure 6 to 12 inches in diameter and 1 to 3 inches thick. The bark should be firmly attached which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. If the disc is treated with a clear finish both sides must be treated to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed.

- *Labeling:* The following parts must be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification:
 1. Pith
 2. Heartwood
 3. Sapwood
 4. One growth ring (beginning and end)
 5. Cambium
 6. Bark
- *Additional Labeling:* A separate label attached to the back of the disc must include:
 7. Common name
 8. Scientific name
 9. Tree classification (softwood or hardwood)
 10. Age (of the cross section)
 11. Collector's name
 12. Collection date
 13. Collection location (be specific, including state and county at a minimum)

***D320007**

Parts of a Tree - Prepare a poster, no larger than 24" x 24" that clearly identifies the main external parts of any tree:

1. Trunk
2. Crown
3. Roots
4. Leaves
5. Flower
6. Fruit
7. Buds
8. Bark Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pit, etc., is optional.
Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith, etc., is optional.

Attach a separate label on the back of the poster that includes the exhibitor's name and age.

***D320008**

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

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

- *D320009 Forest Product Display** – Prepare a visual display and/or collection tracing the origin of one non-lumber product that comes from trees and/or forests. The display must be no larger than 24" x 22" x 28". Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 22" x 28" 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 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.
- *D320010 Forest Health Display** – Prepare a visual display outlining a specific forest health issue such as a tree disease, insect pest, animal- or human-caused damage, or an abiotic issue such as weather damage. The display must be no larger than 24" x 24" x 24". 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" x 24".
- 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.
- *D320011 Wildlife Prevention Poster** – Prepare a poster, no larger than 24" x 24" that promotes wildfire prevention strategies. Strategies articulated in the poster can include personal and/or land management actions. Attach a separate label on the back of the poster that includes the exhibitor's name and age.
- Supplemental information about wildfire prevention should be attached to the poster: e.g. frequency of wildfires in Nebraska/United States, financial costs of wildfires, environmental factors that contribute to wildfires, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
- *D320012 Sustainable Landscape Diorama** – Box must be no larger than 24" x 24". 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.

***D320013**

Tree Planting Project Display – Plant a tree in your community. Prepare a visual display where the student articulates proper tree planting techniques, why the individual tree species was chosen, as well as steps taken to continue care for the tree after initial planting. The display must be no larger than 24" x 24" x 24". 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.

- Labeling: the following information about the tree must be included in the display: 1. Common name, 2. Scientific name, 3. Planting location, 4. Planting date, 5. Tree source, 6. Planter's name, 7. Proper tree planting steps, 8. Tree care (after planting)
- Supplemental information about the tree: e.g. why the species was chosen, growth measurements, uses for that species, etc., may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

Resources:

- Tree Identification – Learn to use a dichotomous key to classify trees; Identify common Nebraska trees https://4hcurriculum.unl.edu/index.php/main/program_project/65

GEOSPATIAL

RULES

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

- *H880001** **Poster** – (SF299) - Create a poster (not to exceed 14” x 22”) communicating a GPS theme such as How GPS or GIS works, Careers that use GPS or GIS, How to use GPS, What is GIS, GPS or GIS in Agriculture, Precision Agriculture, or a geospatial topic of interest.
- *H880002** **4-H Favorite Places or Historical Site Poster** – (SF299) - The 4-H exhibitor identifies a favorite place or historical site (including grave sites) in Nebraska. Exhibit should include latitude and longitude, digital picture, and local area map. Poster size should not exceed 14” X 22”.
- *H880003** **GPS Notebook** – (SF300) - Keep a log of at least 5 places visited using a GPS enabled device. At least one site should be from a community other than where you live. For each site, record the latitude, longitude, and elevation. Also include a description of the site, a paragraph explaining what was interesting about the site or finding it. Photos of each site and/or cache are optional but encouraged.
- *H880004** **Geocache** – (SF301) - Assemble a themed geocache. Each geocache should be a water-tight container. It should include a logbook and pencil for finders to log their visits and may include small trinket, geo-coins, etc. for the finders to trade. Documentation should include a title, teaser description and the geographic coordinates of intended placement. Register the site at geocaching.com, include a print-out of its registry. The entry may include a photograph of the cache in its intended hiding place.
- *H880005** **Agriculture Precision Mapping** – (SF302) -4-H’ers 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 patters 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.
- *H880006** **4-H History Map/Preserve 4-H History** – (SF300) -Nominate a Point of Interest for the 4-H History Map Project include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map please go to <http://arcg.is/1bvGogV>. For more information about 4-H history go to http://www.4-hhistorypreservation.com/History_Map/. For a step-by-step video on nominating a point, please go to this link: <http://tinyurl.com/nominate4h>. Write a brief description of historical significance of 4-H place or person. (a minimum of one paragraph)
- *H880007** **GIS Thematic Map** – (SF302)-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” x 11” up to 36” x 24”, which should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of map.

Resources:

- Geospatial – Learn about Geography; Learn about Geographic Information Systems (GIS); Learn about Global Positioning Systems (GPS)
https://4hcurriculum.unl.edu/index.php/main/program_project/132

HERITAGE

- A. 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, writing or displays that depict the heritage of the member's family or community or 4-H history.
- B. Please note: Exhibits are entered at 4-H's own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division. Displays should not be larger than 22" x 28" wide. If the size needs to be a different size because the historical item is larger than 22"x28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28". Exhibits must include NAME, COUNTY, AGE & PAST EXPERIENCE (years in Explore Your Heritage, project) on back of exhibit.
- C. All entries must have documentation included.

HERITAGE - LEVEL 1 Beginning – (1-4 years in project)

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

HERITAGE - LEVEL 2 Advanced – (over 4 years in project)

- *A102001 **Heritage poster or flat exhibit**– (SF71) - Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.
- *A102002 **Family Genealogy/History Notebook** – (SF71) - Include pedigree chart/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.
- *A102003 **Local History Scrapbook/Notebook** - (SF71) - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- *A102004 **Framed family groupings (or individuals) of pictures showing family history**– (SF71) - Pictures must be supported by a written explanation.

- *A102005** **Other exhibits depicting the heritage of the member’s family or community**– (SF71) - Exhibit must be supported by a written explanation. Exhibit may include biographical album of themselves or another family member, family cookbooks, etc.
- *A102006** **4-H History Scrapbook** – (SF71) - A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H'er - no club project. If multiple books included in exhibit, only bring book with most current year’s work.
- *A102007** **4-H History Poster** – (SF71) - Poster relating 4-H history of local club or county or individual.
- *A102008** **Story or Illustration about a historical event** – (SF71)
- *A102009** **Book Review about local, Nebraska or regional history** – (SF71)
- *A102010** **Other historical exhibits** – (SF71) - Attach an explanation of historical importance.
- *A102011** **Exhibit depicting the importance of a community or Nebraska historic landmark**– (SF71)
- *A102012** **Community Report** – (SF71) - documenting something of historical significance from past to present.
- *A102013** **Historic Collection** – (SF71) - displayed securely and attractively in a container no larger than 22” x 28”.
- *A102014** **Video documentary of a family or a community event** – (SF71) - Must be produced and edited by 4-H member. Must be entered as a DVD or USB.
- *A102015** **4-H Club/County Scrapbook** - (SF71) - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year’s work.
- *A102016** **4-H Member Scrapbook** - (SF71) - Scrapbook relating to individual 4-H member’s 4-H history. If multiple books included in exhibit, only bring book with most current year’s work.
- *A102017** **Special Events Scrapbook** - (SF71) - A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

Resources:

- Heritage – Learn about the origins of your family or traditions; find the stories in family photographs; identify family keepsakes.
https://4hcurriculum.unl.edu/index.php/main/program_project/47

HOME ENVIRONMENT

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

RULES

- A. Home Environment Exhibits are evaluated by these criteria:
 - 1. Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.)
 - 2. Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday-specific items are discouraged. 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 allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.
 - 6. Items should not be made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking). Exhibits from the beginning level project, Design My Place, are county only and not state fair eligible.
- B. Sending delicate, breakable, or valuable items is highly discouraged.
- C. Size of Exhibits - Exhibits may be no taller than 7 feet and no wider than 6 feet. All exhibits must be easily lifted by two 4-H staff.
- D. Number of Entries per Individual - One entry per exhibitor per class. Limit of two entries in ALL home environment projects per exhibitor.
- E. Entry Tags - An entry tag which includes a clear description of the entry must be securely attached to each Home Environment exhibit. Use color, pattern, or picture descriptions to aid in identification. No straight pins.
- F. Identification - In addition to the entry tag, a label with the exhibitor's name and county should be attached to each separate piece of the exhibit.
- G. Supporting Information - Supporting information is required for all Home Environment exhibits. Information must include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website: <https://go.unl.edu/ne4hhomeenvironment>. Exhibits without supporting information will be dropped a ribbon placing.

DESIGN MY PLACE

County Project Only – Not eligible for State Fair competition.

C230001	Needlework Item: Made with yarn or floss
C230002	Simple Fabric Accessory: Pillow, laundry bag, pillowcase, table runner, etc.
C230003	Accessory Made with Original Batik or Tie Dye
C230004	Simple Accessory Made Using Wood
C230005	Simple Accessory Made Using Plastic
C230006	Simple Accessory Made Using Glass
C230007	Simple Accessory Made Using Clay
C230008	Simple Accessory Made Using Paper
C230009	Simple Accessory Made Using Metal Tooling or Metal Punch
C230010	Storage Item Made or Recycled
C230011	Bulletin or Message Board

- C230012** **Problem Solved:** Use a creative method to show how you solve a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)
- C230013** **Video:** Showing how to make a bed, organize a room, or the steps you used to make your simple accessory.
- C230014** **Other Design My Place**

DESIGN DECISIONS

- *C257001** **Design Board for a Room** – (SF201) - Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22" x 28" or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.
- *C257002** **Problem Solved, Energy Savers OR Career exploration** - (SF201) - Identify a problem (such as problem windows, storage needs, inconvenient room arrangement, cost comparisons, 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) other method, describe the problem and how it was solved OR your career exploration. (p. 74-93)
- *C257003** **Solar, Wind, or Other Energy Alternatives for the Home** - (SF201) - Can be models, either an original creation or an adaptation of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (p. 74-93)
- *C257004** **Technology in Design** – (SF200) - Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.
- *C257005**
- *C257006** **Window Covering** - (SF200) - May include curtains, draperies, shades, shutters, etc.
- *C257007** **Floor Covering** - (SF200) - May be woven, braided, painted floor cloth, etc.
- *C257008** **Bedcover** - (SF200) - May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits) (p. 50-53)
- *C257009** **Accessory - Original Needlework/Stitchery** - (SF200)
- *C257010** **Accessory - Textile - 2D** - (SF200) - table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning 10-minute table runners.
- *C257011** **Accessory - Textile - 3D** - (SF200) - pillows, fabric bowls, etc. No fleece tied exhibits.
- *C257012** **Accessory - 2D** (SF200)
- *C257013** **Accessory 3D** - (SF200) - string art, wreaths, etc.
- *C257014** **Accessory - Original Floral Design** - (SF200) - arranged by 4-H member.

For classes 15-18, determine entry by what medium was manipulated.

- *C257015** **Accessory - Original made from Wood** - (SF200) - burn, cut, shape, or otherwise manipulate
- *C257016** **Accessory - Original made from Glass** – (SF200) - etch, mosaic, stain, molten or otherwise manipulate.
- *C257017** **Accessory - Original made from Metal** – (SF200) - cut, shape, punch, sculpt, reassemble or other manipulate.
- *C257018** **Accessory - Original made from Ceramic or Tile** – (SF200) - Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
- *C257019** **Accessory - Recycled/Upcycled Item for the home** - (SF207) - reuse a common object or material in a creative way. Include a description of what was done to recycle or reuse item in your attached information.
- *C257020** **Furniture - Recycled/Remade** - (SF207) - made or finished by using a common object or material in a creative way. Include a description of what was done to recycle or reuse item in your attached information.
- *C257021** **Furniture - Wood Opaque finish such as paint or enamel** - (SF203)
- *C257022** **Furniture - Wood Clear Finish showing wood grain** - (SF203)
- *C257023** **Furniture - Fabric Covered** - (SF200) - May include stool, chair seat, slipcovers, headboard, etc.
- *C257024** **Furniture - Outdoor Living** - (SF200) - Furniture made/refurbished by 4-H member suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information. (NOTE: May be displayed outside at State Fair.)
- *C257025** **Accessory: Outdoor Living** – (SF200) - Accessory made/refurbished. Suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information.

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.

- *C256001** Trunks - (SF206) - including doll-sized trunks or wardrobes.
- *C256002** **An article - either a repurposed “treasure” (accessory) from an old item or an old “treasure” (accessory) refinished or renovated** - (SF205) - May include a display of a collection or collectibles, being careful not to destroy value of the collection.
- *C256003** **Furniture** - (SF205) - either a repurposed treasure” from an old item or an old “treasure” refinished or renovated. May include doll-sized furniture.
- *C256004** **Cleaned and Restored Heirloom Accessory or furniture** - (SF205) - A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles for information on textiles. This publication can be found in the Digital Commons at <https://go.unl.edu/gcnh> (Refinished items go in classes 2 –3.) This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.

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
- Design Decisions – Explore ways to make your house more green; learn new painting techniques; design or select furniture, fabric, and storage items for your room; accessorize a room-design or select unique items such as wall art, wall arrangements, or lamps. 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.

LEATHERCRAFT

- C518001** Tooled Item
- C518002** Stamped Item
- C518003** Non-Tooled Item
- C518004** Other Leather Item

YOU DESIGN IT

- A. The exhibits in You Design It are essentially educational exhibits. Exhibitors may use whatever means most effective in showing what they have accomplished in a project they have planned themselves. Photographs, slides, posters, charts, drawings or articles used or made may be utilized in telling the story of the exhibitor's You Design It project. The exhibit should include sufficient explanation so that viewers understand what was done. All exhibits that are hangable must have a secure wire hanger. There is a maximum size limit of 24" x 24". 4-H Record Books are not allowed as exhibits in You Design It.
- B. Only one entry is allowed for each class. Include on a card whether this is a purchased kit or a homemade item. The two original classes cannot be identical articles. A kit comes in a prepackaged bag or box that contains all supplies. Everything else is considered an original. Entries not complete or following the criteria for judging will be dropped one ribbon placing.

C515001	You Design It – Original
C515002	You Design It – Kit
C525003	You Design It - Other

HORTICULTURE

FLORICULTURE

- A. Youth must be enrolled in the World of Flowers and/or Annual Flowers projects to exhibit.
- B. Entries must be the work of the 4-H member.
- C. **The cultivar or variety name must be included on all entry cards.** If potted container with several cultivar or varieties identify each individually within the pot. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor not the Extension staff or office personnel.
- D. 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.
- E. Foliage will be considered when exhibit is judged.
- F. 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 containers that won't tip over and of adequate size to display blooms. Any exhibit not in a clear glass container will be dropped one ribbon placing. Containers may not be returned from State Fair.
- G. Follow the guidelines in 4-H Preparing Cut Flowers for Exhibits 4H227 (revised 2016) (free download <https://unl.box.com/s/2f3a785c67p7qhqasevp6gu6adf3ugon>) when preparing entries for the fair.
- H. Cut Flower Annuals and Biennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.

CUT FLOWER ANNUALS/BIENNIALS/PERENNIALS

Annuals and biennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.

ANNUALS/BIENNIALS

Classes 1-23 – (SF106)

- *G770001 Aster
- *G770002 Bachelor Buttons
- *G770003 Bells of Ireland
- *G770004 Browallia
- *G770005 Calendula
- *G770006 Celosia (crested or plume) (3 stems)
- *G770007 Cosmos
- *G770008 Dahlia
- *G770009 Dianthus
- *G770010 Foxglove
- *G770011 Gladiolus (3 stems)
- *G770012 Gomphrena
- *G770013 Hollyhock (3 Stems)
- *G770014 Marigold
- *G770015 Pansy
- *G770016 Petunia
- *G770017 Salvia
- *G770018 Snapdragon
- *G770019 Statice
- *G770020 Sunflower (Under 3" diameter - 5 stems; 3" or more 3 stems)
- *G770021 Vinca
- *G770022 Zinnia
- *G770023 **Any Other Annuals/Biennials** (under 3" diameter - 5 stems, 3" or more - 3 stems)

PERENNIALS

Perennials - 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.

Classes 30-46 – (SF106)

- *G770030 Achillea/Yarrow
- *G770031 Chrysanthemum

- *G770032 **Coneflower**
- *G770033 **Coreopsis**
- *G770034 **Daisy**
- *G770035 **Gaillardia**
- *G770036 **Helianthus**
- *G770037 **Hydrangea** (3 stems)
- *G770038 **Liatris** (3 stems)
- *G770039 **Lilies** (Not Day Lilies) (3 stems)
- *G770040 **Platycodon**
- *G770041 **Rose** (3 stems)
- *G770042 **Rudbeckia/Black-eyed Susan**
- *G770043 **Sedum**
- *G770044 **Statice**
- *G770045 **Any other perennial** (under 3" diameter - 5 stems, 3" or more - 3 stems)
- *G770046 **4-H Flower Garden Collection of 5 different Flowers.** Each flower in the collection should be exhibited with number specified for classes 1-45. Display in a box or other holder not more than 18" in dimension. Boxes may not be returned at State Fair. Do not duplicate entries in classes 1-45 with any in the group collection.

EDUCATIONAL EXHIBITS

- *G77050 **Flower Notebook** – (SF100) - Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. 4-H'ers may show more than one cultivar of the same species, but they will only count as one species. The notebook must be the result of the current year's work. Pictures from garden catalogs, hand drawn pictures, or photographs may be used. Each species/cultivar must be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should also be labeled as spring or summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the notebook.
- *G77051 **Flower Garden Promotion Poster** – (SF103) - Individual poster promoting flower gardening, size 14" x 22", either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayons, etc. as long as it is not 3-dimensional. Posters using copy-righted material will not be accepted. Entry card must be stapled to the upper right-hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.
- *G77052 **Educational Flower Garden Poster** – (SF104) - Prepare a poster 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flower or houseplant project. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals but use your own creativity. Entry card must be stapled to the upper right-hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.
- *G77053 **Flower Gardening History Interview** – (SF105) - Neatly handwritten or typed account of a gardening history interview whose flower garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their flower garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the report cover.

HOUSEPLANTS

- A. Youth must be enrolled in the Growing Great Houseplants project to exhibit in classes 60-66.
- B. Container Grown Houseplants - The choice of container and soil quality will be considered in judging. Each houseplant must be identified by listing the names on the entry tag or on a card attached to the container. Identify each plant individually if more than one cultivar or variety.
- C. Houseplants should be grown in the display container for a minimum of six weeks.
- D. Plants grown as houseplants must be used. NebGuide G2205 "Guide to Growing Houseplants" (<http://extensionpublications.unl.edu/assets/html/g2205/build/g2205.htm>) and NebGuide G837 "Guide to Selecting

Houseplants” (<http://extensionpublications.unl.edu/assets/html/g837/build/g837.htm>) includes a listing of common houseplants. Containers of annual flowers or annual plants (i.e. petunias, geraniums, impatiens) will be disqualified and will not be judged.

- E. Entries in Classes 60-66 must have been designed and planted by the 4-H member.
- F. Container grown houseplants shall be in pots no greater than 12" in diameter (inside opening measurement). Dish gardens, fairy or miniature gardens, desert gardens and terrariums may be up to 12" in diameter (inside opening measurement). Any container grown plant in Classes 60-66 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing.
- G. Classes 60-65 exhibitors must have and provide a saucer to catch drainage water.
- H. The 4-H member's name, age, full address, county, and years in the project(s) must be on the bottom or back of the container and saucer.

- *G770060 **Flowering potted house plant(s)** - (SF107) - that are blooming for exhibition. Container may have one or more houseplants in container. Label name for each plant. Non-blooming plants will be disqualified.
- *G770061 **Foliage potted house plant(s)** - (SF107) – one variety of tropical or cacti or succulent plant.
- *G770062 **Hanging basket** - (SF107) - of flowering and/or foliage houseplants. Container may have one or more houseplants in container. Label name for each plant.
- *G770063 **Dish gardens** - (SF107) - An open/shallow container featuring a variety of house plants excluding cacti and succulents. Label name for each plant.
- *G770064 **Fairy or Miniature Garden** - (SF107) - A miniature “scene” contained in an open container and featuring miniature or small, slow growing house plants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bathtub, etc. Label name for each plant.
- *G770065 **Desert gardens** - (SF107) - An open/shallow container featuring cacti and/or succulents grown as houseplants. Label name for each plant.
- *G770066 **Terrariums** - (SF107) - Transparent container, partially or completely enclosed; sealed or unsealed. Label name for each plant.

VEGETABLES

Vegetable, Numbers to Exhibit

Classes 1-56 – (SF108)

- *G773201 **Lima Beans**, (12)
- *G773202 **Snap Beans**, (12)
- *G773203 **Wax Beans**, (12)
- *G773204 **Beets** (5)
- *G773205 **Broccoli** (2)
- *G773206 **Brussel Sprouts** (12)
- *G773207 **Green Cabbage** (2)
- *G773208 **Red Cabbage** (2)
- *G773209 **Carrots** (5)
- *G773210 **Cauliflower** (2)
- *G773211 **Slicing Cucumbers** (2)
- *G773212 **Pickling Cucumbers** (5)
- *G773213 **Eggplant** (2)
- *G773214 **Kohlrabi** (5)
- *G773215 **Muskmelon/Cantaloupe** (2)
- *G773216 **Okra** (5)
- *G773217 **Yellow Onion** (5)
- *G773218 **Red Onion** (5)
- *G773219 **White Onion** (5)
- *G773220 **Parsnips** (5)
- *G773221 **Bell Peppers** (2)
- *G773222 **Sweet Non-Bell Peppers** (5)
- *G773223 **Jalapeno Peppers** (5)

- *G773224 **Hot (Non-Jalapeno) Pepper** (5)
- *G773225 **White Potatoes** (5)
- *G773226 **Red Potatoes** (5)
- *G773227 **Russet Potatoes** (5)
- *G773228 **Other Potatoes** (5)
- *G773229 **Pumpkin** (2)
- *G773230 **Miniature Pumpkins** (Jack Be Little type) (5)
- *G773231 **Radish** (5)
- *G773232 **Rhubarb** (5)
- *G773233 **Rutabaga** (2)
- *G773234 **Green Summer Squash** (2)
- *G773235 **Yellow Summer Squash** (2)
- *G773236 **White Summer Squash** (2)
- *G773237 **Acorn Squash** (2)
- *G773238 **Butternut Squash** (2)
- *G773239 **Buttercup Squash** (2)
- *G773240 **Other Winter Squash** (2)
- *G773241 **Sweet Corn** (in husks) (5)
- *G773242 **Swiss Chard** (5)
- *G773243 **Red Tomatoes** (2" or more in diameter) (5)
- *G773244 **Roma or Sauce-type Tomatoes** (5)
- *G773245 **Salad Tomatoes** (under 2" diameter) (12)
- *G773246 **Yellow Tomatoes** (2" or more in diameter) (5)
- *G773247 **Turnips** (5)
- *G773248 **Watermelon** (2)
- *G773249 **Dry Edible Beans** (1 pint)
- *G773250 **Gourds, mixed types** (5)
- *G773251 **Gourds, single variety** (5)
- *G773252 **Any other vegetable** 2, 5 or 12 (do not duplicate entries in classes 201-251) doesn't fit in any other class.
- *G773255 **Vegetable Garden Collection** of five kinds of vegetables - Display Garden Collection in a box not more than 24" in any dimension. Boxes may not be returned from State Fair. Showmanship will be considered in judging, but plastic, grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.

- *G773256 **Cultivar Vegetable Collection** - Vegetables entered in the collection are 5 cultivars from a single exhibit: for example, 5 cultivars of all types of peppers, squash, onions, tomatoes, etc. Display in a box not more than 24" in any dimension. Boxes may not be returned from State Fair. Showmanship will be considered. Each vegetable in collection should be exhibited with the number specified in class (201-252).

HERBS

- A. Herbs will be judged using the same general criteria used for vegetables.
- B. Those grown mainly for their seed such as dill and caraway should be exhibited on a plate in a zip lock bag.
- C. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a container of water. Containers may not be returned from State Fair.
- D. Potted herb plants will be disqualified and will not be judged.
- E. Score Sheet SF108.

- *G773260 **Basil** (5)
- *G773261 **Dill** (5 dry)
- *G773262 **Garlic** (5 bulbs)
- *G773263 **Mint** (5)
- *G773264 **Oregano** (5)
- *G773265 **Parsley** (5)
- *G773266 **Sage** (5)

- *G773267 **Thyme** (5)
- *G773268 **Any Other Herb**, (5) Do not duplicate entries in classes 260-267
- *G773269 **4-H Herb Garden Display** 5 kinds of herbs. Displayed in a box or other holder not more than 18" in any dimension. Boxes may not be returned from State Fair. Each herb in the collection should be exhibited with the number specified for classes 260-268. Do not duplicate entries in classes 260-268 with any in the group collection.

FRUITS

- A. Fruits will be judged using the same general criteria used for vegetables.
- B. Fruit will be judged for the stage of maturity normal for that season and growing location.
- C. Emphasis will be placed on how well fruit approaches market quality.
- D. Scoresheet SF108

- *G773280 **Strawberries** (ever bearers) 1 pint
- *G773281 **Grapes** (2 bunches)
- *G773282 **Apples** (5)
- *G773283 **Pears** (5)
- *G773284 **Wild plums** (1 pint)
- *G773285 **Other small fruit or berries** (1 pint) Do not duplicate entries in classes 280-284.
- *G773286 **Other fruits or nuts** (5) Do not duplicate entries in classes 280-284.

EDUCATIONAL EXHIBITS

- *G773290 **Garden Promotion Poster** – (SF103) - Individual poster promoting vegetable or herb gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium so long as it is not 3-dimensional. Posters using copyrighted material will not be accepted. Entry card must be stapled to the upper right-hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.
- *G773291 **Educational Vegetable or Herb Garden Poster** - (SF104) - Prepare a poster 14" x 22" x 2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project the 4-H'er has done or learned about in a 4-H vegetable gardening project. One might show a special technique used or equipment incorporated in the garden (e.g., drip irrigation system, composting, or special techniques learned). Refer to 4-H horticulture project manuals but use your own creativity. Entry card must be stapled to the upper right-hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.
- *G773292 **Vegetable and/or Herb Gardening History Interview** - (SF105) - Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their garden if the individual is still gardening. Protect with a clear report cover. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the report cover.
- *G773293 **Vegetable Seed Display** - (SF101) - Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families, plus representatives from 5 other families. Group the seeds by family and type. Glue seeds or otherwise fasten clear containers of seeds to a board or poster mat board no larger than 22" x 24". Label each group and each individual vegetable type with the common and scientific names. Use only one variety or cultivar of each vegetable, except for beans where several examples of beans may be shown. Attach a card to the back of the display explaining why and how it is important to know which vegetables are related, and site references on where the scientific name information was found. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the display. Information on vegetable family members can be obtained from your Extension Office.
- *G773294 **World of Vegetables Notebook** - (SF102) - Choose a favorite foreign cuisine and learn what vegetables and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.). Include a report telling about a minimum of 5 vegetables and/or herbs from each country chosen. Include the scientific and common names; pictures of the plants from your garden or seed catalogs; tell how they are grown; and how the foods are used. Also list a source for buying the seed or plants. Favorite recipes using some or all of the vegetables described may be included. Give proper credit by listing the source of pictures and information used. Protect in a clear report cover or 3-ring notebook. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the report cover or notebook.

SPECIAL GARDEN PROJECT EXHIBITS

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

***G775001** **Special Garden Project Educational Exhibit** – (SF109) - Educational exhibit based on what was learned from the project. Present information on a poster 14” X 22” either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member’s name, age, full address, and county must be on the back of the poster or report cover.

***G775002** **Special Garden Project Fresh Cut Flowers or Harvested Vegetables** – (SF109) - The current year’s Special Garden Project fresh cut flowers or harvested vegetables should be entered in this class. Refer to classes 1-45 for quantity to exhibit if special garden project is a fresh cut flower (Scoresheet SF106). Refer to classes 201-252 for quantity to exhibit if special garden project is a vegetable.

Resources:

- Annual Flowers – Plant, grow, and care for annual flowers
https://4hcurriculum.unl.edu/index.php/main/program_project/105
- Everyone A Gardener - Choose a garden site; Plan a garden; Grow vegetables; Select and purchase garden supplies; Grow transplants
https://4hcurriculum.unl.edu/index.php/main/program_project/107
- Gardening A - Plan and plant a garden; Find out how seeds germinate; Learn what different plant parts do/ harvest and use your vegetables
https://4hcurriculum.unl.edu/index.php/main/program_project/108
- Gardening B - Transplant plants into your garden; Grow plants from plant parts; Feed your garden: Earn money by growing vegetables
https://4hcurriculum.unl.edu/index.php/main/program_project/109
- Gardening C – Learn about succession planting; Grow an herb garden; Find out about photosynthesis: Identify pest damage
https://4hcurriculum.unl.edu/index.php/main/program_project/110
- Gardening D – Use intercrop and double crop planting methods; Plant a computer planned garden; Identify plant diseases; Learn about plant scientists
https://4hcurriculum.unl.edu/index.php/main/program_project/111

HUMAN DEVELOPMENT

RULES

- A. The term Human Development includes childcare, family life, personal development and character development. In addition another resource that will assist youth in understanding young children is the Nebraska Early Learning Guidelines: <http://www.education.ne.gov/OEC/elg.html>
- B. Information Sheets Classes 1 –6 & Class 8: Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet. Information sheets for Classes 1 - 6 should include:
1. Where did I get the idea for this exhibit?
 2. What decisions did I make to be sure exhibit is safe for child to use?
 3. What age is this toy, game, or activity appropriate for and why? (Infant, Birth-18 months; Toddlers, 18 mths-3 yrs.; Preschoolers, 3-5 yrs. or Middle Childhood, 6-9 yrs.) 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals).
 4. How is the toy, game or activity intended to be used by the child?

Information sheet for Class 8 should include:

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

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 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>

I HAVE WHAT IT TAKES TO BE A BABYSITTER

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 C200002. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

***C200001 Social Emotional Development (SF30)**

***C200002 Language and Literacy Development (SF30)**

***C200003 Science (SF30)**

***C200004 Health and Physical Development (SF30)**

***C200005 Math (SF30)**

***C200006 Creative Arts (SF30)**

***C200007 Activity with a Younger Child – (SF115) -** Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child, or childcare 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.

***C200008 Babysitting Kit – (SF85) -** Purpose of the kit is for the 4-H'er to take this with them when they babysit in someone else's home. Do not make kit for combination of ages or for your own family to use. Items to include. 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" x 15" x 10". 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? Most importantly, the kit should serve a defined purpose, not just be a catchall for several items.

4-H'er taking any of the projects in Department C-200 may enter:

***C200009 Family Involvement Entry** – (SF115) - Scrapbook, poster or story describing an activity the family did together. It might include making something such as a dollhouse 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 Kids on the Grow (2 or 3) may enter:

***C200010 Growing With Others Scrapbook or poster** - (SF115) - Examples - How to decide if it's time you can be home alone, and related activities. How responsibilities and privileges are related. Friendships. Working with others. Understanding rules and boundaries. A family tree. A family rules chart. A family meal plan, with pictures of a special family meal. A home safety checklist. Being street-smart (safety). A school scrapbook showing yourself and your school activities, memories, and special interests.

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

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
- 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
- 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
- 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

KNITTING AND CROCHET

RULES

- A. **Entry Tags:** Every clothing 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).
- B. **Identification Labels:** Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, Exhibitor's name and age, project name and class in which garment is entered, and the number of years enrolled in the project exhibited. Wool entries must have the fiber content listed on the identification label. Attach a label on every component of the outfit using safety pins or by basting. Not responsible for unlabeled items.
- C. **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. 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 Knitting Level 3, you are not eligible to exhibit in STEAM Clothing Knitting Level 2.
- D. **Criteria for Judging:** Refer to the Nebraska 4-H website for current scoresheets at <https://go.unl.edu/ne4hknitting-crocheting>.

KNITTING

Criteria for judging knitting: Design and Color, Neatness, Knitting Mechanics, Trimmings, and Constructions Finishes. Score sheet SF60.

KNITTING INFORMATION SHEET

Information Sheet must be included for all classes in For Knitting. Each knitted exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing:

1. What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarn(s)?)
2. What steps did you take as you worked toward your goal(s)?
3. What were the most important things you learned as you worked toward your goal(s)?
4. Gauge - Number of rows per inch; number of stitches per inch.
5. Size of needles, finger knitted, arm knitted, loom or machine knitted
6. Kind of yarn – weight and fiber content.
7. Names of stitches used.
8. Copy of directions.

KNITTING LEVEL I

Entries would include simple patterns using only knit and purl stitches

County Project Only – Not eligible for State Fair competition.

C224001	Slippers
C224002	Head Covering: Bands, Scarf, Hat
C224003	Mittens (not gloves)
C224004	Simple Pillow
C224005	Dish Cloth/Towel
C224006	Finger Knitted Item
C224007	Loom Knitted Item

KNITTING LEVELS II and III

- *C225001 **Level 2 Knitted Clothing** - (SF60) - (Garment eligible for State Fair Fashion Show) - Knitted item or garment using pattern stitches such as diamond, block, twist, or seed/moss stitches. Basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form patterns
- *C225002 **Level 2 Knitted Home Environment Item** - (SF60) - Knitted Item using basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form patterns.
- *C225003 **Arm or Finger Knitted Item** - (SF60) - (Clothing or Home Environment Item)
- *C225004 **Loom Knitted Item** - (SF60) - (Clothing or Home Environment Item)
- *C225005 **Level 3 Knitted Clothing** - (SF60) - (Garment eligible for State Fair Fashion Show) - Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle. Made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
- *C225006 **Level 3 Knitted Home Environment Item** - (SF60) - Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
- *C225007 **Level 3 Machine Knitting** - (SF60)

CROCHET

Criteria for judging crochet: Design and Color, Neatness, Crochet Mechanics, Trimmings, and Construction Finishes. Scoresheet SF61

CROCHET INFORMATION SHEET

Each crocheted exhibit must include the following information placed with the entry tag. (This information is in place of the information required for other clothing exhibits.)

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.

Exhibits not having supporting information will be lowered one ribbon.

CROCHETING LEVEL I

Entries would include simple patterns.

County Project Only – Not eligible for State Fair competition.

- C224020 **Slippers**
- C224021 **Head covering: Band, Scarf, Hat**
- C224022 **Simple Pillow**
- C224023 **Dish Cloth/Towel**
- C224024 **Level 1 Crocheted Item**

CROCHETING LEVELS II and III

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

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
- 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

PHOTOGRAPHY

- A. The purpose of this project area is to establish basic to advanced knowledge of and abilities in using photographic equipment, lighting, and composition to capture images, express feelings, and communicating ideas. Participants can work through the three project levels, progressing from basic to advanced photography skills and techniques. .
- B. 4-H members are allowed to exhibit in only one photography unit.
- C. An image may only be used on one exhibit with the exception of Portfolios which may include images entered in other classes.
- D. **Cameras:** Photos may be taken with film or digital camera, including phones, tablets, and drones.
- E. Manual adjustments are strongly encouraged for Unit III exhibitors.
- F. Photos must be shot by the 4-H member during the current project year with the exception of the Unit III Portfolios which may include images captured and/or exhibited in previous years.
- G. Securely attach photos, mats, backing, and data tags. Exhibits that are poorly attached may be disqualified.
- H. Do not use photo corners, borders, or place coverings over the exhibits.
- I. **Portfolios:** All portfolios must include the following information: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each photo. When writing reflections, youth should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image. Portfolios may be presented in either print or digital formats:
 - a. Printed portfolios should be presented in an 8.5" x 11" three-ring binder or similar book format. Recommended photo size is 8" x 10". Matting is not necessary.
 - b. Digital portfolios may be presented online and must be exhibited along with a single 8.5" x 11" flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
- J. **Display Exhibits:** Three 4x6 photos mounted on a single horizontal 11x14 black or white poster or mat board. Incorrect sizes will not be accepted. No foam board backing should be used. Each photo on picture display must be pencil numbered (no. 2 lead pencil) below (for judge's reference only). Numbers should be readable but not detract from the display. No titles, captions, or stick-on numbers will be allowed in Level 1 classes. Photos must be mounted vertically or horizontally. Appropriate Data Tags are required.
- K. **Exhibit Prints:** Print exhibits must be 8"x 10" prints mounted in 11" x 14" (outside size) cut matting (no frames) with a sandwich mat board backing (not foam board); rectangular or oval inside mat opening. Incorrect sizes will not be accepted. Place photos horizontally or vertically as appropriate. No frames are allowed. Appropriate data tags are required.
- L. **Entry Tags:** Entry tags must be securely attached to the upper right-hand corner of the exhibit.
- M. **Data Tags:** Data Tags are required on all print and display exhibits. Data tags are not required for portfolios. Each exhibit must have the appropriate number and level of data tags as outlined below. Data tags should be securely attached to the back of the exhibit. Current data tags and help sheets are available at <https://unl.app.box.com/v/4h-photography>.
 - a. **Level 2 Prints:** All Level 2 prints must have a Level 2 Data Tag.
 - b. **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.
 - c. **Level 3 Prints:** All Level 3 prints must have a Level 3 Data Tag.

Level 1- BEGINNER

County Project Only – Not eligible for State Fair competition.

- B180001** **Fun with Shadows Display or Print:** Photos should capture interesting or creative use of shadows. (Activity 4)
- B180002** **Get in Close Display or Print** – Photos should capture a close-up view of the subject or object. (Activity 8)
- B180003** **Bird's or Bug's Eye View Display or Print** – Photo should capture an interesting viewpoint of a subject, either from above (bird's eye view) or below (bug's eye view). (Activity 10)
- B180004** **Tricks and Magic Display or Print:** Photos should capture visual trickery or magic. Trick photography require creative compositions of objects in space and are intended to trick the person viewing the photo. For example, if someone is standing in front of a flowerpot, the pot might not be visible in the image, making it look as if the flowers are growing out of the person's head. (Activity 11)
- B180005** **People, Places, or Pets with Personality Display or Print** – Photos should have a strong focal point, which could be people, places, or pets. Photos should capture the subject's personality or character. Photos may be posed or un-posed. (Activity 13)

- B180006** **Black and White Display or Print** – Photos should create interest without the use of color. Photos should show strong contrast and/or textures. Photos may be captured in black and white or captured in color and edited to black and white. (Activity 15).
- B180007** **Challenging Photo Exhibit: Telling a Story Display** – Exhibit will include three photos which tell a story without words. Photos may show something being created, destroyed, consumed, moving, or growing. Photos should capture the beginning, middle, and end of a single story, project, or event. Display will consist of three 4x6 photos mounted on a single horizontal 11x14 black or white poster or mat board. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distracting from the overall display. No titles, captions, or stick-on numbers are allowed. Photos may be mounted vertically or horizontally. Data tags are required for each photo in the display. (Activity 14)
- B180008** **Other Photography Unit I**

NEXT LEVEL PHOTOGRAPHY – Level 2 INTERMEDIATE

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.

A 4-H member enrolled in Level 2 may not exhibit in a lower Level.

- *B181010** **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 photos was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each image. When writing reflections, youth should focus on what new photography techniques they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.
- *B181020** **Creative Techniques & Lighting Display or Print:** Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections, or another lighting technique covered in Book 2 Next Level Photography (Activity 3, 4, 5).
- *B181030** **Creative Composition Display or Print:** Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle, or another composition technique covered in Book 2 Next Level Photography. (Activity 6, 7, 8, 9)
- *B181040** **Abstract Photography Display or Print:** Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer’s attention. (Activity 11)
- *B181050** **Candid Photography Display or Print:** Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)
- *B181060** **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)

MASTERING PHOTOGRAPHY - Level 3 ADVANCED

- *B182010** **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.
- *B182020** **Advanced Techniques & Lighting Print:** Photos should show an experimentation or exploration of advanced lighting, such as low-light or silhouette photography or another advanced photography technique, such as astrophotography, underwater photography, or infrared photography. (Activity 3, 4, 5, or 12)

- *B182030 **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 viewer’s eye through a scene; breaking the rule of thirds to compose a discordant image; or another advanced composition technique covered in Book 3 Mastering Photography. (Activity 6, 7)
- *B182040 **Portrait Print** - A great portrait captures not only a person’s physical image, but also something of the person’s character or personality. Photos may be either formal or informal but must be of one or more human subjects. (Activity 9)
- *B182050 **Still Life Print:** Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)
- *B182060 **Freeze/Blur the Moment Print:** Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)

Resources:

- Photography Basics – Get to know your camera; practice keeping camera steady and level; practice taking photos, noticing natural light; notice shadows and their potential in photography; practice using natural light from several different directions; practice using flash for fill, solving red-eye problems; evaluate background, middle-ground, and foreground when taking photos; practice filling the frame with the subject; practice eliminating background clutter in photos; practice using different viewpoints and perspectives in photos; compose creative, unusual photos; compose variety of selfies; take photos of people, places, and things; sequence photos to tell a story; create black and white photos; evaluate photos using critical thinking. https://4hcurriculum.unl.edu/index.php/main/program_project/28
- Next Level Photography – Get to know your camera’s capabilities using zoom; practice using different lens filters; practice using light to portray a specific mood; practice taking photos of reflections; practice taking photos without the flash feature on your camera; practice using the Rule of Thirds and the Rules of the Golden Triangle and the Golden Rectangle; practice taking photos from different points of view/perspectives; practice creating photos with interesting negative spaces; practice capturing unposed, candid shots of a subject or event; practice taking photos of “bits and pieces” of ordinary objects to create a work of art; practice using a camera to create a panorama; use color to create photos that are cool warm, monochromatic, contrasting, and/or complementary; practice taking photos with a specific purpose in mind to teach, instruct, or sell a product or service; evaluate photos that represent body of work. https://4hcurriculum.unl.edu/index.php/main/program_project/29
- Mastering Photography – Get to know your camera’s capabilities using the mode dial; practice capturing a focal point understanding how camera equipment and depth of field effects the photo; practice taking photos in low-light situations; practice taking photos that help you get the correct exposure; practice taking silhouettes; practice composing photos that include geometric shapes and interesting framing; practice composing photos that break photography “rules”; practice taking still-life photos; practice capturing portraits showing a person’s character and personality; practice taking photos of interesting shapes, patterns, and textures; practice capturing photos where the subject is in motion; practice taking photos that are outside the normal limits: astrophotography, underwater, infrared; practice creating creative joiners; evaluate photos that represent body of work. https://4hcurriculum.unl.edu/index.php/main/program_project/30

PHYSICS – POWER OF WIND

RULES

- 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.
- 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" x 22" when ready for display. Example: trifold poster boards are not 28" x 22" when fully open for display.

- *H900001** **Create and Compare Energy Resources Poster** – (SF307) - Poster should explore 2 alternative/renewable energy resources. Compare and contrast the 2 resources including two of the following information: amount of energy created, costs of production, usability of the energy, pros/cons of environmental impacts, etc. Posters can be any size up to 28" by 22.
- *H900002** **Experiment Notebook** – (SF305) - Notebook will explore the scientific method involving alternative/renewable energy sources. Information required. 1.) Hypothesis 2.) Research 3.) Experiment 4.) Measure 5.) Report or Redefine Hypothesis.
- *H900003** **Solar as Energy Display** – (SF308) - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar ovens, solar panels, etc.
- *H900004** **Water as Energy Display** – (SF308) - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of water.
- *H900005** **Wind as Energy Display** – (SF308) - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of wind.
- *H900006** **Other Nebraska Alternative Energy** – (SF306) - Notebook should explore Nebraska an alternative energy source besides wind, water, and solar power. Include information on type of power chosen, infrastructure for distribution, what resources are needed to create this alternative resource, cost of production, and potential uses of bio-products.

Resources:

- 4-Wheelin' Physics Fun – Learn basic principles of physics, such as friction, energy, elasticity; Do experiments with a radio-controlled pickup
https://4hcurriculum.unl.edu/index.php/main/program_project/133
- The Power of Wind – Learn about wind and its uses; Design, create, build, and test a wind-powered device; Explore wind as a potential energy source in the community.
https://4hcurriculum.unl.edu/index.php/main/program_project/134

QUILT QUEST

RULES

- A. 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.
- B. In the Premier class, the 4-Her has developed skills to be able to do all of the work by himself/herself. This includes pattern and fabric selection, cutting and sewing individual pieces, layering the quilt top/batting/backing together, and quilting. Quilting may be done by hand, by sewing machine or by a commercial-grade quilting machine. After quilting, the 4-Her must finish the quilt by "squaring it up," put binding on the edge, and placing a label on the quilt which provides details about the quilt making process for historical purposes.
- C. All entry cards and support information must be attached using a safety pin. No straight pins.
- D. When judging Quilt Quest exhibits, the judges consider SF209 "Standards for Judging Quilts and Quilted Items."
- E. For all classes, 4-Hers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-Hers may also use "fabric collections" offered by manufacturers in a particular designer or fabric line. Examples of fabric collection include:
 - Jelly Rolls are made of (up to) 40 different strips of 2 ½" wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-Hers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
 - Honey Buns are made like the Jelly Rolls with 1 ½" strips of fabrics.
 - Layer Cakes are 10" squares of fabric from a manufactured designer or fabric line with different pieces of fabric "layered" on top of one another to look like a piece of cake.
 - Charm Packs are made of 5" squares of coordinating fabric and may be tied up with a string or scrap of fabric.
 - Candies are 2.5" squares of fabric from a manufactured designer or fabric line.
 - Turnover is a collection of coordinating fabrics that are cut into 6" triangles.
 - Fat Quarters are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18" x 21". (One half yard of fabric yields 2 fat quarters). The "fat quarter" can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.
 - Fabric Kit is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-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 tools for cutting the fabric and completing the quilt. Cutting into pattern pieces may include hand roller die cutting machines that cut particular shapes which can be applied to fabric. This is allowed in the construction of the quilt.

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

C229001 **My First Quilt** - 4-H'er may enter their first quilt in this class, any size.

C229002 **One Block Project** - Fabric block made and finished, with a border, into a table mat or other small project.

C229003 **Hand Quilting** - Small project on plain fabric, finished into a useable item hand quilted by the 4-H'er. Templates may be used for the quilt design, or they may be hand drawn or traced from other sources. May make into a pillow, wall hanging, or other finished item.

C229004 **Other**

***C229010** **Exploring Quilts** – (SF208C) - 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, and 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" 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.

Quilt Design other than Fabric - Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website, please note this is in the Home Environment information sheet: <https://unl.app.box.com/s/8tlog5jhw8fa2cztvrh6y71pq1rp8e6v> Exhibits without supporting information will be dropped a ribbon placing.

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

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 the Home Environment information sheet: <https://unl.app.box.com/s/8tlog5jhw8fa2cztvrh6y71pq1rp8e6v>. Exhibits without supporting information will be dropped a ribbon placing.

***C229021 Barn Quilt Created less than 4 x 4** - (SF208B)

***C229022 Barn Quilt Created larger than 4 x 4** - (SF208B)

***C229030 Computer Exploration** – (SF208C) - Notebook or poster with a minimum of 6 computer generated quilt designs or color variations on a quilt design. Include information of 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.

***C229040 Wearable Art** – (SF208A) - Quilted clothing or clothing accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H member. On a half sheet of 8 ½ x 11-inch paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.

***C229041 Inter-Generational Quilt** – (SF208E) - A quilt made by a 4-H member and family members or friends of different generations. On a half-sheet of 8 ½ x 11-inch paper, include an explanation answering the following questions: A) How was the quilt planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you learn that you can use on your next project?

***C229042 Service Project Quilt** – (SF208D) - A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 ½ x 11-inch paper, include an explanation answering the following questions: A) Why was the quilt constructed and who will receive the donated quilt? B) How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? D) What did you learn that you can use on your next project?

Guidelines for entries Classes 50 - 83.

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

QUILTED EXHIBITS

Classes 50 –52 - (SF208A) - Pieced quilts made up of squares and/or rectangles.

***C229050** **Small** - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.

***C229051** **Medium** - length + width = 61" to 120"

***C229052** **Large** - length + width = over 120"

Classes 60 – 62 - (SF208A) - In addition to any of the methods in classes 50–52, quilts may have triangles, and/or may be embroidered.

***C229060** **Small** - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.

***C229061** **Medium** - length + width = 61" to 120"

***C229062** **Large** - length + width = over 120"

Classes 70 –72 - (SF208A) - In addition to any of the methods in classes 50–62, quilts may have curved piecing, applique, Celtic style, stained glass style, paper piecing, art quilt style (An art quilt is an original exploration of a concept or idea rather than the handing down of a "pattern". It experiments with textile manipulation, color, texture, and/or a diversity of mixed media. An Art Quilt often pushes quilt world boundaries), or other non-traditional styles.

***C229070** **Small** - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.

***C229071** **Medium** - length + width = 61" to 120"

***C229072** **Large** - length + width = over 120"

PREMIERE QUILT

Classes 80 –83 - (SF208A) - 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.

***C229080** **Hand Quilted**

***C229081** **Sewing Machine Quilted**

***C229082** **Long Arm Quilted** - Non computerized/hand guided

***C229083** **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

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.

RULES

- 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.

BOOKS

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

Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness, and conformation to project requirements.

Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet:

1. Scientific name (in italic or underlined), with authority
2. Common name
3. County of collection
4. Collection date
5. Collector's name
6. Personal collection number, indicating order that plants were collected in your personal collection
7. Other information, depending on class selected, i.e., value and importance, life span, growth season, origin, major types of range plants.

This information should be typed or printed neatly.

- *D330001** **Value & Importance for Livestock Forage & Wildlife Habitat & Food Book** - (SF260) - A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value, & 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide (EC 150, Revised July 2016) starting on page 42. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.
- *D330002** **Life Span Book** – (SF260) - A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- *D330003** **Growth Season Book** - (SF260) - A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- *D330004** **Origin Book** – (SF260) - A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.
- *D330005** **Major Types of Range Plants Book** – (SF260) - A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like, and 3 shrubs.
- *D330006** **Range Plant Collection Book** – (SF260) - A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

DISPLAYS

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

- *D330007** **Parts of a Range Plant Poster** – (SF259) - Mount a range plant on a poster board. Label all the plant parts. Include the plant label in the lower right corner, including the scientific and common name of the plant. Put your name and 4-H county on the back of the poster.

BOARDS

Boards should be no larger than 30" wide by 36" tall. Boards should be adequately labeled.

- *D330008** **Special Study Board** – (SF260) - A display of the results of a clipping study, a degree of use study, range site study, etc. A short essay must accompany the display to explain the reason for the study, what was learned, and study results. This should be placed in a sheet cover attached to the board.
- *D330010** **Junior Rancher Board** – (SF260) - This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc.

Resources:

- Reading the Range – Learn the names of range plants; Identify and collect range plants; Explore the basics of range management https://4hcurriculum.unl.edu/index.php/main/program_project/116
- Using Nebraska Range – Study Nebraska grassland heritage; Understand plant vigor and the effects of grazing; Identify range sites; Calculate range conditions; Understand stocking rates https://4hcurriculum.unl.edu/index.php/main/program_project/117
- Weed Science – Learn the names of range plants; Identify and collect range plants; Explore the basics of range management https://4hcurriculum.unl.edu/index.php/main/program_project/118

ROBOTICS

RULES

- 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 the owner of the exhibit 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" x 22" when ready for display. Example: trifold poster boards are not 28" x 22" when fully open for display.
- D. Youth enrolled in Virtual Robotics, Junk Drawer Robotics (Levels 1, 2, or 3), or Robotics Platforms may exhibit in any class within this division.

Team Entries: To qualify for entry, team materials entered in robotics classes that are clearly the work of a team instead of an individual must have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H members on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing. Creating a video of your robot in action would be helpful for the judges but is not mandatory present as a CD Rom with your robot entry. Videos should be uploaded to a video streaming application and exhibitors should provide a hard copy QR code for viewing.

- *H861001** **Robotics Poster** - (SF236) - Create a poster (14"x22"0 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.
- *H861002** **Robotics Notebook** – (SF237) - Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables or other evidence of the 4-H'ers learning experience. The notebook should contain at least three pages. Topics could include a programming challenge, a programming skill, calibration, sensor exploration, or any of the topics suggested in Class 1.
- *H861003** **Robotics Video** – (SF238) - This class should be displayed in a notebook. The notebook should include a video clip on a CD/DVD that demonstrates the robot performing the programmed function. Include your pseudo code and screenshots of the actual code with a written description of the icon/command functions. All videos for county fair should be emailed to Jenny Nixon jnixon@unl.edu by fair entry deadline. Files must be saved in a PC compatible format with county name and last name of participant before emailing.
- *H861004** **Robotics /Careers Interview** – (SF239) - Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double spaced, 12-point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.
- *H861005** **Robotics Sensor Notebook** – (SF241) - Write pseudo code which includes at least one sensor activity. Include the code written and explain the code function.
- *H861007** **Kit Labeled Robot (cannot be programmed) and Notebook** – (SF243) - This class is intended for explorations of robotic components such as arms or vehicles OR educational kits marketed as robots that do not have the ability to be programmed to "sense, plan and act." The exhibit should include a notebook with the robot the youth has constructed. Included in the notebook should be 1) a description of what the robot does, 2) pictures of programs the robot can perform, 3) why they chose to build this particular form, and 4) how they problem solved any issues they might have had during building and programming. A picture story of assembly is recommended.
- *H861008** **3D Printed Robotics Parts** – (SF244) - This class is intended for youth to create parts through 3D printing, that help create their own 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.

Resources:

- Junk Drawer Robotics 1 – Discover the design and functions of robotic arms; Build a robotic arm that moves.
https://4hcurriculum.unl.edu/index.php/main/program_project/136
- Junk Drawer Robotics 2 – Explore robot movement, power transfer, and locomotion; Design and build machines that roll, slide, draw, or move underwater
https://4hcurriculum.unl.edu/index.php/main/program_project/137
- Junk Drawer Robotics 3 – Make the connection between the mechanical and electronic elements of robots; Explore sensors, write programs, build circuits, and design your own robot.
https://4hcurriculum.unl.edu/index.php/main/program_project/138
- Robotics Platforms – Use commercial robotics kits to explore the world of robotics; Learn to program your robot using sensors, loops, and conditional statements.
https://4hcurriculum.unl.edu/index.php/main/program_project/139
- Virtual Robotics – Learn how robots are designed and developed; Program your own virtual robots and test it in a variety of environments.
https://4hcurriculum.unl.edu/index.php/main/program_project/135

ROPE

Requirements: Each rope exhibit must be mounted on a board that is ¼"x 24"x32". 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: 1) end whipping, 2) eye splice, 3) crown splice, 4) rosebud, 5) Matthew Walker knot, or 6) diamond knot.

H748001 **Rope Display:** At least two and no more than 12 knots, hitches, splices (include two splices) made of 3/8" rope. Include appropriate board title and item labels. The ends of all ropes must be whipped. Judging consideration will be given to difficulty of items shown on the board.

H748002 **Single Loop or Double Loop Halter:** Sheep and goats use 3/8" rope

H748003 **Single Loop or Double Loop Halter:** Cattle and horses use 5/8" or ¾" rope

H748004 **Other Rope**

SAFETY

SAFETY

- *E44001** **First Aid Kit** – (SF110) - A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written 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 the Citizen Safety manual, 4-H 425, pages 6 & 7. Kits containing any of the following will be automatically disqualified.
1. Prescription medications. (If the kit's purpose is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication.)
 2. Materials with expiration dates on or before the judging date (This includes sterile items, non-prescription medications, ointments, salves, etc. Articles dated month and year only are considered expired on the last day of that month.)
 3. Any controlled substance.
- *E440002** **Disaster Kits (Emergency Preparedness)** - (SF111) - Disaster kits must contain the materials to prepare a person or family or emergency conditions caused by a natural or man-made incident. Selection of materials is left to the exhibitor. Family or group kits must have enough material or items for each person. A description of the kit's purpose, the number of people supported, and a list of contents is required. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. *Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit.*
- *E440003** **Safety Scrapbook** - (SF292) - must contain 15 news articles from print and/or internet sources about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The Scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½" x 11" size papers. Correct sentence structure, readability and thorough explanations are an important part of judging.
- *E440004** **Safety Experience** – (SF190) - 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.
- *E440005** **Career in Safety** – (SF191) - The exhibit should identify a specific career area in the safety field and include education and certification requirements for available positions, salary information, demand for the field and a summary of the youth's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, some military assignments, law enforcement officers, emergency room medical personnel 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 websites or interviews with career placement or guidance counselors. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

FIRE EDUCATION

- *E450001** **Fire Safety Poster** – (SF269) - This is a home floor plan drawn to scale showing primary and secondary escape routes and where fire extinguishers and smoke detectors are located. Draw every room, including all doors and windows. Use black or blue arrows showing primary escape routes from each room. Use red arrows showing secondary routes to use if the primary routes are blocked. Primary and secondary escape routes must lead outside to an assembly location. Documentation should include evidence the escape plan has been practiced at least four times. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".

- *E450002** **Fire Safety Scrapbook** – (SF270) - The scrapbook must contain 10 news articles from print and/or internet sources about fires to residential or commercial properties or landscapes. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½" x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging. (Scoresheet SF270)
- *E450003** **Fire Prevention Poster** – (SF268) - Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Halloween, 4th of July, etc.). Originality, clarity, and artistic impression will all be judged. Do not include live fireworks, matches or other flammable/explosive/hazardous materials. Any entry containing this material will be disqualified. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28".

Resources:

- Safety – Learn how to report an emergency; learn basic first aid; Find out how to stock a first aid kit: Discover strategies for safety at home and away https://4hcurriculum.unl.edu/index.php/main/program_project/86
- Fire Safety – Design a poster about fire safety; Learn to develop fire escape plans https://4hcurriculum.unl.edu/index.php/main/program_project/87
- All-Terrain Vehicles (ATV) – Find out how to use ATV's safely; Learn about troubleshooting and emergency procedures; Find out about hazards of the trail; Learn how to dress appropriately when riding. https://4hcurriculum.unl.edu/index.php/main/program_project/88
- Tractor Safety – Learn to operate a tractor safely; understand tractor controls and safety checks https://4hcurriculum.unl.edu/index.php/main/program_project/89

VETERINARY SCIENCE

RULES

- A. The purpose of a Veterinary Science exhibit is to inform the public about a common health problem of animals or a veterinary science principle. Do not confuse veterinary science exhibit topics with animal husbandry, history, or production topics.
- B. A Veterinary Science exhibit may consist of a poster, notebook, or a display. The exhibit may represent material from any of the Veterinary Science projects including entry level exhibits from Unit I.
- C. If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate. For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown, for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.
- D. **First-Aid Kits:** Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, animal first aid kits containing any drugs or medications will be immediately disqualified and not displayed. First Aid kits wishing to include medication information should instead utilize written descriptions, photographs, drawings, computer generated printouts or empty packaging of pharmaceuticals.
- E. **Veterinary Science Posters:** This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal.
- F. **Veterinary Science Displays:** A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example: skeleton; teeth; samples of leather, fur, or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22" x 28" or on 1/4" plywood or equivalent that does not exceed 24" high or 32" wide or in a three-ring binder or another bound notebook format.
- G. **Appropriate Veterinary Science Topics:**
 - Maintaining health
 - Specific disease information
 - Photographic display of normal and abnormal characteristics of animals
 - Animal health or safety
 - Public health or safety
 - Proper animal management to ensure food safety & quality
 - Efficient and safe livestock working facilities
 - Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science
- H. *Remember, since these are science displays, all references and information need to be properly cited. Proper sources include but are not limited to: Professional journals and publications, professional AVMA accredited websites, interviews with Veterinarians and excerpts from Veterinary Educational Literature.

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

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

Resources:

- Animal Disease - Study bacteria, viruses, and parasites; Learn about disease relationship to nutrition, stress, heredity, and poison; Learn basic disease prevention techniques
https://4hcurriculum.unl.edu/index.php/main/program_project/22
- Animal Health and Its Relationship to Our World – Study environmental influences on animal health; Learn about maintaining animal health; Explore veterinary medicine as a career
https://4hcurriculum.unl.edu/index.php/main/program_project/23
- The Normal Animal – Take an animal's temperature and pulse; Recognize healthy skin and membranes; Clean and disinfect animal quarters.
https://4hcurriculum.unl.edu/index.php/main/program_project/21
- Veterinary Science – Understand animals basic needs; Keep health records; Learn about future veterinary science technology
https://4hcurriculum.unl.edu/index.php/main/program_project/20

VISUAL ARTS

RULES

- A. 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.
- B. Display – Items should be ready for display, framed, ready to hang, etc. No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command Strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.
- C. Entry Descriptions – Entry tags should include a clear, visual description of the exhibit, such as colors, size, or subject to aid in identification.
- D. Supporting Information – Supporting information is required for all Visual Arts exhibits. Information must include responses to at least two reflection questions and steps taken to complete the project. Supporting Information tag templates can be found at <https://go.unl.edu/ne4hvisualarts>. Exhibits without supporting information will be dropped a ribbon placing.

SKETCHBOOK CROSSROADS

Exhibitors in Sketchbook Crossroads should be utilizing the mediums, skills, and techniques they have developed in their visual arts project, especially topics covered in the Sketchbook Crossroads manual.

- *C260001 **Original Pencil or Chalk Drawing** - (SF200) – framed ready to hang. Scratch art is accepted here. (Sketchbook Crossroads p. 10-21)
- *C260002 **Original Ink Drawing** - (SF200) – framed and ready to hang. (Sketchbook Crossroads p. 22-28)
- *C260003 **Original Fiber Art** - (SF200) - (Sketchbook Crossroads p.29)
- *C260004 **Original Felted Wool Art** - (SF200) - (Sketchbook Crossroads p. 29-33)
- *C260005 **Original Cotton Linter Art** - (SF200) - (Sketchbook Crossroads p. 34-36)
- *C260006 **Original Batik Art** - (SF200) - (Sketchbook Crossroads p. 37-39)
- *C260007 **Original Weaved Art** - (SF200) - (Sketchbook Crossroads p. 40-47)
- *C260008 **Original Dyed Fabric Art** - (SF200) - (Sketchbook Crossroads p. 48-50)
- *C260009 **Original Sculpture or Pottery** - (SF200) - (No purchased items) (Sketchbook Crossroads p. 53-62)
- *C260010 **Nebraska Life Exhibit** – (SF200) - An art exhibit using one of the techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example - a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants, or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska.

PORTFOLIO PATHWAYS

Exhibitors in Portfolio Pathways should be utilizing the mediums, skills, and techniques they have developed in their visual arts project, especially topics covered in the Portfolio Pathways manual.

- *C261001 **Original Acrylic Painting** - (SF200) - framed and/or ready to hang. (Portfolio Pathways p. 10-35)
- *C261002 **Original Oil Painting** - (SF200) - framed and/or ready to hang. (Portfolio Pathways p. 10-35)
- *C261003 **Original Watercolor** - (SF200) - framed and/or ready to hang. (Portfolio Pathways p. 10-35)
- *C261004 **Original Sand Painting** - (SF200) - framed and/or ready to hang. (Portfolio Pathways p. 10-35)
- *C261005 **Original Encaustic Painting** - (SF200) - framed and/or ready to hang. (Portfolio Pathways p. 10-35)
- *C261006 **Original Print** - (SF200) - framed and/or ready to hang. (Portfolio Pathways p. 36-56)
- *C261007 **Original Mixed Media Art**– (SF200) - An art exhibit using a combination of two or more different media or materials.
- *C261008 **Nebraska Life Exhibit** - (SF200) - An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example – solar printing; making prints using shed snakeskin or plant; an acrylic, oil; watercolor painting of scenes of your community or the surrounding area; or using objects from nature to make the painting. Include the required information listed above and how this project represents Nebraska life.

Resources:

- 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
- 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

WELDING

RULES

- 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" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent, so the judge can look at the bottom side of 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.
- G. All outside projects MUST have entry tag and supporting information placed in a protective bag to prevent damage from weather events such as rain and be ATTACHED to the projects with string, zip ties. Etc.

ARCS & SPARKS

- A. All welds exhibited in class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8".
- B. Attach each weld on a wire loop hinge or equivalent, so the judge can look at the bottom side of the weld when necessary.
- C. 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
 5. Electrode/wire/rod ID numbers
- D. Attach a wire to display board so it can be hung like a picture frame. No picture frame hangers accepted.
- E. If no plans are included with welding article or welding furniture, item will be disqualified.

4-H Welding Project Tips and Suggestions: Class 1

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

4-H Welding Project Tips and Suggestions: Class 2

- A. It is suggested that all welds be on same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4" x 4" or on individual coupons that are about 2" x 4" inch and ¼" thick. Suggested rods for this class of position welds for AC and DC straight or reverse polarity is, first E-6013, second E-7014 and E-6010 for DC reverse polarity only.
- B. 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-H Welding Project Tips and Suggestions: Class 3 & 4

- A. 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.

- *H920001** **Welding Joints** – (SF281) - a display of one butt, one lap and one fillet weld.
- *H920002** **Position Welds** – (SF281) - a display showing three beads welded in the vertical down, horizontal, and overhead positions.
- *H930003** **Welding Art** – (SF283) -any art created using tack welds to hold the metal pieces together (examples include horseshoe projects). Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.
- *H920004** **Welding Article** – (SF281) - any shop article where welding is used in the construction. 60% of item must be completed by 4-H'er and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because you project may be displayed outside.
- *H920005** **Welding Furniture** – (SF282) - any furniture with 75% welding is used in the construction. 60% of item must be completed by 4-H'er and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. May be displayed outside. If project is designed to be outside, it is required to have appropriate outdoor finish because your project may be displayed outside.
- *H920006** **Plasma Cutter/Welder Design** – (SF279) - Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4-H'ers will create a notebook describing the design process to create the "artwork" to butt cut into the metal. This item is not eligible for entry at the State Fair. In the notebook include:
 - 1. A photo (front and back) of the finished project.
 - 2. Instructions on how the design was created (include software used), this allows for replication of the project
 - 3. Lessons learned or improvements to the project
 - 4. Steps to finish the project.
- *H920007** **Composite Weld Project** – (SF280)-60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. Type of welder, welder settings, all plans, plan alternations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish because the project may be displayed outside.

Resources:

- ARC Welding – Learn to cut metal with an arc solder; Weld high carbon, spring steel and alloy steels; Weld horizontal, vertical, and overhead positions.
https://4hcurriculum.unl.edu/index.php/main/program_project/143

WOODWORKING

RULES

- 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 exhibited must include a plan (with drawings or sketch or blueprints) stating dimensions and other critical instructions a builder would need to know how to build the project. Plans may include narrative instructions in addition to the dimension drawings and include any alternations to the original plan. Part of the score depends on how well the project matches the plans. If the plans are modified, the changes from the original need to be noted on the plans. All plans used for making the article must be securely attached and protected by a clear plastic cover.
- C. If the project (i.e. picnic tables, wishing wells, swings, chairs, bridges, doghouses, etc.) is designed to be used outside it will be displayed outside.
- D. All outside projects MUST have supporting information placed in a protective bag to prevent damage from weather events such as rain and be ATTACHED to projects with string, zip ties, etc.

4-H'ers must be in Unit 3 or Unit 4 for the exhibit to be considered for State Fair.

WOODWORKING UNIT 1 – MEASURING UP

- H911011** **Article Made with Hand Tools:** Select from Unit I or use comparable plans from other sources.
H911012 **Other Woodworking:** All Levels

WOODWORKING UNIT 2 – MAKING THE CUT

- H911013** **Article as Shown in Unit II:** Or comparable items using power hand tools, electric jig saw, power drill, and/or oscillating sander.
H911014 **Article Using Large Power Tools:** This is to include cabinet construction and/or advanced skills.

WOODWORKING UNIT 3 – NAILING IT TOGETHER

- *H911001** **Wood Working Article** – (SF91) - Item should be made using either joints, hinges, dowels, or a dado joining made using skills learned in the Nailing It Together manual. Item is required to be appropriately finished. Examples include: bookcase, coffee table or end table.
- *H911003** **Recycled Woodworking Display** – (SF95) - 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 of 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?)

- *H911004 Composite Wood Project** – (SF96) - 60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alternations must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside.
- *H911005 Outdoor Wood Project made with Treated Wood** – (SF97) - Treated wood projects DO NOT have to have a finished coating. All plans and plan alternations must be attached to the article. Protect plans with a cover. If project is designed to be outside. Examples include: picnic tables, planters, outdoor furniture, etc.

WOODWORKING UNIT 4 – FINISHING UP

- *H911006 Woodworking Article** – (SF91) - Item made using skills learned in the Finishing It Up Project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.
- *H911008 Recycled Woodworking Display** – (SF91) - Article made from recycled, reclaimed, or composite wood. Article must be appropriately finished **and/or sealed** and utilize one or more woodworking techniques from page 2 of the Unit 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 of 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?)

Resources:

- Woodworking Wonders 1 - Develop skills such as measuring, squaring, and cutting a board, driving nails, and using clamps and screws; Build a picture frame, a letter holder, a box, or an airplane: https://4hcurriculum.unl.edu/index.php/main/program_project/144
- Woodworking Wonders 2 - Measure, cut, sand, drill, and use advanced hand and power tools; Apply paint and use bolts and staples; Build a sawhorse, birdhouse, toolbox, or a stool: https://4hcurriculum.unl.edu/index.php/main/program_project/145
- Woodworking Wonders 3 - Practice measuring angles, cutting dado and rabbet joints; Use a circular saw, a table saw, and a radial arm saw; Sand and stain wood: https://4hcurriculum.unl.edu/index.php/main/program_project/146
- Woodworking Wonders 4: https://4hcurriculum.unl.edu/index.php/main/program_project/205

CLOVER KIDS

(AGES 5-7)

Membership—COUNTY ONLY

The 4-H Clover Kid Program is for youth between the ages five - seven years old on January 1 of the current calendar year. 4-H Clover Kid exhibitors must be enrolled in a 4-H club or as an individual 4-H member by the enrollment deadline.

CLOVER KIDS RULES:

- A. Animals and animal subject matter can contribute to Clover Kids objectives. However, for safety, liability, and competitive reasons often associated with livestock shows, some restrictions are necessary to maintain Clover Kids program objectives. The Clover Kids program will be developmentally appropriate and involve the following components:
- Encourage involvement of parent or significant adult
 - Focus on self-esteem and provide positive feedback
 - Foster the development of life skills that are essential for the cognitive, social, emotional, and physical maturation of youth by providing a unique educational opportunity
 - Share through cooperative learning
 - Noncompetitive — emphasizing fun and success of every child
 - Programs are activity-focused and not project focused
 - Recognize individuals for participation
 - Present recognition and incentives without rank or placing
- B. Specific reasons for being cautious with direct large animal involvement are as follows:
- Children eight and under often lack the mental and physical skills for controlling and understanding the strength of large animals (Livestock Conservation Institute, 1994).
 - Young children may lack the strength, balance, and attention span to adequately manage large animals (American Medical Equestrian Association, 1993).
 - Because of these reasons, Clover Kids programs involving live animals must adhere to the following:
 - Exhibition only includes enrolled 4-H Clover kid members, 4-H does not sponsor or support peewee events or exhibition. Peewee referring to non 4-H age youth.
 - Exhibition includes discussions with youth based on their knowledge of the care and raising of the animal.
 - Exhibitors show in a non-competitive setting for participation only.
 - Age, size, and temperament of animal projects must be appropriate for the exhibitor's age and size.
 - Horse projects and/or horseless projects are not allowed or an option for Clover Kids. They are not allowed to handle, ride, or participate in or at 4-H events.
 - Calves or other animals weighing more than 350 pounds at time of show are not allowed or appropriate for this age group.
 - Animals that are appropriate for this age group include calf, sheep, swine, goat, dog, poultry, rabbit, cat, and companion animals.
 - There will be one adult/teen volunteer present for every Clover Kid member that is handling or exhibiting animals. This applies to all animal projects.

CLOVER KID – JUST OUTSIDE THE DOOR

- L930001** Plant Grown from Seed
L930002 Seed Mosaic
L930003 Bird Feeder - homemade with recycled or purchased materials
L930004 Insect Model – Create insect using any kind of non-edible media; include all parts of insect: six legs, one pair of antennae and three body sections
L930005 Critter Craft – Make an insect (it can be an imaginary one!) out of recycled/craft items.
L930006 Favorite Fruit - made from non-edible media

CLOVER KID – AEROSPACE & PHYSICS

- L931001** Paper Flyers – Make your favorite kind of paper flyer. Can be a helicopter, airplane, rocket, or any flying machine.
L931002 Homemade Space Helmet – Use your imagination!
L931003 FIRE AWAY! – Build a catapult out of materials you can find around your house.
L931004 Lego Creations – Can be stationary or mobile

CLOVER KID – FAMILY CELEBRATIONS AROUND THE WORLD

- L932001** Family Traditions – Photograph and description of a family celebration mounted on 8 ½" x 11" poster board.
L932002 Name Rhyme – Write a rhyme about your name and what it means. Exhibit on 8 ½" x 11" paper or poster board.
L932003 Cultural Fixtures – Examples could include homemade Mexican Piñatas, Dream Catchers, Chinese Fans, Folk-art, brand/ranch history, etc.
L932004 Patriotism – Show off your red, white, and blue pride with a craft, poster, or essay!

CLOVER KID – WHATCHA GOT COOKIN'?

- L933001** Cookies – four on a plain white paper plate
L933002 Healthy Snack – ½cup non-perishable snack in small sealed bag or on small plate
L933003 Plain - Not Frosted Cupcake or Muffin - 4 on a plain white paper plate
L933004 Decorated Cupcake - 1 on a plain white paper plate

CLOVER KID – MAKING FOOD FOR ME

- L933010** Making Food For Me Placemat: Colored and decorated. Lamination or protection with clear contact paper advised. (Center page in Save a Place For Me project book)
L933011 Food Cards: Neatly cut and colored Food Cards, in self-sealing plastic bag or other secure container. (Pages 67 - 69 Leaders Guide).
L933012 Grain Collage: Neatly cut and pasted pictures of grains cutout and displayed on collage. (Page 40 Leaders Guide).
L933013 Dairy Tasting Party: Completed Dairy Tasting Party form from Project Book (Page 17). May be copied or cut from manual.
L933014 Protein Collage: Neatly cut and pasted pictures of protein sources and foods displayed on collage. (Page 53 of Leaders Guide).
L933015 Healthy Snack: Four cookies, bars, muffins, etc., on a paper plate, or at least 1 cup of mix. (Examples might include: snack mix made from a cereal base, no-bake or simple cookie or granola bar).

CLOVER KID – CREATE YOUR CORNER

- L934001** Be Organized! - Collage or Bulletin Board – no larger than 14" x 22"
L934002 Trash to Treasure – convert an item (or items) around your house or yard into something fun, useful, or pretty!
L934003 Yard or Outdoor Decoration – Make a flowerpot, door wreath, steppingstone, masonjar lanterns, etc.
L934004 Scrapbooking– Limited to 1 page
L934005 Click and Capture! – 5 pictures of related theme. Mounted on no larger than 14"x22"

CLOVER KID – A SPACE FOR ME

- L934010 **Needlework item:** (made with yarn or floss)
- L934011 **Simple fabric accessory:** like a pillow, laundry bag, pillowcase, table runner, etc.
- L934012 **Accessory made with original batik or tie dye**
- L934013 **Simple accessory made using wood**
- L934014 **Simple accessory made using plastic**
- L934015 **Simple accessory made using glass**
- L934016 **Simple accessory made using clay**
- L934017 **Simple accessory made using paper**
- L934018 **Simple accessory made using metal tooling or metal punch**
- L934019 **Storage item made or recycled**
- L934020 **Bulletin or message board**
- L934021 **Problem solved:** Use a creative method to show you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)
- L934022 **Video:** showing how to make a bed, organize a room, or the steps you used to make your simple accessory

CLOVER KID – EXPLORING ANIMALS

- L935001 **Create a Critter** – Draw or make a model of an animal using different parts from different animals
- L935002 **Animal Care Collage** – Discuss and identify proper care, feed, etc.
- L935003 **A&P Poster** – Identify body parts and structure of an animal (poster)
- L935004 **Animal Sculpture** – any type of medium; i.e., clay, play dough, bread dough clay, etc.

CLOVER KID – BEGINNER TEXTILES *

(Entries for these classes will be judged the day of the Fashion Show, and then displayed during the week of fair at the Art Hall.)

These items can modeled at the Fashion Revue.

- L937001 **T-Shirt Embellishment** – This category can include tie-dye, wax and/or iron on designs, bedazzling, etc.
- L937002 **Accessories!** – This category can include bracelets, headbands, sunglasses, shoes, hats, scarves, aprons, gloves, etc. Can be embellished or made from scratch.
- L937003 **Upcycle** – Take something old and give it a makeover!

CLOVER KID – STRUT YOUR STUFF!

- L936001 **Fashion Show Participant**

