*SIMPLIFIED VERSION
– SCHEDULE COMING SOON *

CITIZENSHIP & CIVIC EDUCATION
DEPARTMENT A
Julie Roebke & Linda Eberspacher, Co-Superintendents

All exhibits must be pre-entered at the Seward County Extension Office by July 10th.
*denotes entries not eligible for State Fair

Department A – 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.
•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.
•Please note: Exhibits are entered at 4-H’ers own risk. We will not be responsible for loss or
damage to family
heirloom items or any items in this division. Displays should not be larger than 22” x 28” wide.
If the size
needs to be a different size because the historical item is larger than 22” x 28” please contact the
superintendents for approval. Display collections securely in an attractive container no larger
than 22” x 28”.
•Supporting Material: All entries must have a statement explaining:
  1. The purpose of the exhibit.  2. How the exhibit will be used.  3. 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.  4. 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.) 5. Identification: All entries should be
labeled with exhibitor’s name, club and county.
•Entries: Each exhibitor is limited to one item per class.
Division 901 – 4-H Flops are Educational
Category #7
Class 1

**Department A flop in any class.** On a sheet of paper, tell why it was a flop and what you learned as a result of it.

Division 120 – Citizenship: Public Adventures
Category #7
Class 1

**Care Package Display**– This exhibit is a display about the PROCESS of creating a care package, not the actual care package. You may use a poster, PowerPoint or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. PowerPoint should be saved to a USB/thumb drive. You need to answer the following questions in your exhibit:

- How did you select the organization?
- What items did you include in your care package?
- Why did you select those items?
- How did it feel to present your care pack to the organization?
- What did you learn from this experience?
- Other information that you feel is important about the care package or organization.

Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc.

Class 2

**Citizenship Game**– which could include but isn’t limited to symbol flash cards, 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.

Class 3

**Patriotic or Cultural Fine Arts**– can be made of any art media but should tie in the relevance of the artwork to citizenship.

Class 4

**Public Adventure Scrapbook**– should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16” x 16”.

Class 5

**Public Adventure Poster**– should describe your Public Adventure or Service Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24” x 28”.

Class 6

**Written or Recorded Stakeholder Interview**– should follow the outline found in the Public Adventures curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted.
Class 7  **Written Citizenship Essay**—designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words.

Class 8  **For 9th - 12th Graders Only: Oral Citizenship Essay**—addressing the theme “Freedom’s Obligations” should be 3-5 minutes. No background music, singing or other enhancement allowed. All essays should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached.

Class 9  **Service Items**—can include but aren’t limited to lap quilt, Quilt of Valor and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.

Class 10  **4-H Club Exhibit**—should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item, Quilt of Valor or care package.

**Division 130 – Seeing i2i**  
**Category #7**

Class 1  **Cultural Fine Arts**—can be made of any art media but should symbolize what makes them unique.

Class 2  **How Are We Different? Interview**—should follow the interview guide in the participant manual on page 3 and should reflect on the differences and similarities between you and the person you are interviewing.

Class 3  **Name Art**—should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.

Class 4  **Family History**—depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.).

Class 5  **Cultural Food**—exhibit depicting a cultural food that is special to your family. Can be a story or essay.

Class 6  **“This is Who I Am” poem**

Class 7  **Poster**—that depicts what you have learned through the i2i Project.

Class 8  **Biography**—about a historical figure that has made a positive impact on our society or who has made a difference in the lives of others.

Class 9  **Play Script**—written about a different culture.

**Department A – HERITAGE**

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

Display should not be larger than 22” x 28” wide. If the size needs to be different because the historical item is larger than 22” x 28”, please contact the Extension Office for approval. Pictures and other hanging items must have a wire hanger for display purposes. Display collections securely in an attractive container no larger than 22” x 28”.

Exhibit must include NAME, COUNTY, AGE & PAST EXPERIENCE (years in Explore Your Heritage project) on back of exhibit.

All entries must have documentation included.

**Division 901 – 4-H Flops are Educational**

*Class 1*

Department A flop in any class. On a sheet of paper, tell why it was a flop and what you learned as a result of it.

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

*Class 1*

Heritage Poster or Flat Exhibit—Entries may be pictures, posters or items that depict family heritage. Exhibits must be supported by a written explanation.

*Class 2*

Family Genealogy/History Notebook—Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year’s work.

*Class 3*

Local History Scrapbook/Notebook—Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.

*Class 4*

Framed family groupings (or individuals) of pictures showing family history—Pictures must be supported by a written explanation.

*Class 5*

Other exhibits depicting the heritage of the member’s family or community—Exhibit must be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.

*Class 6*

4-H History Scrapbook—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.

*Class 7*

4-H History Poster—Poster relating 4-H history of local club or county or individual.

*Class 8*

Story or illustration about a historical event.

*Class 9*

Book review about local, Nebraska or regional history.
Class 10  **Other historical exhibits**— Attach an explanation of historical importance.

Class 11  **Family Traditions Book**— Exhibitor scrapbook depicting family traditions of the past.

Class 12  **Family Traditions Exhibit**— Story or illustration of a family tradition or event. Exhibit must be supported by a written explanation.

Class 13  **4-H Club/County Scrapbook**— Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year’s work.

Class 14  **4-H Member Scrapbook**— Scrapbook relating to individual 4-H member’s 4-H history. If multiple books included in exhibit, only bring book with most current year’s work.

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

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

Category #6

Class 1  **Heritage Poster or Flat Exhibit**— Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.

Class 2  **Family Genealogy/History Notebook**— Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year’s work.

Class 3  **Local History Scrapbook/Notebook**— Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.

Class 4  **Framed family groupings (or individuals) of pictures showing family history**— Pictures must be supported by a written explanation.

Class 5  **Other exhibits depicting the heritage of the member’s family or community**— Exhibit must be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.

Class 6  **4-H History Scrapbook**— 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.

Class 7  **4-H History Poster**— Poster relating 4-H history of local club or county or individual

Class 8  **Story or illustration about a historical event.**

Class 9  **Book review about local, Nebraska or regional history.**

Class 10  **Other historical exhibits**— Attach an explanation of historical importance.

Class 11  **Exhibit depicting the importance of a community or Nebraska historic landmark.**
Class 12 **Community Report**— Documenting something of historical significance from past to present.

Class 13 **Historic collection**— Displayed securely and attractively in a container no larger than 22” x 28”.

Class 14 **Video/DVD or slide/tape documentary of a family or a community event**— Must be produced and edited by 4-H member.

Class 15 **4-H Club/County Scrapbook**— Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year’s work.

Class 16 **4-H Member Scrapbook**— Scrapbook relating to individual 4-H member’s 4-H history. If multiple books included in exhibit, only bring book with most current year’s work.

Class 17 **Special Events Scrapbook**— 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.

**DEPARTMENT B**

**COMMUNICATIONS & EXPRESSIVE ARTS**

All exhibits must be pre-entered at the Seward County Extension Office by July 10th.

*denotes entries which are not eligible for State Fair*

**General Department Rules**

1. Educational resources for youth taking the Communications project can be found at: 4hcpcurriculum.unl.edu.
2. 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.

**Department B – PHOTOGRAPHY**

Katie Hackbart

**General Photography Rules**

- 4-H members are allowed to exhibit in only one photography level.
- 4-H members may enter no more than one exhibit per class.
- An Image may only be used on one exhibit, with the exception of portfolios, which may include images entered in other classes.
- Cameras— Photos may be taken with any type of film or digital camera including phones, tablets, and drones.
• Photos must be shot by 4-H member during the current project year, with the exception of portfolios, which may include images captured and/or exhibited in previous years.

• Securely attach photos, mats, backing and data tags. Exhibits that are poorly attached may be disqualified. Do not use photo corners, borders or place coverings over the exhibits.

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

  1. Printed portfolios should be presented in a 8 ½” x 11” three-ring binder or similar book format. Recommended photo size is 8” x 10”. Matting is not necessary.

  2. Digital portfolios may be presented online and must be exhibited along with a single 8 ½” x 11” flyer. Flyers must include a link, URL or QR code that takes users (judges and fairgoers) to their online portfolio.

• Display Exhibits— Display exhibits are only accepted in Unit II Classes. Displays consist of three 4” X 6” photos mounted on a single horizontal 11” X 14” black or white poster or mat board. Incorrect sizes will not be accepted. No foam board backing should be used. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distract from the overall display. No titles, captions or stick–on numbers will be allowed in classes 20-60. Photos may be mounted vertically or horizontally. Appropriate Data Tags are required (see rule regarding Data Tags).

• Print Exhibits— Print exhibits must be 8” X 10” prints mounted in 11” X14” cut matting with a sandwich mat board backing. No foam board should be used for matting or backing. Mat opening may be rectangular or oval. Photos may be horizontal or vertical. No frames are allowed. Appropriate unit data tags are required.

• Challenging Photo Exhibits— These classes are intended to encourage creativity, problem-solving skills and deeper exploration of the use of photography. These classes require taking and exhibiting multiple photos in a single exhibit. Photos should be attached to a single poster or mat board. No foam core backing. Appropriate data tags are required (see rule regarding Data Tags).

• Entry tags— Entry tags should be securely attached to the upper right-hand corner of the exhibit.

• Data Tags— Data Tags are required on all photography exhibits in classes 20-70. Data tags should be securely attached to the back of the exhibit. Photos without data tags will not be accepted. Current data tags and help sheet are available at: https://unl.box.com/v/4h-photography.

• Level 2 Prints— All level 2 prints must have a Level 2 Data Tag.

• Level 2 Displays— Each photo of the display must include a separate Level 2 Data Tag. Data Tags should be numbered with the corresponding photo’s number.
• Level 2 Challenging Exhibits—Each photo of the Level 2 Challenging Exhibit should have a separate Level 2 Data Tag. Data Tags should be numbered with the corresponding photo’s number.

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

• Level 3 Challenging Exhibits—Level 3 Challenging Exhibits must have one Level 3 Data Tag.

• Level 3 Cumulative Judging—At State Fair, Level 3 exhibits in classes 20-70 will receive a cumulative score from three judges. Each judge can award up to five points. Exhibits are judged on the technical and artistic criteria including focus, exposure, lighting, composition, creativity and appeal. Judges will provide general feedback and critique for Level 3 exhibitors based on their individual observations.

Division 901 – 4-H Flops are Educational
Pay Category #7
*Class 1 Photography flop in any class. On a sheet of paper, tell why it was a flop and what you learned as a result of it.

Division 902 – Photography for Fun
Pay Category #5
The Photography for Fun division provides additional opportunities for all levels of photography exhibitors, but 4-H’er must enter a photograph(s) in Units I, II or III to exhibit in this division. Limit of two classes per exhibitor.

*Class 1 My Favorite Picture Exhibit Print—Exhibit must be 5” x 7” mounted in an 8” x 10” cut matting (no frames) with a sandwich backing.

*Class 2 My Favorite Pictures Display—Entry will consist of three different pictures mounted horizontally or vertically on 11” x 14” poster board. Put numbers by each photo with a pencil.

*Class 3 My Favorite 2019 County Fair Picture Exhibit Print—Exhibit must be 5” x 7” mounted in an 8” x 10” cut matting (no frames) with a sandwich backing.

*Class 4 Special Use of 4-H’ers’ Photography (other than printed photo)—Example: Printed on t-shirt, puzzle, calendar, wood cutout, greeting card, stickers, etc.

*Class 5 You Be the Teacher—Share with others what you learned. Exhibit may be a poster (not to exceed 14” x 22”), a notebook or small display of an educational nature (not to exceed 12” deep, 15” wide, 10” high).

Division 189 – Level I: Photography Basics
(Recommended age 8-12, beginner equivalence experience)
Pay Category #5

Unit I Picture Displays:
—To be mounted on horizontal 11” x 14” black (preferred) or white poster or matting board unless otherwise noted.
—Every photo on picture display must be pencil numbered below (for judge’s reference only). Numbers should be readable but not detract from display.
—No titles, captions or stick-on numbers will be allowed.
—Individual photos may be cropped either horizontally or vertically with straight edged scissors.
   No decorative cuts. Corners must be 90 degrees.
—Photos must be mounted vertically or horizontally.
—Data Tags are required (see General Rules).
—Because the exhibitor’s tag is placed in the upper right-hand corner of the poster board, please do not secure a photograph in that location.

*Class 1 Picture Display— Entry will consist of three pictures. The 4-H’er will exhibit one picture from three different categories. Categories selected from include: 1) animal, 2) building, 3) people, 4) landscape, 5) special effects, 6) still life or 7) sports.

*Class 2 Picture Story Series— An entry will consist of a series of three to five pictures which tell a photo story and should have a photographic introduction, a body, and a conclusion. Each photo should show a definite step. Size variance, artistic arrangement, originality and creativity are encouraged. To be mounted on horizontal 14” x 22” black (preferred) or white poster or matting board.

*Class 3 Exhibit Print— Entry will consist of black & white or color photograph of any size and subject mounted in an appropriate cut matting with sandwich backing. Encourage originality and creativity.

Division 181 – Level 2: Next Level Photography (Recommended age 10-16) Pay Category #4

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.

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

Class 20  **Creative Techniques & Lighting Display or Print**— Photos should capture a creative use of lighting, such as diffused lighting, backlighting or hard lighting, reflections or another lighting technique covered in Book 2 Next Level Photography. (Activity 3, 4, 5)

Class 30  **Creative Composition Display or Print**— Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle or another composition technique covered in Book 2 Next Level Photography. (Activity 6, 7, 8, 9)

Class 40  **Abstract Photography Display or Print**— Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer’s attention. (Activity 11)

Class 50  **Candid Photography Display or Print**— Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)

Class 60  **Expression Through Color Display or Print**— Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary or tertiary. (Activity 13)

Class 70  **Challenging Photo Exhibit-Pictures with a Purpose**— Exhibit will include a series of three photos which show off a product, organization or event. Photos should be captured with the idea of being used in an advertisement or promotion. All three photos must capture the same product, organization or event. Exhibits will consist of three 4” x 6” photos mounted on a single 11” x 14” black or white poster or mat board. No foam core backing. Photos may be mounted vertically or horizontally. Data tags are required for each photo in the exhibit. Exhibit should be titled with the name of the product, organization or event featured in the photos. Each photo should be numbered and captioned. Captions should provide context for the viewer—similar to photo captions you might see in a magazine or newspaper. Captions should be readable but not distracting. (Activity 14)

*Class 80  **Framing and Leading Lines Display**— An entry will consist of three pictures of three different subjects which include framing (objects such as trees, arches or anything not related to the subject around the top, sides or bottom of photo to direct eye to the well placed subject) and leading lines (any obvious line from the picture edge to a well-placed subject), two photos using one technique and one photo using the other technique. (A center/point of interest should be incorporated into the design.)
*Class 81  Patterns and Textures Display— Entry will consist of three pictures of three different subjects which include patterns (the repetition of shapes and lines) and textures (shows hidden lines or shape patterns, or perspectives of objects not generally noticed; shows how it would feel when touched). Two photos will use one technique and one photo will use the other technique. Special lenses may be used. (A center/point of interest should be incorporated into the design.)

*Class 82  Exhibit Print— Entry will consist of black & white or color 8” x 10” photograph of any subject mounted in an appropriate color 11” x 14” (outside size) cut matting with sandwich backing. Encourage originality and creativity.

*Class 83  Picture Story Series— An entry will consist of a series of three to five pictures which tell a photo story and should have a photographic introduction, a body, and a conclusion, all done with pictures. Each photo should show a definite step. Imagination and variety are encouraged.

Division 182 – Level 3: Mastering Photography
(Recommended age 14-18)

Pay Category #4

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

Class 10  Level 3 Portfolio— Level 3 portfolios should represent the photographer’s best work. Level 3 portfolios must include 9-11 images from the 4-H member’s photography career. At least three 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.

Class 20  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)
Class 30  Advanced Composition Print– Photos should show advanced compositions such as using diagonal, horizontal or vertical lines or repeating shapes to frame a subject or lead the 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)

Class 40  Portrait Print– A great portrait captures not only a person’s physical image, but also something of the person’s character or personality. Photos may be either formal or informal, but must be of one or more human subjects. (Activity 9)

Class 50  Still Life Print– Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)

Class 60  Freeze/Blur the Moment Print– Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)

Class 70  Challenging Photo Exhibit - Photo Joiner– Using Activity 13 as a guide, create a photo joiner. Photo joiners should include more than 15 separate photos. Recommended photo size is 3” x 5” or 4” x 6”. Photos should be securely mounted to an appropriately sized poster or mat board (minimum: 11” x 14”; maximum: 22” x 28”). No foam core backing. A single data tag is required for the exhibit. (Activity 13)

*Class 81  Advanced Action Exhibit Print– Enlargement will feature advanced skill level used to capture action of 4-H’er’s subject choice. Subject must show motion. May be taken with digital camera.

*Class 82  Detailed Exhibit Print– Entry will consist of a print that focuses on the details. Illustrate lighting technique and depth of field and showcase the details.

Department B – COMMUNICATIONS
Julie Roebke & Linda Eberspacher, Co-Superintendents

Division 154 – Communications, Module 2  
Pay
Category #7

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

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

**Division 154 – Communications, Module 3**

**Pay Category #7**

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

Class 3  **Poster** – Create a poster, measuring either 22” x 28” or 24” x 36” that showcases what was learned in this project area.

Class 4  **Essay** – Write an essay (3-5 pages) that showcases what was learned in this project area.

Class 5  **Digital Media** – Design a form of digital media (advertisement, flyer, short video or presentation, social media or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (website, Dropbox, Google Drive, YouTube, Flickr, etc.) and using the web address of the digital media file, create a QR code (using any free QR code creator, ex. Qr-code-generator.com). Print the following on an 8.5” x 11” sheet of cardstock: 1) the QR code, 2) 1-3 sentences about what viewers will see when they access the QR code on their mobile device.

**Department B – PRESENTATIONS CONTEST**

**Division 151 – 4-H Illustrated Presentations Contest**

The 4-H Presentations Contest includes two types of presentations: Illustrated Presentations and Teaching (Trade Show Exhibit) Presentations.

An Illustrated Presentation, given by one (1) individual or a team of two (2) individuals, is a live presentation with a formal talk where youth will use visual aids (such as props, posters, computer-based visuals, handouts, video, etc.) to show and tell others how to do something. The judge views the entire presentation and engages in a question-and-answer session following the presentation. Educational resources for youth participating in the 4-H
Presentations Contest can be found in the 2019 4-H Project Resource Central found at https://4h.unl.edu/resources

Contest Rules:
• Youth may only participate in one class within Division 151.
• All classes require the presence of the contestant(s).
• A team presentation, consisting of two individuals, may be given for any class.
• Time limit is 6-8 minutes for a presentation given by an individual, and 8-10 minutes for a presentation given by a team. Participants may be penalized if their presentation exceeds the time limit.
• Each participant is required to wear the 4-H chevron, 4-H emblem or 4-H shirt during their presentation.
• Enrollment in the project area in which the participant is making a presentation is not required.

Presentation Topic:
• All 4-H Presentation topics should be related to what the 4-H youth is learning through 4-H educational experiences focused on the priorities of career and college readiness, community development, entrepreneurship, food supply confidence, healthy living, leadership development and STEM (science, technology, engineering and mathematics).
• 4-H Presentations should include an introduction (the “why” portion of the topic), a body (the “show and tell” portion of the topic), and a conclusion/summary (the “what” portion of the topic).

Contest Information:
• Presenters are expected to clean up the areas in which they work.
• Live animals may be used in the presentation.

Division 151 – Contest Information:
The room will have one (1) easel, PC and projector available for the presenters’ use.
Class 113 Illustrated Presentation
Class 114 Illustrated Presentation, Special Topic: Nebraska Agriculture
Class 115 Illustrated Presentation, Special Topic: Nebraska Agriculture, Food Preparation
*Class 116 Clover Kid–non-competitive

Division 152 – Teaching (Trade Show Exhibit) Presentations Contest
A Teaching (Trade Show Exhibit) Presentation, given by one (1) individual or a team or two (2) individuals, is a live, interactive, trade show style presentation where youth will continuously engage a constantly changing/moving audience for 30 minutes by showing and telling them how to do something while answering questions. The judge occasionally stops to view the
presentation, ask questions and observe audience engagement. Educational resources for youth participating in the Teaching Presentations Contest can be found in the 2018 4-H Project Resource Central found at 4hunl.edu/presentation

Presentation Topic:
Teaching (Trade Show Exhibit) Presentations should engage the audience and teach them about something the 4-H youth is learning through 4-H educational experiences focused on the priorities of college and career readiness, community development, entrepreneurship, food supply confidence, healthy living, leadership development and STEM (science, technology, engineering and mathematics).

Division 152 – Teaching Presentation Contest
Class 1 Teaching Presentation Contest

Division 153 – Digital Video - 4-H FilmFest
The 4-H FilmFest is the display of digital videos that show the recording, reproducing and broadcasting of moving visual images.

Digital videos submitted will be judged live at the 4-H FilmFest portion of the Presentation Contest. The judge will view the videos live and engage in a question-and-answer session with the video producer(s). The 4-H participant(s) will be on the stage for a formal introduction and then seated in the audience for viewing of the video. Educational resources for youth participating in the 4-H FilmFest (Digital Video) Contest can be found in the 4-H Project Resource Central found at http://4H.unl.edu/resources

Rules
Digital videos may be created by one individual or a team of two individuals. During the 4-H FilmFest, youth will provide a 1-minute oral introduction (name, background/goal of presentation, intended audience, where presentation could be shared, etc.) followed by the showing of their digital video.

Participant Requirements
• All classes require the presence of the contestant(s). • Each participant is required to wear the 4-H chevron, 4-H emblem or 4-H shirt during their presentation.

Film Topic
• 4-H FilmFest digital videos should engage the audience and teach them about something the 4-H youth is learning about science, healthy living, citizenship or agricultural literacy. • Enrollment in the project area in which the participant is making a presentation is not required.
Contest Information
• The video may include photos, clip art, animation, text and/or audio/sound. Any freeware/software program may be used to create the presentation. However, the only file formats that will be accepted include: .mpeg, .wmv, .mp4, .mov, .ppt, .pptx or .avi.

The following digital videos may be entered in the 4-H FilmFest:
  • Video Public Service Announcement: a short video that communicates an educational message focused on a cause, activity, or event (length 60 seconds).
  • Narrative: a video that tells a fact or fiction story (length 3 – 5 minutes).
  • Animation: a video created by techniques that simulate movement from individual images (length: 3 – 5 minutes).

Division 153 – Digital Video
Class 1 4-H FilmFest (Digital Video) Contest

Department B – THEATRE ARTS
Julie Roebke & Linda Eberspacher, Co-Superintendents

Division 918 – Theater Arts
Category #7
*Class 1 Theatre Costume— include a write-up of what the costume is for, and consideration of 4-H’er as he/she made and designed it.
*Class 2 Theatre Mask— include a write-up of what the mask is for.
*Class 3 Puppets— Should be ready on a display.
*Class 4 You Be the Teacher— Share with others what you learned in the project.
*Class 5 Scenery— Design scenery for a theatrical performance. Either submit as a drawing or take a photo. Include the name of the play and considerations you made.

FAMILY & CONSUMER SCIENCE
DEPARTMENT C
All exhibits must be pre-entered at the Seward County Extension Office by July 10.
*denotes entries not eligible for State Fair

Department C – HUMAN DEVELOPMENT
Linda Eberspacher & Julie Roebke, Co-Superintendents
Division 901 – 4-H Flops are Educational
Category #7

*Class 1 Human Development flop in any class. On a sheet of paper, tell why it was a flop and what you learned as a result of it.

Division 200 – Human Development
Category #5

- The term Human Development includes child care, family life, personal development and character development.
- To learn characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development, please refer to the new 4-H online resource: https://unl.box.com/s/eoigrjsuq67yvtq1def160mmjuhozvck – What It Takes To Be Your Teen Babysitter. In addition another resource that will assist youth in understanding young children is the Nebraska Early Learning Guidelines: http://www.education.ne.gov/OEC/elg.html

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 mths; Toddlers, 18 mths - 3 yrs; Preschoolers, 3 - 5 yrs or Middle Childhood, 6 - 9 yrs.) 4-H’ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals).
4. How is the toy, game or activity intended to be used by the child?

Information sheet for Class 8 should include:
1. State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for.
2. What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
3. What will the child learn or what skills will they gain by using the kit?
4. What item(s) were made by the 4-H’er. 4-H’er should make one or more items in the kit, but purchased items are also allowed. (It is highly suggested that an inventory list of items in the kit be included).

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

4-H’ers taking “I Have What It Takes To Be A Babysitter” may enter: Toy, game, or activity made for a selected and identified age group. The intent is for the toy/game/activity to teach the child in the developmental area related to each class. For example, a game that is developed to help youth learn language and literacy skills would be an exhibit for class 2. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

<table>
<thead>
<tr>
<th>Class 1</th>
<th>Social Emotional Development</th>
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</thead>
<tbody>
<tr>
<td>Class 2</td>
<td>Language and Literacy Development</td>
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<td>Class 3</td>
<td>Science</td>
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<td>Class 4</td>
<td>Health and Physical Development</td>
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<tr>
<td>Class 5</td>
<td>Math</td>
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<tr>
<td>Class 6</td>
<td>Creative Arts</td>
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<tr>
<td>Class 7</td>
<td>Activity with a Younger Child– Poster or scrapbook showing 4-H’er working with a child age 0 to 8 years. May show making something with the child, or child care or child interactions. May include photos, captions, story, or essay. Size of exhibit is your choice. Other people may take photos so 4-H’er can be in the photos. 4-H’er must make scrapbook or poster. No information sheet needed for Class 7.</td>
</tr>
</tbody>
</table>
| Class 8       | Babysitting Kit– Purpose of the kit is for the 4-H’er to take this with them when they babysit in someone else’s home. Do not make kit for combination of ages or for your own family to use. 4-H’er should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not larger than 12” x 15” x 10”. All items in kit must be safe for child to handle. Most importantly the kit should serve a defined purpose, not just be a catch-all for several items. Information sheet should include: 1) State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for. 2) What are children at this age like? Give two examples to show how the kit
would be appropriate for children this age. 3) What will the child learn or what skills will they gain by using the kit? 4) What item(s) were made by the 4-H’er.

4-H’ers taking any of the projects in Department C, Division 200 may enter:

Class 9  **Family Involvement Entry**—Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving or 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:

Class 10  **Growing with Others Scrapbook or Poster**—Examples: How to decide if it’s time you can be home alone, and related activities; how responsibilities and privileges are related; friendships; working with others; understanding rules and boundaries; a family tree; a family rules chart; a family meal plan, with pictures of a special family meal; a home safety checklist; being street smart (safety) or a school scrapbook showing yourself and your school activities, memories and special interests.

Class 11  **Growing in Communities**—Scrapbook or poster. Examples: A career study; a photo story about your own growth and development, not only physically but emotionally, socially, spiritually and mentally; a television evaluation (see project manual); how you have overcome obstacles; friendships; a community profile; a community service project; working with parents; teaching experiences; understanding discipline or a playground safety check.

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**CLOTHING & FIBER ARTS**

**Department C**

Brenda Raymond & Courtney Kossow, Co-Superintendents

*Number of Entries*

Each exhibitor is limited to one entry under any one class number. Fashion Show garments may be entered as clothing exhibits.

*Entry Tags*

Every clothing exhibit must be described on the appropriate entry tag accompanying it (for example: dark blue wool skirt and jacket, red and white figured blouse). Entry tag placement: as
you look at the garment place the entry tag securely, using straight pins or safety pins, on the right side of the garment and the hook of the hanger to the left.

**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.

**Preparation of Exhibits**
Please bring all wearable exhibits on wire hangers or hangers with a swivel hook ONLY. All exhibits not suitable for hanging should be entered in a self-sealing bag and hung on a hanger. Wool garments and garments with narrow straps hang better on other hangers, i.e., wooden or notched plastic hangers with a swivel hook. As you look at the garment, place the hook of the hanger pointing to the left. Fasten skirts, shorts, and pants to skirt/pant hangers or safety pin on hanger. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties or rubber bands.

OPTIONAL: If you used a unique method or technique in creating your exhibit (drew your own design, wove your own fabric, etc.), indicate that on a half sheet of 8 ½” x 11” paper placed with the entry tag.

**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 2, you are not eligible to exhibit in STEAM Clothing 1.

**Criteria for Judging**
Refer to the Nebraska 4-H website for current state fair scoresheets at www.4h.unl.edu. In addition, all entries must conform to rules and regulations as set forth in the current Nebraska State Fair Book.

**To compete in the Fashion Show please Pre-Register under “Fashion Show”**.

**Division 901 – 4-H Flops are Educational**  
Pay  
Category #7  
*Class 2*  
**Clothing flop in any class.** Tell why it was a flop and what you learned as a result of it.

**Division 220 – General Clothing**  
Pay  
Category #6
4-H members in all skill levels may exhibit in this area.

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

Class 2  **Textile Science Scrapbook**— Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½” X 11”, 3 ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year, but should be dated). See project manual for fabric suggestions.

Class 3  **Sewing for Profit**— Using pages 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 of your product. The Exhibit may be a notebook, poster or small display. Exhibits should not exceed 22” x 30”.

**Division 230 – STEAM Clothing 1 - Fundamentals**  Pay Category #6
Exhibits will be simple articles requiring minimal skills. Follow suggested skills in project manual. May exhibit one item per class number. 4-H’ers who have enrolled in or completed STEAM Clothing 2 project are not eligible to exhibit in STEAM Clothing 1.

*Class 1  **Sewing Kit**— Include a list of sewing notions and purpose for each. (Pages 12-17 in project manual.)

*Class 2  **What’s the Difference**— 4-H members enrolled in STEAM Clothing 1 may enter an exhibit, a notebook, poster, small display (not to exceed 22” x 30”) sharing a project comparison and price point. See project manual, “What’s the Difference?” pages 118-119.

*Class 3  **Clothing Service Project**— Can include pillows or pillow cases but are not limited to those. Exhibit a notebook, poster, or small display (not to exceed 22” x 30”) sharing information you generated in the project activity “Serving A Purpose” page 124 and 125. Exhibits should include pictures NO actual pillows.

**Beginning Sewing Exhibits**  Category #6
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.

*Class 6  Pincushion
*Class 7  Pillowcase
*Class 8  Simple Pillow– No larger than 18” x 18”
*Class 9  Bag/Purse– No zippers or button holes
*Class 10 Simple Top

Category #5
*Class 11 Simple Bottom– Pants, shorts, or skirt
*Class 12 Simple Dress
*Class 13 Other– Using skills learned in project manual (apron, vest, etc.)
*Class 14 Upcycled Simple Garment– The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. A “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.
*Class 15 Upcycled Accessory– A wearable accessory made from a used item. The item used must be changed in some way in the “redesign” process. A “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.

Division 940 – Makers Guide Exhibits – STEAM Clothing 1

Category #6
*Class 1  Kitchen Stuff; place mat
*Class 2  Kitchen Stuff; oven mitt
*Class 3  Play Stuff; baggy beans game
*Class 4  Play Stuff; crayon roll
*Class 5  Stuff for Me; book cover
*Class 6  Stuff for Me; wallet
*Class 7  Useful Stuff; bag/purse, pouch– No zippers or buttonholes
*Class 8  Pincushion or Needlebook
*Class 9  Fashion Accessories; scrunchie, headband, basic belt

Division 221 – Beyond the Needle

Category #5
4-H members must show their own original creativity.

Class 1  Design Portfolio– 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 ½” 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.

Class 2  **Color Wheel**— Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22” x 30”.

Class 3  **Embellished Garment with Original Design (eligible for State Fair Fashion Show)**— Create a garment using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H’er using the elements and principles of design to make an original statement.

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

Class 5  **Item (garment or non-clothing) Constructed from Original Designed Fabric**— (Only garments are eligible for State Fair Fashion Show) Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed—describe the process and materials used. If additional information is not included, exhibit will be lowered one ribbon placing.

Class 6  **Textile Arts Garment or Accessory (garment eligible for State Fair Fashion Show)**— 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.

Class 7  **Beginning Fashion Accessory (Not eligible for State Fair Fashion Show)**— An accessory designed and constructed using elements and principles of design and basic skills, can be textile or non-textile based. Examples: shoes, strung bracelet/necklace, wire wrapping, scarves, flip-flops, design on tennis shoes, etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.

Class 8  **Advanced Fashion Accessory (Not eligible for State Fair Fashion Show)**— An accessory designed and or constructed using elements and principles of design and advanced skills; can be textile or non-textile based. Example: peyote stitch, bead embroidery, advanced design on tennis shoes, metal stamping, riveting, resin, etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.
Class 9  **Wearable Technology Garment (Eligible for State Fair Fashion Show)**—Technology is inte-grated into the garment in some way (for example: LEDs, charging capabilities, sensors, etc.).

Class 10  **Wearable Technology Accessory (Not eligible for State Fair Fashion Show)**—An accessory constructed integrating technology into the accessory (for example: charging backpack, fitness tracker, etc.).

*Class 15  **Beginning Embellished Garment**—Create a garment using beginning techniques as defined in the project manual. Designs are the original idea of the 4-H’er using the elements and principles of design to make an original statement.

*Class 20  **Beginning Textile Clothing Accessory**—Accessory is constructed and/or decorated using techniques as defined in the project manual. Entry examples include: hats, bags, scarves, gloves, aprons, etc.

Division 222 — STEAM Clothing 2 - Simply Sewing

Category #4

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.

Class 1  **Design Basics, Understanding Design Principles**—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”.

Class 2  **Pressing Matters**—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.

Class 3  **Upcycled Garment (Not eligible for State Fair Fashion Show)**—Create a garment from used textile-based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.

Class 4  **Upcycled Clothing Accessory (Not eligible for State Fair Fashion Show)**—A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
Class 5  **Textile Clothing Accessory (Not eligible for State Fair Fashion Show)**—Textile accessory is constructed using at least one skill learned in this project, from materials appropriate for STEAM 2. Entry examples include: hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip-flops, duct tape, etc.).

Class 6  **Top** (vest acceptable) (not eligible for State Fair Fashion Show)

Class 7  **Bottom** (pants or shorts) (not eligible for State Fair Fashion Show)

Class 8  **Skirt** (Not eligible for State Fair Fashion Show)

Class 9  **Lined or Unlined Jacket** (not eligible for State Fair Fashion Show)

Class 10  **Dress** (not formal wear) (eligible for State Fair Fashion Show)

Class 11  **Romper or Jumpsuit** (eligible for State Fair Fashion Show)

Class 12  **Two-Piece Outfit** (eligible for State Fair Fashion Show)

Class 13  **Alter Your Pattern** (eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) - Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining.

Class 14  **Garment Constructed from Sustainable or Unconventional [natural or synthetic] fibers** (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit)—Fabric/Fibers used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of unconventional items themselves should be exhibited under Beyond the Needle.

**Division 223 – STEAM Clothing 3 - A Stitch Further**

Pay Category #3

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

**Class 1**  **Upcycled Garment** (not eligible for State Fair Fashion Show)—Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
Class 2  **Upcycled Clothing Accessory** (not eligible for State Fair Fashion Show)—A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.

Class 3  **Textile Clothing Accessory** (not eligible for State Fair Fashion Show)—Textile accessory is constructed using at least one skill learned in this project. 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.).

Class 4  **Dress or Formal** (eligible for State Fair Fashion Show)

Class 5  **Skirted Combination** (eligible for State Fair Fashion Show)—(skirt with shirt, vest or jacket OR jumper and shirt)

Class 6  **Pants or Shorts Combination** (eligible for State Fair Fashion Show)—(pants or shorts with shirt, vest or jacket)

Class 7  **Romper or Jumpsuit** (eligible for State Fair Fashion Show)

Class 8  **Specialty Wear** (eligible for State Fair Fashion Show)—(includes: swimwear, costumes, hunting gear, or chaps)

Class 9  **Lined or Unlined Jacket** (eligible for State Fair Fashion Show)—(non-tailored)

Class 10  **Coat, Blazer, Suit Jacket or Outerwear** (eligible for State Fair Fashion Show)—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*.

Class 11  **Alter/Design Your Pattern** (eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit)—Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 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).

Class 12  **Garment Constructed from Sustainable or Unconventional [natural or synthetic] fibers** (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit)—Fabric/Fibers used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of unconventional items themselves should be exhibited under Beyond the Needle.

**Department C – Knitting and Crocheting**
• Only one exhibit per exhibitor per class.
• Criteria for judging knitting and crocheting: Design and Color, Neatness, Knitting Mechanics or Crocheting Mechanics, Trimmings, and Construction Finishes.
• 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 yarns.)
  2. What steps did you take as you worked toward your goal(s)?
  3. What were the most important things you learned as you worked toward your goal(s)?
  4. Gauge—Number of rows per inch; number of stitches per inch.
  5. Size of needles, finger knitted, arm knitted, loom or machine knitted.
  7. Names of stitches used.
  8. Copy of directions.

Knitting

Division 901 – 4-H Flops are Educational
Pay
Category #7

*Class 3  Knitting or Crocheting flop in any class. Tell why it was a flop and what you learned as a result of it.

Division 224 – Beginning Knitting
Pay
Category #5
Articles must be made by using only knit and purl stitches, no decorative pattern other than ribbing.

*Class 1  Wash Cloth or Hot Pad
*Class 2  Simple Pillow
*Class 3  Simple Afghan or Baby Blanket
*Class 4  Simple Garment or Scarf
*Class 15 Other Simple Item

Division 225 – Middle & Advanced Knitting
Pay
Category #4

Class 1

Level 2 Knitted Clothing (Garment eligible for State Fair Fashion Show)— Knitted 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 pattern.
Class 2  **Level 2 Knitted Home Environment Item**— Knitted Item using basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form patterns.

Class 3  **Arm or Finger Knitted Item** (Clothing or Home Environment Item)

Class 4  **Loom Knitted Item** (Clothing or Home Environment Item)

Class 5  **Level 3 Knitted Clothing** (Garment eligible for State Fair Fashion Show)— Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle. Or, 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.

Class 6  **Level 3 Knitted Home Environment Item**— Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the item such as argyle knitting and chart knitting.

Class 7  **Level 3 Machine Knitting**

**Crochet**

Each crocheted 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 garment or learn how to use two different yarns.)
2. What steps did you take as you worked toward your goal(s)?
3. What were the most important things you learned as you worked toward your goal(s)?
4. Gauge and size of hook, or type of crocheting tool.
5. Kind of yarn - weight and fiber content or other material used.
6. Names of stitches used.
7. Copy of directions.

**Division 901 – 4-H Flops are Educational**

Category #7

*Class 3  **Knitting or Crochet flop in any class**. Tell why it was a flop and what you learned as a result.

**Division 228 – Beginning Crochet**

Category #5

*Class 1  **Wash Cloth or Hot Pad**

*Class 2  **Simple Pillow**
Division 226 – Middle & Advanced Crochet

Category #4

Class 1  **Level 2 Crocheted Clothing** (Garment eligible for State Fair Fashion Show)— Crochet garment using basic stitches [including: chain, single, double, half-double, treble] to form patterns.

Class 2  **Level 2 Crocheted Home Environment Item**— Crochet item using basic stitches [including: chain, single, double, half-double, treble] to form patterns.

Class 3  **Level 3 Crocheted Clothing** (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.

Class 4  **Level 3 Crocheted Home Environment Item**— Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

*Class 5  **Level 2 Crocheted Clothing or Home Environment Item**— Crocheted item or garment using pattern stitches such as texture, shell, cluster or mesh stitches.

*Class 10  **Level 2 Crochet One/Add One**— Crocheted garment made using Level 2 pattern stitches (see above) combined with a sewn or purchased garment to make a complete wearable outfit.

*Class 20  **Level 3 Crochet One/Add One**— A crocheted garment made using advanced crochet stitches (see above) combined with a sewn or purchased garment to make a complete wearable outfit.

Division 227 – Weaving

Category #4

All woven items will be displayed in the clothing area. Criteria for judging weaving: Design and Color, Neatness, Weaving Mechanics and Construction Finishes. Information Sheet must be included for all classes in Weaving.

Each woven exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing: 1) What was your goal(s) in making this exhibit? 2) What steps did you take as your worked toward your goals? 3) What were the most important things you learned as you worked toward your goals? 4) Type of loom 5) Kind of yarn— weight and fiber content or other material used 6) Names of weave structures used 7) Copy of directions

*Class 1  **Level 1— Woven Garment**— With a plain or balanced weave using a rigid heddle loom. Such as: Scarf, Shawl, Belt
*Class 2  **Level 2 Woven Garment**— Using basic weaving techniques and threading patterns with a four harness loom
*Class 3  **Level 3 Woven Garment**— Using advanced weaving techniques and threading patterns with any loom. Such as lace, overshot, tapestry.

**Department C – FASHION SHOW**

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

Fashion Show exhibits will be judged on Saturday, July 25, 9:00 a.m. - 3:00 p.m. at the Civic Center, in Seward, with the public Fashion Show to be held at 3:00 p.m. on Sunday, August 2, at the Harvest Hall. All exhibits must be pre-entered at the Seward County Extension Office by July 10.

4-H’ers must model in the public Fashion Show held on Sunday, August 2, at 3:00 p.m. Each participant may model a total of three different outfits for the judge. Fashion Show garments may or may not be entered for construction judging. Models must turn 11 sometime during the current year to be eligible for State Fair. Models may participate in the Fashion Show with an incomplete outfit, but these outfits will not be eligible for State Fair.

**Division 410 – Modeled STEAM 1**

Category #6

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

*Class 1  **STEAM Level 1 Garment(s)**— Possible types of garment include:
  • Simple skirt, pants, top
  • Simple dress
  • Apron
  • Vest

*Class 2  **Any style bag from the manual**
*Class 3  **Any style pillow from the manual**
*Class 4  **Other simple sewing project**

**Division 410 – Modeled Beyond the Needle**

Category #4

(See Beyond the Needle in Clothing Section for class descriptions)

Class 10  **Embellished Garment(s) with an Original Design**
Class 15  **Garment Constructed from Original Designed Fabric**
Class 20  **Textile Arts Garment(s)**  
Class 25  **Wearable Technology Garment**  
*Class 11*  **Beginning Embellished Garment** (Class 15 in Beyond the Needle)  
*Class 12*  **Beginning Embellished Accessory** (Class 7 in Beyond the Needle)  

**Division 410 – Modeled STEAM Clothing 2**  
Pay Category #4  
Class 30  **Constructed STEAM 2 Garment(s)**—4-H members who have enrolled in or who have completed  
STEAM Clothing 3 projects are not eligible to enter STEAM Clothing 2. Possible types of garments include:  
• Dress; OR  
• Romper or Jumpsuit; OR  
• Two Piece Outfit Combination (skirt with top, vest or lined/unlined jacket; jumper and top; pants or shorts outfit (pants or shorts with top, vest, lined/unlined jacket). A purchased top can be worn to complete a skirt, pants or shorts outfit with a vest or lined/unlined jacket.  
* May model more than one item in this same class.

**Division 410 – Modeled STEAM Clothing 3**  
Pay Category #3  
Class 40  **Constructed STEAM Clothing 3 Garment(s)**—Possible types of garments include:  
• Dress or formal; OR  
• Skirted Outfit Combination (skirt with top, vest or lined/unlined jacket OR jumper and shirt); A purchased top can be worn to complete a vest or jacket outfit with a skirt, pants or shorts; OR  
• Pants or Shorts Outfit Combination (pants or shorts with top, vest, lined/unlined jacket); A purchased top can be worn to complete a vest or jacket outfit with a skirt, pants or shorts; OR  
• Romper or Jumpsuit; OR  
• Specialty Wear (swimwear, costumes, western-wear chaps, chinks, riding attire or hunting gear); OR  
• Non-Tailored Lined or Unlined Jacket or Coat - Additional pieces with jacket or coat may either be constructed or purchased;  
• Tailored Coat, Blazer, Suit Jacket or Outerwear - Additional pieces with coat, blazer, jacket or outerwear may either be constructed or purchased.  
* May model more than one item in this class.
Division 410 – Modeled Make One/Buy One
Category #4
4-H members enrolled in STEAM Clothing 2 or 3, Knitting or Crocheting may enter this class. It is okay to combine a knitted or crocheted garment with a garment that the 4-H’er has sewn. Please indicate this on entry form.

*Class 80  Make One/Buy One– Combine sewn, knitted or crocheted garment(s) with a purchased item to make a complete wearable outfit. Both items must be modeled.

Division 410 – Modeled Knitted & Crocheted Clothing (Level 2 or 3)
Category #4
Class 50  Knitted garment using pattern stitches such as diamond, block, twist or seed/moss stitches or advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle. Crocheted garment using pattern stitches such as texture, shell, cluster or mesh stitches or advanced crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches. Garment needs to be a complete outfit as in a dress, coat, a two-piece ensemble or top and bottom.

Division 410 – Modeled Shopping In Style Purchased Outfit and Written Report (10 & over)
Pay Category #4
Participants must be enrolled in the Shopping in Style 4-H Project to enter. The curriculum is developed and designed for youth ages 10 and older to help them strengthen their consumer skills when purchasing clothing.

Class 60  Purchased Outfit– Must model a complete outfit and all pieces of the outfit must be purchased.

Division 410 – Modeled Attention Shoppers Outfit and Written Report (under 10)  Pay Category #4  Participants will be allowed to model in both the constructed fashion show and the Attention Shoppers fashion show.
*Class 61  Model a complete outfit
Division 410 – Upcycled Garment

Category #4
*Class 95  STEAM 1 Upcycled Simple Garment
*Class 96  STEAM 2 Upcycled Garment
*Class 97  STEAM 3 Upcycled Garment

Department I – Division 933 – Clover Kid Fashion Show
Non-competitive. Youth may model an accessory or garment that has been purchased, constructed or decorated.
Class 1  Model an accessory or garment

Department C – CONSUMER MANAGEMENT
Julie Roebke & Linda Eberspacher, Co-Superintendents

Division 244 – Attention Shoppers (under age 10)

Category #6
Posters should be on 14” x 22” poster board. Three-ring binders should be 8 ½” x 11” x 1”. Video exhibits should be less than five minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or QuickTime Player.

*Class 1  Clothing Wardrobe Inventory– List five items in your clothing wardrobe. What one garment would you add to your wardrobe that would help you to mix and match what you already have to extend your wardrobe? Explain what you need to think about and consider when you select this item. Consider creativity and style in your story. Your wardrobe inventory entry may be a picture poster, a video style show with explanation, or a written story.

*Class 2  Clothing Interview– A) Interview an older person and talk about the fads and fashions of the time when they were young; or, B) Interview a person from another culture and find out how their dress and fashions may differ at school, special occasions (such as weddings, graduations, birthdays, religious events, etc.). How do those items differ or are they the same as what you wear? or, C) Interview a person who wears special types of clothing for their job. Find out how these clothes differ from the ones they wear away from the job, what makes them different,
why are they necessary to wear, etc. Consider creativity and style in your story.

Include a picture of the person you interviewed in their special type of clothing. Your interview entry may be a picture poster, a written story, or video with explanation.

*Class 3 Buymanship—Experience buying a complete wearable outfit for less than $75. Your entry must include the hang tags (if available), information from fiber content and care labels and a story about what you considered when you purchased the outfit. Consider creativity and style in explaining your story. You may include the clothing as part of entry. Your entry needs to be supported by a picture poster, a video, or a written story.

*Class 4 You Be the Teacher—Share with others what you learned in this project. Exhibit may be a poster (14” x 22”), a notebook, or a small display of an educational nature.

Division 240 – Shopping In Style (age 10 and over) Pay Category #5

Posters should be on 14” x 22” poster board. Three-ring binders 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.

Class 1 Best Buy for Your Buck (4-H 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. Provide details about wardrobe inventory which indicates the following: 1) why you selected the garment you did, 2) clothing budget, 3) cost of garment, 4) conclusion or summary statement(s) stating your final comments on why you
selected your “best buy for your buck,” 5) provide 3 color photos of you wearing
the garment
(front view, side view, back view).

Class 2  **Best Buy for Your Buck (4-H ages 14-18)**—Provide details of the best buy you
made for your
buck this year. Consider building the ultimate wardrobe by adding to this entry
each year by
dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no
posters please
(see general information above). **Do not include the Shopping In Style Fashion
Show Information**
_Sheet in your entry. Although both entries do share some information, there are
differences in
content and format for this class._ Provide details listed for those ages 10-13 plus
include the
following additions: 1) body shape discussion, 2) construction quality details, 3)
design features
that affected your selection, 4) cost per wearing, 5) care of garment, 6) a
conclusion or
summary statement(s) stating your final comments on why you selected your
“best buy for
your buck,” 7) provide three color photos of you wearing the garment (front
view, side view,
back view).

Class 3  **Revive Your Wardrobe**—Take at least two items in your wardrobe that still fit
but that you
don’t wear anymore and pair them with 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).

Class 4  **Show Me Your Colors**—Select 6-8 color photos of you wearing different colors.
Half should be what you consider to be good personal color choices and half
should be poor personal color choices. Write a brief explanation with each photo
describing your selections. Refer to the manual page 23 for more information.
Entry should be a poster (see general information).

Class 5  **Clothing 1st Aid Kit**—Refer to page 73 of the manual and complete a clothing
first aid kit.
Include a list of items in the kit and brief discussion of why each was included.
Put in an
appropriately sized box or tote with a lid. No larger than a shoe box.
Class 6  **Mix, Match, & Multiply** – Using this concept from page 32 of the manual, take at least five pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a clothes line, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video (see general information).

**Division 247 – My Financial Future**

**Pay**

Category #7

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

**Beginner/Intermediate:**

Class 1  **Write 3 SMART financial goals for yourself** – one should be short term, one intermediate, and one long term. Explain how you intend to reach each goal you set.

Class 2  **Income Inventory** – Using page 13 as a guideline, list sources and amounts of income you earn/receive over a six month period. Answer the following questions: What were your income sources? Were there any steady income sources? What did you do with the income you received? Include your income inventory in the exhibit.

Class 3  **Tracking Expenses** – Use an app or chart like the one on page 17 to track your spending over 2 months. Answer the following questions: What did you spend most of your money on? What did you learn about your spending habits? Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.

Class 4  **Money Personality Profile** – Complete the money personality profile found on pages 21-22.

Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike, how are you different) your money personality profile with theirs.

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

**Intermediate/Advanced**

Class 7  **Interview**– Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have. 1) What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)? 2) What are some negative outcomes for getting paid the way you do? 3) Does your pay keep pace with inflation? Why do you think this? 4) Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.

Class 8  **The Cost of Not Banking**– Type your answers to the questions about Elliot on page 50.

Class 9  **Evaluating Investment Alternatives**– Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.

Class 10  **Understanding Credit Scores**– Watch the video and read the resource listed on page 71. Answer the following questions: 1) Name 3 prudent actions that can reduce a credit card balance. 2) What are the main factors that drive the cost of credit? 3) List one personal financial goal that you could use credit or collateral to purchase. 4) Discuss possible consequences that might happen with improper use of credit for your purchase.

Class 11  **You Be the Teacher**– Create an activity, story board, game or display that would teach another
youth about “Key Terms” listed on page 62. Activity/display must include at least five of the terms.

Department C – QUILT QUEST
Linda Eberpacher & Julie Roebke, Co-Superintendents

Division 229 – Quilt Quest
Category #4
Exhibit Guidelines
In Quilt Quest, 4-H’ers learn skills as they progress through the project. The least experienced 4-H exhibitor will select fabric, cut and sew together only squares or rectangles in making the quilt top. They may have additional guidance in piecing the quilt block and layering together the quilt top, inner batting and the quilt bottom. Another person can do the quilting for them.

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

Supporting information— All entry cards and support information must be attached using a safety pin. No straight pins.
When judging Quilt Quest exhibits, the judges consider SF209 “Standards for Judging Quilts and Quilted Items.”

For all classes, 4-H’ers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-H’ers may also use “fabric collections” offered by manufacturers in a particular designer or fabric line.
Examples of fabric collections include:
- **Jelly Rolls** are made of (up to) 40 different strips of 2 ½” wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric is created by one designer or fabric line and complements each other. In many cases, less skilled 4-H’ers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
- **Honey Buns** are made like the Jelly Rolls with 1 ½” strips of fabrics.
- **Layer Cakes** are 10” squares of fabric from a manufactured designer or fabric line with different pieces of fabric “layered” on top of one another to look like a piece of cake.
• **Charm Packs** are made of 5” squares of coordinating fabric and may be tied up with a string or scrap of fabric.

• **Candies** are made of 5” squares of coordinating fabric and may be tied up with a string or scrap of fabric.

• **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 two fat quarters.) The “fat quarter” can be more economical to purchase for a smaller quilt because the purchaser does not have to buy the entire yardage width.

• **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-H’er must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.

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

• A quilted exhibit is made up of at least three 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.

**Exploring Quilts**

Class 10 **Exploring Quilts**— Illustrate some aspect of quilts or quilt making. Examples include, but are not limited to: language arts, quilts of different cultures, chemistry, design, preservation, history, construction, math conversion of quilt patterns, textiles/fabrics, computerization and entrepreneurship. History may include history of an old quilt or history/research of a particular style 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.

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

**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. Exhibits without supporting information will be dropped a ribbon placing.

Class 20 **Quilt Design Other than Fabric**—Two- or three-dimensional item with quilt design made using medium other than fabric, such as wooden quilt block, stained glass, paper, etc.

**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. Exhibits without supporting information will be dropped a ribbon placing.

Class 21 **Barn Quilt created that is less than 4’ X 4’**
Class 22 **Barn Quilt created that is 4’ X 4’ or larger**

**Quilted Exhibits**

Class 40 **Wearable Art**—Quilted clothing or clothing accessory which must have a recognizable amount of quilting and may include fabric manipulation. Quilting must be done by 4-H’er.

On a half sheet of 8 ½” x 11” paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm pack, etc.

Class 41 **Inter-Generational Quilt**—A quilt made by a 4-H’er and family members or friends of different generations. On a half sheet of 8 ½” x 11” paper, include an explanation answering the following questions: A) How was the quilt planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm pack, etc.? C) What did you learn that you can use on your next project?
Class 42  **Service Project Quilt** – A quilt constructed by a 4-H’er or group to be donated to a worthy cause.

On a half sheet of 8 ½” x 11” paper, include an explanation answering the following 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 pack, 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 classes 50-83**

Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project. A quilted exhibit consists of three or more layers. All quilted exhibits must be quilted (machine or hand) or tied. All quilt piecing and finishing must be the sole work of the current 4-H member. Quilting, whether machine or hand quilted, may be done by another individual except for the Premier Quilt class. No pre-quilted fabric may be used. Wall quilts must have a hanging sleeve on the back of the quilt, or some method for hanging. All quilted exhibits must be clean and finished for intended purpose. On a half sheet of 8 ½” x 11” paper, include an explanation answering the following questions:

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

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

Class 50  **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.

Class 51  **Medium** – length + width = 61” to 120”

Class 52  **Large** – length + width = over 120”

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

Class 60  **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.

Class 61  **Medium** – length + width = 61” to 120”

Class 62  **Large** – length + width = over 120”
Classes 70 - 72— 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.

Class 70  Small— length + width = less than 60”. This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items must be quilted. Pillow must have a quilted top, not just pieced patchwork.
Class 71  Medium— length + width = 61” to 120”
Class 72  Large— length + width = over 120”

Premier Quilt— Entire quilt is the sole work of the 4-H member, including quilting (hand or machine). The youth may receive guidance but no one else may work on the quilt. Tied quilts are not eligible for this class.

Class 80  Hand Quilted
Class 81  Sewing machine quilted
Class 82  Long arm quilted— non computerized/hand-guided
Class 83  Long arm quilted— computerized

*Class 84  Photography— Photographs of a quilt or quilts. May be part of a history of one quilt, showing the quilt and quilt maker, or may be a series of photographs taken at a quilt show or other event. Captions are encouraged. Mount on poster board, black preferred, in size appropriate for the photos and exhibit.

*Class 85  My first quilt— 4-H’er may enter their first quilt in this class, any size
*Class 86  One Block Project— Fabric block made and finished, with a border, into a table mat or other small project.

*Class 87  Community Service— Photograph of 4-H’ers and the quilt or quilts they made as a community service project. Indicate where or to whom the quilt or quilts were given.

Department C – HOME ENVIRONMENT
Gail Brand & Melanie Suhr, Co-Superintendents
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 directions for how they made their project, with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.

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

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

6) Items should not be made for beginning level or other projects (ex: simple—10 minute—table runners or woodworking). Exhibits from the beginning level projects, Design My Place, are county only and not state fair eligible.

7) Size of Exhibits—Exhibits may be no taller than 7’ and no wider than 6’. All exhibits must be easily lifted by two 4-H staff.

8) Number of Entries per Individual—One entry per exhibitor per class.

9) 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.
10) 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.

11) Supporting Information— Supporting information is required for all Home Environment exhibits except for Design My Place. Information must include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website: https://unl.box.com/s/8tlog5jhw8fa2cztvrh6y71pq1rp8e6v Exhibits without supporting information will be dropped a ribbon placing.

• Exhibiting delicate, breakable, or valuable items is highly discouraged.

**Division 901 – 4-H Flops are Educational**

Category #7

*Class 4  **Home Environment flop in any class.** Tell why it was a flop and what you learned as a result.

**Division 251 – Design My Place**

Category #6

*Class 1  **Needlework item** (made with yarn or floss)
*Class 2  **Simple fabric accessory** (pillow, laundry bag, pillow case, table runner, etc.)
*Class 3  **Accessory made with original batik or tie dye**
*Class 4  **Simple accessory made by 4-H’er using wood**
*Class 5  **Simple accessory made by 4-H’er using plastic**
*Class 6  **Simple accessory made by 4-H’er using glass**
*Class 7  **Simple accessory made by 4-H’er using clay**
*Class 8  **Simple accessory made by 4-H’er using paper**
*Class 9  **Simple accessory made by 4-H’er using metal tooling or metal punch**
*Class 10  **Storage item made or recycled**
*Class 11  **Bulletin or message board**
*Class 12  **Problem Solved**— Use creative method to show how you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)
*Class 13  **Video** showing how to make a bed, organize a room, or the steps you used to make your simple accessory

**Division 257 – Design Decisions**

Category #4
Class 1 Design Board for a Room—Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22” x 28” or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.

Class 2 Problem Solved, Energy Savers, OR Career Exploration—Identify a problem (such as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) OR explore a career related to home environment (what would it be, what education is needed, what would you do, etc.). Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration. (pgs. 74-93)

Class 3 Solar, Wind, or Other Energy Alternatives for the Home—Can be models, either an original creation or an adaptation of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home. (pgs. 74-93)

Class 4 Technology in Design—Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.

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

Class 6 Window Covering—May include curtains, draperies, shades, shutters, etc.

Class 7 Floor Covering—May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).

Class 8 Bedcover—May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits.) (pgs. 50–53)

Class 9 Accessory—Original Needlework/Stitchery
Class 10  
**Accessory– Textile: 2D**— Table cloth or runner, dresser scarf, wall hanging, etc.  
No tied fleece  
blankets or beginning/10 minute table runners.

Class 11  
**Accessory– Textile: 3D**— Pillows, pillow shams, fabric bowls, etc. No tied fleece exhibits.

Class 12  
**Accessory– 2D**

Class 13  
**Accessory– 3D**— (string art, wreaths, etc.)

Class 14  
**Accessory– Original Floral Design**

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

Class 15  
**Accessory– Original made from Wood**— Burn, cut, shape or otherwise manipulate.

Class 16  
**Accessory– Original made from Glass**— Etch, mosaic, stain, molten or otherwise manipulate.

Class 17  
**Accessory– Original made from Metal**— Cut, shape, punch, sculpt, reassemble or otherwise manipulate.

Class 18  
**Accessory– Original made from Ceramic or Tile**— Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.

Class 19  
**Accessory– Recycled/Upcycled item for the home**— Reuse a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.

Class 20  
**Furniture– Recycled/Remade**— Made or finished by using a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.

Class 21  
**Furniture– Wood** opaque finish such as paint or enamel.

Class 22  
Furniture– Wood clear finish showing wood grain.

Class 23  
Furniture– Fabric Covered— May include stool, chair seat, slip-covers, headboard, etc.

Class 24  
Furniture– Outdoor Living— Furniture made/refurbished, suitable for outdoor use. (NOTE: May be displayed outside.) Include description of what was done to recycle or reuse item in your attached information.
Class 25  **Accessory—Outdoor Living**—Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: May be displayed outside.) Include description of what was done to recycle or reuse item in your attached information.

**Division 260 – Sketchbook Crossroads**

Pay Category #4

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

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

**Division 261 – Portfolio Pathways**

Pay Category #5

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

Class 1  **Original acrylic painting** based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 12-13)
Class 2  Original oil painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 26-33)

Class 3  Original watercolor based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 14-17)

Class 4  Original sand painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 20-21)

Class 5  Original encaustic painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (pgs. 34-35)

Class 6  Home accessory made with any printing technique in Pathways Unit II. (pgs. 36-56)

Class 7  Original mixed media accessory— An art exhibit using a combination of two or more different media or materials. One media must be included in another Portfolio Pathways class (ex. watercolor and graphite).

Class 8  Nebraska Life Exhibit— An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example—solar printing; making prints using shed snakeskin or plant; an acrylic, oil or watercolor painting of scenes of your community or the surrounding area; or using objects from nature to make the painting. Include the required information listed above and how this project represents Nebraska life.

**Division 256 – Preserving Heirlooms**

Pay Category #3

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) Keepsake 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.

Class 1  
**Trunks**—Including doll-sized trunks or wardrobes.

Class 2  
**An Article either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated**—May include a display of a collection or collectibles, being careful not to destroy value of the collection.

Class 3  
**Furniture**—Either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.

Class 4  
**Cleaned and Restored Heirloom Accessory or Furniture**—A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted, but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom.

Consult extension publication Care and Conservation of Heirloom Textiles for information on textiles. (Refinished items go in classes 2-3). This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.

**ENVIRONMENTAL EDUCATION EARTH SCIENCE**
**DEPARTMENT D**
Ryan & Jamie Krenk, Co-Superintendents

All exhibits must be pre-entered at the Seward County Extension Office by July 10th.

*denotes entries not eligible for State Fair

Show What You Did & Learned, Use Proper Sourcing, Tag exhibits with Exhibitor name Wildlife & Wildlife Laws—"animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not
allow collection of bird nests, eggs, or any of their parts.

*Project Materials*—Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 5-93-81), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H 125), Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program).

*Board and Poster Exhibits*—These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on 1/4” plywood, masonite, or similar panel no larger than 24” high by 24” wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22” x 28”) but half size, 22” x 14”, is recommended.

**Division 901 – 4-H Flops are Educational**  
Pay Category #7  
*Class 1*  
Conservation or wildlife flop in any class. Tell why it was a flop and what you learned as a result of it.

**Division 340 – Wildlife and How They Live (Classes 1-4)**  
Pay Category #5  
Wildlife and How they Live (Classes 1-4) are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats. For more ideas, refer to project booklets.

| Class 1 | Mammal Display |
| Class 2 | Bird Display |
| Class 3 | Fish Display |
| Class 4 | Reptile or Amphibian Display |
| Class 5 | Wildlife Connections—Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat. Examples:

1) Food chain display. Use pictures, drawings, or other items to illustrate the source of food.
energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow.

2) Show the role of predators, scavengers, insect eaters, or others in nature.

3) Show how wildlife numbers (populations) change through the year.

4) Show predation, competition, or other behavioral interactions of wildlife.

5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.

Class 6  **Wildlife Tracks** – 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.

1)  **Option 1** should show plaster-of-Paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal, (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, water, and space in addition to picture or illustration of the animal.

Class 7  **Wildlife Knowledge Check** – Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and shape to fit transportation and display; maximum size 24” x 24”. Example: prepare a list of animals and questions about where each would most likely live. Rabbits - brushy areas along field borders; ducks - marshes, etc.

Class 8  **Wildlife Diorama** – Box must be no larger than 24" by 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show a large unbroken grassland or prairie for species such as
meadowlarks, greater prairie chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge adapted species such as white-tailed deer, northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, northern cardinals, or blue jays. Label the habitats displayed and at least 5 kinds of wildlife in their proper habitats.

Class 9 **Wildlife Essay**—Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about hunting, fishing, or ethics and proper behavior for hunting or fishing. The essay is between 100 and 1,000 words long and typed, double spaced on 8½” x 11” paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.

Class 10 **Wildlife Values Scrapbook**—Make a scrapbook about the various values of wildlife following guidelines in the Wildlife Conservation project booklet (4-H125).

Class 11 **Wildlife Arts**—The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries must be appropriate for fair display and no larger than 24” x 24”. For example, paintings or photographs should be displayed in notebook format or mounted on a sturdy display panel. All
entries must include a title and brief explanation of the purpose or message (what the exhibit is meant to show).

**Division 342 – Wildlife Habitat**

**Category #5**

**Class 1**  **Houses**– Make a house for wildlife. Example: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house; no insect houses. Make the house functional so that dimensions, hole size, etc. are appropriate to fit the intended species’ needs. Include the following information: 1) the kinds of animal(s) for which the house is intended, 2) where and how the house should be located for best use, and 3) any seasonal maintenance needed. **Tips:** check NebGuide on bird houses and shelves.

**Class 2**  **Feeders/Waterers**– Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeder okay; no insect feeders. Indicate the kinds of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information: 1) where and how the feeder or waterer should be located for best use, and 2) how it should be maintained. **Tips:** Check NebGuide on feeding birds.

**Class 3**  **Wildlife Habitat Design 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.

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**Division 343 – Harvesting Equipment**

**Category #5**

**Class 1**  **Fish Harvesting Equipment**– Board exhibit. Display of equipment used in fish harvesting.
Examples: fishing knots, hooks (with corks over ends for safety), lures. Label all items displayed.
Include in your exhibit the following information: 1) purpose of each item, 2) when or where each item is used in relation to other equipment, and 3) any personal experiences you’ve had with the item(s).

Class 2  **Build A Fishing Rod**—Build your own fishing rod for exhibit and for fishing use.
Rod building blanks and kits with instructions are available for this purpose. A fishing rod educational exhibit may not exceed 96” in length. Exhibit must be mounted on a board and labeled with the member’s name, county and class number. Include with the exhibit the following items as a brief attachment:
1) Explanation of cost of materials/components, where materials/components were purchased, how made, and number of hours required for construction.
2) Identify all parts. Necessary components which must be included are grip, line guides (based on manufacturer’s 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.
The exhibit will be judged on: workmanship, labeling of parts (guides, etc.), correct information, and neatness.

Class 3  **Casting Target**—Make a casting target for exhibit and use, following guidelines on the reference sheet. Target must be under 36” x 36”. The bullseyes/rings must be 1’ in diameter and can have up to 3 rings. They must be easy to store, durable, and weather resistant.

Class 4  **Wildlife Harvesting Equipment Board Exhibit**—Display of equipment used in harvesting wildlife. Ex: expended ammunition casings (no live ammunition permitted), steel traps, hide stretchers, fleshers, etc. For displays of shotguns, rifles, or bows, use drawings or pictures. Label all items displayed. Include in your exhibit the following information:
1) the purpose of each item,
2) when or where it is used in relation to other equipment, and
3) any personal experiences you’ve had with the item(s).

Class 5  **Inventing Wildlife/Fish Harvesting Equipment, Aid or Accessory**— Use engineering principles to invent or adapt equipment that helps you harvest fish or wildlife. This could include wildlife calls, adapted fishing pole for shallow water, a blind, decoys, etc. Share your drawing (or adapted plans) of how the equipment works, how you tested it and the results of testing your prototype, and any adjustments you made.

**Division 346 – Taxidermy**

Category #5

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

**Division 347 – 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.

Class 1  **Shooting Aid or Accessory**— 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.

Class 2  **Storage Case**— An 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.

Class 3  **Practice Game or Activity**— Invent or adapt an activity to practice or teach a project skill.
Include pictures of youth playing the game, testimonials of 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.

Class 4  Science, Engineering, Technology Advancement of Shooting Sports, Conservation, or Wildlife

Essay or Display—Choose a specific area of shooting sports and share how it has advanced. Include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1,000 words and should be on 8 ½” x 11” paper.

Class 5 Healthy Lifestyles Plan—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.

Class 6 Citizenship/Leadership Project—Share a display on a citizenship project or leadership project the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports. Examples could be range development, conservation planting to attract wildlife, a camp, or a 4-H recruitment event. Include who benefitted from the project, what the 4-H member’s role was, and any results.

Class 7 Career Development/College Essay, Interview or Display—Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person’s 4-H career. Essays are limited to 1,000 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.

Class 8 Community Vitality Display—Explore the difference shooting sports, conservation, fishing, and hunting make in keeping Nebraska vibrant especially in rural areas. Present facts and research
in an interesting way for the public to learn from.

Class 9  **Ag Literacy: Value Added Agriculture Interview or Research Project**—Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present finding in an interesting way for the public to learn from.

**Division 361 – Other Natural Resources**

**Category #5**

**Class 1**  Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology—This class is for educational exhibits about natural resources, conservation, wildlife, or ecology that do not fit into other categories. Entries must be appropriate for fair display and no larger than 24” x 24”. All entries must include a title and should be clear (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.

**Department D – FORESTRY**

**General Information**

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 (EC17-11-80).

Display “boards” must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, ¼” to ½” thick and no larger than 24” x 24”. Display boards may be coated, e.g., painted or varnished on both sides to prevent warping.

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”.

Display “books” must measure no more than 16” x 16”.

At least five of the ten 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 ten 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 ten samples are included in the display, only the first ten samples from the current year will be judged.

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 in the project being disqualified.

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 the 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.

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

**Division 901 – 4-H Flops are Educational**

Category #7

*Class 2*  
Environmental & Earth Science (Department D) flop in any class. Tell why it was a flop and what you learned as a result of it.

**Division 320 - Forestry**

Category #7

**Class 1**  
Design Your Own Exhibit— Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wildfire, forest products, forest wildlife, or forest pests. The only requirement is that the display must be no larger than 24” x 24” x 24”. Photographs, drawings, samples, charts, posters, etc. can be used, but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.

**Class 2**  
Leaf Display— The leaf display must include samples of “complete leaves” from at least ten
different tree species. The display must include at least two samples of simple leaves, compound leaves and conifer leaves. Leaves should be pressed, dried and mounted.

**Collection:** Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. Leaf samples should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection. All collection must be done by the exhibitor.

**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, state and county at a minimum). If a twig is included with a sample, indicate “twig included” on the label. For example, the twig may be included with an eastern red cedar sample because the leaves are very small and difficult to remove from the twig. Supplemental information, e.g. general uses, common products, fall color, etc., may be included to enhance educational value.

**Class 3  Twig Display**– The twig display must include twig samples from at least 10 different tree
species. The display must include at least two samples of opposite and alternate leaf arrangements from broadleaf trees.

**Collection:** Twig samples should be collected during the dormant season (November-April) when the buds are mature. Twig samples must be at least 6” long and exhibit buds. Leaves must be removed and side branches must be trimmed to less than 1” in length. All collection must be done by the exhibitor.

**Mounting:** Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, etc., may be used to mount twigs, but be sure all features can be clearly identified. The non-terminal end must be cut at a slant so the pith can be seen.

**Labeling:** The label for each sample must include: 1.) common name 2.) scientific name 3.) leaf arrangement (for broadleaf trees) 4.) collector’s name 5.) collection date 6.) collection location (be specific, state and county at a minimum). Supplemental information, e.g. general uses, tree characteristics, etc., may be included to enhance educational value.

Class 4  **Seed Display**— The seed display must include seed samples from at least 10 different tree species.

**Collection:** Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while red oak acorns do not mature until September. Seed samples should be free of insect or disease symptoms. Remember to display seeds, not fruit. For example, the seed of honeylocust is enclosed in a pod. Remove and display the seed, not just the pod. It is acceptable to display the fruit with the seed, but clearly label each. All collection must be done by the exhibitor.

**Labeling:** The labels for each sample must include: 1.) common name 2.) scientific name 3.)
type of fruit, if known (e.g. samara, pod, nut, legume, etc.) 4.) exhibitor’s name 5.) collection date 6.) collection location (be specific, state and county at a minimum).

Supplemental information, e.g. maturity date, average number of seeds in the fruit, etc., may be included to enhance its educational value.

Class 5  **Wood Display**—The wood 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” x 4” x 4”. Cut surfaces should be sanded to show the grain.

Treating samples with a clear finish (no stain) is optional. All collection must be done by the exhibitor.

**Mounting:** Samples may be displayed in a variety of ways, e.g. mounted on a display board, displayed in a box or rack, etc., but they must be securely mounted and easily viewed. Be as creative as you like.

**Labeling:** The label for each sample must include: 1.) common name 2.) scientific name 3.) wood type (softwood or hardwood) 4.) collector’s name 5.) collection date 6.) collection location (be specific, state and county at a minimum). Supplemental information, e.g. common products, wood density, etc., may be included to enhance educational value.

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

**Labeling:** The following parts must be clearly and accurately labeled on the cross
section with
pens, paper tags, or some other form of identification: 1.) pith 2.) heartwood 3.)
sapwood 4.)
one growth ring (beginning and end) 5) cambium and 6.) bark. A separate label
attached to the
back of the disc must include: 7.) common name 8.) scientific name 9.) tree
classification
(softwood or hardwood) 10.) age (of the cross section) 11.) collector’s name
12.) collection
date 13.) collection location (be specific, state and county at a minimum).

**Class 7**

**Parts of a Tree**– (This project is only for ages 8-11) 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.) flowers 6.) fruit 7.) buds 8.) bark.
Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith,
etc., is optional. Attach a separate label on the back of the poster that includes
the exhibitor’s name and age.

**Class 8**

**Living Tree Display**– A living tree seedling grown by the exhibitor from seed in
the display
container. The seed must be from a species listed in 4H 332. The seedling must
be 60 days to
one year old (on judging day). The display container must contain at least 8” 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 the educational value. Supplemental
information will be an important factor in judging.

**Division 913 – Outdoor Adventures**

Pay
Category #7
4-H members enrolled in the Outdoor Adventure Series can exhibit up to 8 exhibits in any of these classes. The 4-H project/manual will help you as a reference to find more information about certain fair exhibits. All posters need to be 14” x 22” or smaller.

**Hiking Trails**

*Class 1  **GORP**– Design your own mix of GORP. Include a recipe card with ingredients. Submit a sandwich size bag or comparable size container of GORP with your recipe card.

*Class 2  **Backpack Selection**– Select and pack a backpack for a day hike. Include a picture of you wearing it properly adjusted, and a paper explaining what is in the backpack and the purpose of each item.

*Class 3  **Hiking Fashion & Walkin’**– Make a poster with pictures showing your choices of clothing for the layering principle: core, second, third, and outer. Also include your footprint and what type of foot you have. Include the appropriate hiking shoes with each outfit.

*Class 4  **First Aid Kit**– Make a first aid kit. Include a list of “First Aid Supplies” and what each item is used for.

*Class 5  **Leave No Trace or Protect Local Resource Poster**– Design a standard size poster or a flier on the Leave No Trace concepts or protecting a local resource. For ideas visit lnt.org.

*Class 6  **Hiking/Camping Scrapbook or Journal**– Design a scrapbook recording your trips with pictures and narrations. Include other memories you have from the trip and what you learned or discovered on each trip, sketches of what you see.

*Class 7  **Weather Safety**– Choose from weather safety directions and where to take shelter, or what different cloud formations signal. Make a poster with the previous information, and tips of how to stay safe for each type of weather.

*Class 8  **Footprint Identification**– Make a guide to take with you hiking that helps you identify different types of footprints you can come across on a trail. Keep it small, lightweight, and weather resistant for your backpack.

*Class 9  **Bear Bags**– Make a system to keep food away from bears/rodents in the wilderness.

**Camping Adventures**

*Class 10  **Overnight Camping Trip Plan**– Plan an overnight camping trip taking into consideration all the questions on page 7 of the manual for Part I of this exhibit. For part II, share a picture story of how your plan was carried out. The format can be a report, binder, poster, or powerpoint.
*Class 11  Get in Gear Demo– Design a powerpoint or movie demonstrating how to use one or two basic camping tools. Include the written copy of demonstration outline on page 12 of manual.

*Class 12  Camping Knots– Make six different knots out of rope. Attach to a board (foam board or plywood) 22” x 18” or smaller. Label the name of the knot and its use in camping, backpacking, or hiking.

*Class 13  Leave No Trace Community Service– Organize a cleanup or beautification of a park, camping area, or hiking trail. Share your steps in setting it up, organizing volunteers, and before and after pictures. The format can be a binder, poster, or powerpoint.

*Class 14  Shelter– Create a display or poster about different types of shelters, or on the care of camping shelters. See page 19 in manual.

*Class 15  Menu Planning– Prepare a menu for a three day camping trip. Use the resources at cnpp.usda.gov/mypyramid to plan a balanced menu. Prepare one of the foods on your menu, and turn in with your menu plan on 8 ½’ x 11” paper.

*Class 16  Water Research– Conduct research on the water in a camping area. Prepare a report that includes your findings along with recommendations for keeping water clean. See pages 26-27 in manual.

*Class 17  Letter to Decision Maker– Choose an environmental issue you feel passionate about, write a letter to your representative or senator, urging them to protect the environment and keep lands wild. Print your letter (or email) on a sheet of paper, and any response sent back to you.

*Class 18  Recycle System– Create a system to recycle when in the wilderness such as aluminum, plastics, paper, food scraps, etc.

Backpacking Expeditions
*Class 19  Create a video, photo story, or poster on how you selected your backpack and made adjustments.

*Class 20  Non-Tent Backpacking Shelter– Create a shelter of your own design to use when backpacking in wilderness areas. Include a drawing of your plans, and a picture of your shelter set up.

*Class 21  Leave No Trace Chart– See pages 22-23 in manual. Make a chart of the Leave No Trace principles for different biomes. Present it on a standard size poster.

*Class 22  Backpacking Pyramid– Create your own game that can be played when out on the trail. Include where your idea came from, directions on how to play, and the game itself or resources needed to play the game (such as leaves if a tree identification game).

*Class 23  Fitness Program– Create a 3 month fitness plan for a backpacking/hiking trip. Make a calendar of what you will do each day. Include a title page with your name, your goal of physical fitness, and describe the hike you are training for.
*Class 24  Backpacking Map—Using a topographical map, design a hike. Include landmarks, roads, shelter, and water resources. Draw out your route with starting point and orienting arrows. (pages 28-29 in manual).

Department D – AGRONOMY (CROP PRODUCTION)
Individuals in the Crop Production, Field Crops project 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, 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.

Department D – CROP PRODUCTION
(Classes 1-5) 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 they will be deducted one ribbon placing. The worksheet must include the exhibitor’s name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects. The worksheet also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis. Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season, and what you learned from your crops project. The worksheet counts as 50% of the total when judged. Worksheet must be the original work of the individual exhibitor or it will be deducted one ribbon placing. Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover.

In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity) and quality of exhibit. 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.

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” in diameter at top, tied with stems about 24” long • Other crops (alfalfa, millet, etc.)—sheaf of stems 3” in diameter at top, tied with stems cut at ground level or half size small square bale.

Division 901 – 4-H Flops are Educational
Category #7
*Class 3  Agronomy flop in any class. Tell why it was a flop and what you learned as a result of it.

Department D
Division 750 – Field Crops - Grain or Plant Exhibits  Pay
Category #7
Class 1  Corn (includes yellow, white, pop, waxy or any other type)
Class 2  Soybeans
Class 3  Oats
Class 4  Wheat
Class 5 Any other crop (includes grain sorghum, alfalfa, millet, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)

Department D – Field Crops - Division 750 –Displays
(Classes 6-10) The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28” wide by 28” tall on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor’s name, address, and county on back side. Explain pictures and graphs clearly and concisely. Consider creativity and neatness.

Each display must have a one page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor’s name outside. If a display does not have an essay, it will automatically be deducted one ribbon placing.

Class 6  Crop Production Display– The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, pest management, etc.

Class 7  Crop Technology Display– Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.

Class 8  Crop End Use Display– Display information about the final product or end uses for a crop, including examples of products. (i.e. corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into biodiesel, pet bedding, crayons, oil, etc.)

Class 9  Water or Soil Display– Display information about ways to protect or conserve water and soil resources.

Class 10 Career Interview Display– The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview one person that works with crops about such topics as: what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture
of the person interviewed.

**Department G – WEED SCIENCE**

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

**Department G**  
**Division 751 – Books**  
Pay

**Category #7**

A). Plants must be mounted on sheets that are no larger than 14” wide by 14” high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover. B). Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements. C). Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet: 1) Scientific name (in italic or underlined), with authority, 2) Common name, 3) County of collection, 4) Collection date, 5) Collector’s name, 6) Personal collection number, indicating the order that plants were collected in your personal collection, 7) Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

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

**Class 2**  
**Life Span Book** – A collection of seven perennial, one biennial, and seven annual weeds.

**Department G**  
**Division 751 – Displays**  
Pay

**Category #7**  

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. 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.

Class 3  **Weed Display**– The purpose of this class is to allow original and creative exhibits that contain educational information about weeds, such as interesting information about a weed species, the effects of weed control, herbicide resistant weeds, what makes a weed a weed, or uses for weeds.

**Department D – RANGE MANAGEMENT**

Each exhibit must be properly identified with Unit and Class. All plant displays and display covers must be the result of the current year’s work. 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, Common Grasses of Nebraska and Common Forbs and Shrubs of Nebraska. 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 environment protection. For guidelines on specific projects, refer to appropriate project manuals. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

**Department D**

**Division 330 – Books**

**Category #7**

For books, plants must be mounted on sheets that are no larger than 14” wide x 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 italics or underlined), with authority 2) Common name 3) County of collection 4) Collection date 5) Collector’s name 6) Personal Collection number, indicating order the 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.

**Class 1  Value and Importance for Livestock Forage and Wildlife Habitat and Food Book**– A collection of 12 different plants, with four classified as high value, four as medium value and four 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. 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.

Class 2  **Life Span Book**– A collection of six perennial plant mounts and six annual plant mounts selected from grasses or forbs.

Class 3  **Growth Season Book**– A collection of six cool-season grass mounts and six warm-season grass mounts.

Class 4  **Origin Book**– A collection of plant mounts of six native range grasses and six introduced grasses. Introduced grasses are not from North America and are often used to seed pastures.

Class 5  **Major Types of Range Plants Book**– A collection of plant mounts of three grasses, three forbs, three grass-like and three shrubs.

Class 6  **Range Plant Collection Book**– 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.

Department D
Division 330 - Displays
The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) no larger than 28” X 28” on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor’s name, address, and county on back side.

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

Department D – Division 330 - Boards
Category #7
Boards should be no larger than 30” wide by 36” tall. Boards should be adequately labeled.

*Class 8  **Range Plant Board**– Will include 25 range forage species important to a particular county and should include: 1.) Scientific name (in italics or underlined), with authority  2.) Common name  3.) County of collection  4.) Collection date  5.) Collector’s name  6.) Personal collection number, indicating
order that plants were collected in your personal collection. 7.) Other
information as needed.

Class 9  Special Study Board—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 and what was learned and study results, and should be
placed in a sheet cover attached to the board.

Class 10  Junior Rancher Board—This exhibit should include a ranch map with a record
book or an appropriate educational display on some phase of rangeland or
livestock management. A short essay must accompany the display to explain the
purpose of the rancher board, what was learned, etc.

HEALTHY LIFESTYLES

DEPARTMENT E

Jennifer Eickhoff & Janice Donoghue Co-Superintendents

All foods exhibits are to be entered according to schedule in front of book.

*denotes entries not eligible for State Fair

Number of entries—Each 4-H’er is limited to one entry under each class number in the project
in which they are enrolled.

Supporting Information—Each exhibit must include the recipe. Recipe may be handwritten,
photocopied or typed. Place food on the appropriate sized plate or container and put in self-
sealing bag (except for decorated cakes and jar exhibits). Attach entry tag and recipe at the
corner of the bag.

For non-food entries—Additional information, including recipes and supplemental information,
should be identified with 4-H’ers name and county.

Criteria for judging—Exhibits will be judged according to score sheets available at the 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 (Class 2) Creative Mix Class. Prepared baking mixes,
biscuit mixes, or other pre-made mixes entered in other categories will be lowered a ribbon
placing.

Food projects—Exhibits should be entered using a disposable pan or plate and covered by a self-
sealing bag. The Seward County Ag Society and the Seward County Extension Office are not
responsible for non-disposable containers, lost bread boards, china or glassware. The exhibits,
once judged, may be sold to benefit the 4-H program or given to a charity.
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. This includes menu and recipe file exhibits.

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. Eggs 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).

Division 907 - 4-H Flops are Educational

Category #7

Class 1  A flop from any class in Foods Department E. Tell why it flopped and what you learned from the failure. Include recipe and other learning experiences.

Division 350 – General

Class 1  Food Science Exploration—Open to any 4-H’er enrolled in a Food & Nutrition or Food Preservation project. Show the connection between food and science as it relates to food preparation, food safety, or food production. Exhibit may be a poster or foam core board (not to exceed 22” x 30”); computer based presentation printed off with notes pages, if needed, and displayed in binder; an exhibit display or a written report in portfolio or notebook. Consider neatness and creativity.

Class 2  Food & Nutrition Poster, Scrapbook or Photo Display—Open to any 4-H’er enrolled in a Food & Nutrition or Food Preservation project. The project should involve a physical activity or career/concept lesson. This might contain pictures, captions and/or a report to highlight the concept. Exhibit may be a poster or a foam core board (not to exceed 22” x 30”); computer based presentation printed off with notes pages, if needed, and displayed in binder; an exhibit display or a written report in a portfolio or notebook. Consider neatness and creativity.

Class 3  Physical Activity and Health Poster, Scrapbook or Photo Display—Open to any 4-H’er enrolled in a Foods and Nutrition or Food Preservation project, involving a physical activity or career concept/lesson. This might contain pictures, captions, and/or reports to highlight the concept. Exhibit may be a poster or foam core
board (not to exceed 22” X 30”); computer based presentation printed off with notes pages, if needed, and displayed in binder; an exhibit display or a written report in a portfolio or notebook. Consider neatness and creativity.

Class 4 **Cooking Basics Recipe File**— A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H’er is in the project, with year clearly marked on recipes. Display in a recipe file or binder. Be sure to include the number of servings or yield of each recipe. This may be a continued recipe file project from the previously used 4-H curriculum before 2018.

* Class 5 **Mix in a Jar**— Mix made with non-perishable ingredients. Include recipe and instructions and label with date assembled. On a half sheet of paper answer the following questions, “what is the intended use?” (i.e. gift, fundraiser, donation, etc.)

**Division 406 – Cooking 101**

Category #7

*Class 1 **Cookies (any recipe)**— Four on a paper plate.

*Class 2 **Muffins (any recipe)**— Four on a paper plate.

*Class 3 **No Bake Cookie (any recipe)**— Four on a paper plate

*Class 4 **Cereal Bar Cookie (any cereal based recipe made in pan and cut into bars or squares for serving)**— Four on a paper plate

*Class 5 **Granola Bar (any recipe)**— 4 on a paper plate

*Class 6 **Brownies (any recipe)**— 4 on a paper plate

*Class 7 **Snack Mix (any recipe)**— at least 1 cup in a self-sealing plastic bag

**Division 407 – Cooking 201**

Category #6

Class 1 **Loaf Quick Bread**— Any recipe, at least 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 measurers approximately 8 ½” X 4 ½” or 9” X 5”. If mini-loaf pans are used for exhibit, two loaves must be presented for judging.

Class 2 **Creative Mixes**— Any recipe, at least 3/4 of baked product or four 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 bread from biscuit dough, streusel coffee cake from a cake mix, etc.) Write what you learned about making this product using a mix instead of a homemade recipe or recipe “from scratch”. Does it make it better or easier to use a convenience product or mix? Why or why not?
Class 3  **Biscuits or Scones**—Four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled or dropped. Any recipe may be used, but it must be a non-yeast product baked from scratch.

Class 4  **Healthy Baked Product**—Any recipe, at least 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.).

Class 5  **Coffee Cake**—Any recipe or shape, non-yeast product – at least 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.

Class 6  **Baking with Whole Grains**—Any recipe at least 3/4 of baked product or four 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.)

Class 7  **Non-Traditional Baked Product**—Exhibit must include a food product prepared using a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.). Entry must be at least 3/4 of baked product, or four muffins or cookies on a paper plate or in a disposable pan. Entry must include supporting information that discusses alternative preparation method and how it compares with traditional method.

**Division 408 – Cooking 301**

Pay Category #5

Any bread item prepared or baked using a bread machine should be entered under Cooking 201 (class 7), 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.

Class 1  **White Bread**—Any yeast recipe, at least 3/4 of a standard loaf displayed on a paper plate.

Class 2  **Whole Wheat or Mixed Grain Bread**—Any yeast recipe, at least 3/4 of a standard loaf on a paper plate.

Class 3  **Specialty Rolls**—Any yeast recipe, four rolls on a paper plate. May be sweet rolls, English muffins, kolaches, bagels or any other similar recipe that makes individual portions.

Class 4  **Dinner Rolls**—Any yeast recipe, four rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks or any other type of dinner roll.
Class 5  **Specialty Bread**— Any yeast recipe, includes tea rings, braids or any other full-sized specialty bread products. Must exhibit at least 3/4 of a full sized baked product.

Class 6  **Shortened Cake**— NOT FROM A CAKE MIX! At least 3/4 of the cake. 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).

**Division 414 – Cooking 401**

**Pay Category #4**

Any bread items prepared or baked using a bread machine should be entered under Cooking 201 (class 7). 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.

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

Class 2  **Family Food Traditions**— Any recipe, at least 3/4 of baked product or four 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.

Class 3  **Ethnic Food Exhibit**— Any recipe at least 3/4 of baked product or four muffins or cookies on a paper plate or in a disposable pan. The name of the county, 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.

Class 4  **Candy**— Any recipe, four pieces of candy on a paper plate or 1/2 cup. No items containing cream cheese will be accepted (Example: cream cheese mints). Candy may be cooked or no cook, dipped, molded, made in the microwave or other methods of candy preparation. Recipe must be included.

Class 5  **Foam Cake**— Original recipe (NO MIXES), at least 3/4 of the cake. Foam cakes are cakes that have a high ratio of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed).

Class 6  **Specialty Pastry**— Any recipe, at least 3/4 of baked product or four muffins or cookies on a paper plate or baked in a disposable pan. Baked items such as pie
tarts, puff pastry, phyllo doughs, biscotti, choux, croissants, Danish or strudels. Phyllo dough may be pre-made or from scratch. Pastries made with cream or egg based fillings will be disqualified.

**Department E – CAKE DECORATING**

Blair Kraska, Superintendent

**Division 908 – Cake Decorating**

Judge will consider decorating expertise, not flavor of baked product. No recipe necessary but include a listing of tips used (if any). Styrofoam may be used instead of cake. Please provide a clear covering for the exhibit to be seen and to keep it protected and fresh.

Label your entry by placing your name, address and club name on the bottom of your board. All exhibits should be entered on a double or triple thickness corrugated cardboard covered with foil, parchment paper, or freezer paper (wax side up). Cardboard should be at least 2” bigger than the project (use frosting to anchor cookies to cardboard). Please use boards that do not need to be returned.

**Beginning Cake Decorating**

Category #5

*Class 1  One layer cake, frosted, and decorated using color shades
*Class 2  One layer cake, frosted and decorated using a stencil design
*Class 3  One layer cake, cookie, or cupcake decorated with edible items (candy, crackers, pretzels, etc.)
*Class 4  One decorated character cake, using a real cake (no styrofoam base)
*Class 5  Shaped or 3D cake, using a real cake (no styrofoam base)
*Class 6  **Display Board**—Select any two of the following for display on covered cardboard (approx. 8 ½” x 11”)
    A. Flowers (5 of one style)
    B. Leaves (5 of one style)
    C. Borders (2 different)
    D. Lettering (minimum of 5 letters using one tip)
*Class 7  One decorated two-layer cake using three to five different types of tips in decorating
*Class 8  One decorated cut-up cake, using real cake
*Class 9  **Cake Decorating Scrapbook**—A minimum of four cakes you decorated using pictures or diagrams should be in the book. Another four pictures or diagrams of cake decorating projects you would like to try should be included (pictures can be from magazines). Use captions with pictures/diagrams.
Intermediate Cake Decorating

Category #5

*Class 10  **Frost and decorate a two-layer cake**

*Class 11  **Display Board**—Select any three of the following for display on covered cardboard

  (approx. 8 ½” x 11”)

  A. Flowers (3 each of three different styles. May be drop flowers or flowers made on a flower nail)
  B. Leaves (3 each of two different types)
  C. Borders (1 each of two different types. Minimum of 6” each.)
  D. Side trims (1 each of two different trims. Minimum of 6” each.)
  E. Lettering (Minimum of ten letters using one tip)
  F. Color Flow (1)

*Class 12  **One decorated two-layer cake**, using an example of string work and a flower made on a lily flower nail.

*Class 13  **Two figures**, using figure piping techniques.

*Class 14  **One decorated cake**, using three or more tiers of graduated sizes using supports and separator plates.

*Class 15  **Cake Decorating Scrapbook**—A minimum of four cakes you decorated in your beginning years using pictures or diagrams, along with four pictures/diagrams from cakes made in your intermediate years should be in the book. Another four pictures or diagrams of cake decorating projects you would like to try should be included (pictures can be from magazines). Use captions with pictures/diagrams.

Advanced Cake Decorating

Category #5

*Class 16  **One molded or shaped object** (may be on a decorated cake, a cake form, or an independent display).

*Class 17  **Original cake design**, created by 4-H member. Include diagram with cake.

*Class 18  **A brief written description** of your project (see page 8 in manual).

Department E – FOOD PRESERVATION

Jennifer Eickhoff & Janice Donaghue, Co-Superintendents

All exhibits must be pre-entered at the Seward County Extension Office by July 10. Foods exhibits are to be entered according to schedule in front of fair book.
Number of Entries
Each 4-H’er is limited to one entry under each class number in the project in which they are enrolled. Limit 3 entries per exhibitor in Food Preservation.

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.

Jars— Jars and lids do not need to be the same brand. Half pint jars may be used for jellies and preserves. The jars are not to be decorated by the exhibitor in any way. Canning jars must be used - other will be disqualified. No 1/4 pint jars allowed. Leave jar rings on for fair display, it helps protect the seal. No zinc lids.

Current Project— All canning must be the result of this year’s 4-H project.

Criteria for Judging— Exhibits will be judged according to score sheets available at the Extension Office or at http://4h.unl.edu/fairbook/general/scoresheets-forms. 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 https://food.unl.edu/canning#elevation for your county’s altitude and how that affects food processing times and pounds of pressure.

Labeling— Jars should be labeled with the name of the food item, name of the 4-H’er, county and date of processing on the bottom of each jar. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H’er, county and drying date. Multiple dried food exhibits should be secured by a rubber band or “twisty” to keep exhibit containing the three self-sealing bags together.

Recipe/Supporting Information— Recipe must be included, and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are not allowed. Current USDA guidelines for food preservation methods MUST be followed. Suggested sources of recipes include:

- 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning)
- Nebraska Extension’s Food Website: http://food.unl.edu/web/preservation/home or Extension publications from other states
• Ball Blue Book (published after 2009) or online:  [https://www.freshpreserving.com/recipes](https://www.freshpreserving.com/recipes)

All exhibits must include a 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)
4. Type of pack (raw pack or hot pack)
5. Altitude (and altitude adjustment, if needed)
6. Processing time
7. Number of pounds of pressure (if pressure canner used)
8. Drying method and drying time (for dried food exhibits)
9. Recipe and source of recipe (if publication, include name and date)

**Division 907 – 4-H Flops are Educational**

*Class 1*  
*A flop from any class in Foods Department E.* Tell why it flopped and what you learned from the failure. Include recipe and other learning experiences.

**Division 407 – Food Preservation**

**UNIT 1 – Freezing Project Manual**

*Pay*

**Category #5**

**Class 1**  
*Baked Item made with Frozen Produce*— Any recipe, at least 3/4 of baked product or four 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**

**Class 1**  
*Dried Fruits*— Exhibit three different examples of three different dried fruits. Place each dried fruit food (6-10 pieces of fruit, minimum of 1/4 cup) in separate self-sealing bags. Use a rubber band or “twisty” to keep exhibit together.

**Class 2**  
*Fruit Leather*— Exhibit three different examples of three 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.

**Class 3**  
*Vegetable Leather*— Exhibit three different examples of three different vegetable or vegetable/fruit leather combos. Place a 3” - 4” sample of each leather together in separate self-sealing bags. Use a rubber band or “twisty” to keep exhibit together.
Class 4  **Dried Vegetables**—Exhibit three different samples of three different dried vegetables. Place each food (1/4 cup of each vegetable) in a separate self-sealing bag. Use a rubber band or “twisty” to keep exhibit together.

Class 5  **Dried Herbs**—Exhibit three different samples of three different dried herbs. Place each food (1/4 cup of each herb) in a separate self-sealing bag. Use a rubber band or “twisty” to keep exhibit together.

Class 6  **Baked Item made with Dried Produce/Herbs**—Any recipe, at least ¾ of baked product or four 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 or 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**

Class 1  1 Jar Fruit Exhibit—Exhibit one jar of a canned fruit. Entry must be processed in a boiling water bath according to current USDA recommendations.

Class 2  3 Jar Fruit Exhibit—Exhibit three 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.

Class 3  1 Jar Tomato Exhibit—Exhibit one jar of a canned tomato product. Entry must be processed in the boiling water bath according to current USDA recommendations.

Class 4  3 Jar Tomato Exhibit—Exhibit three 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.

Class 5  1 Jar Pickled Exhibit—Exhibit one jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations.

Class 6  3 Jar Pickled Exhibit—Exhibit three jars of different kinds of canned pickled and/or fermented products. Entry must be processed in a boiling water bath according to current USDA recommendations.

Class 7  1 Jar Jelled Exhibit—Exhibit one jar of a jam, jelly or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations.

Class 8  3 Jar Jelled Exhibit—Exhibit three different kinds of jelled products. Entry may be made up of either pints or half pints. Entry must be processed in a boiling water bath according to current USDA recommendations.

**Unit 4 – Pressure Canning Project Manual**
Class 1  **1 Jar Vegetable or Meat Exhibit**—Exhibit one jar of a canned vegetable or meat. Include only vegetables or meats canned in a pressure canner according to current USDA recommendations.

Class 2  **3 Jar Vegetable Exhibit**—Exhibit three jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.

Class 3  **3 Jar Meat Exhibit**—Exhibit three jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.

Class 4  **Quick Dinner**—Exhibit a minimum of 3 jars to a maximum of 5 jars, plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on a 3” X 5” file card and attach to one of the jars. Entry must be processed according to the current USDA recommendations.

Class 5  **1 Jar Tomato Exhibit**—Exhibit one jar of a canned tomato product. Entry must be processed in a pressure canner according to current USDA recommendations.

Class 6  **3 Jar Tomato Exhibit**—Exhibit three 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.

**Department E – CULINARY CHALLENGE CONTEST**

*denotes entries not eligible for State Fair

Contact the Seward County Extension Office to enroll!

*Purpose of the Contest* – The 4-H Culinary Challenge Contest will require youth to demonstrate healthy decision making through nutrition, food preparation, menu planning and food safety, utilizing foods and nutrition curriculum. They will apply healthy living knowledge and skills by planning a nutritious menu, demonstrating their understanding of time management skills in the kitchen and expressing their originality and creativity through an appropriately themed and properly set table. To showcase these skills, youth will create a menu, prepare one food item and choose an appropriate theme for their occasion while expressing their food, nutrition and food safety knowledge during a live interview with a judge at the contest. In order to highlight knowledge and skills acquired during pre-contest preparation, youth will utilize technology as part of their interview.

*Age Divisions* – Age divisions will be determined by 4-H age, the age of the youth before January 1 of the current year. *Clover Kids: Ages 5-7;  *Junior: Ages 8 – 9; Intermediate: Ages 10-13;  Senior: Ages 14-18

*Eligibility*– The 4-H’er must be enrolled in at least one Foods and Nutrition project to enter the contest. A team consists of two 4-H’ers.
**Challenge Ingredient/Item**– A challenge ingredient will be selected each year, highlighting a Nebraska commodity food product. **The 2020 challenge ingredient is popcorn.** Please keep food safety in mind when selecting the recipe used for the Challenge. Foods must be able to be kept chilled during transport to the contest, then be able to be reheated in a slow cooker or microwave. Each team must incorporate the challenge ingredient into their food item they will be presenting during the contest. This may require altering a recipe or creatively incorporating an item into their overall table theme. The challenge ingredient must also be included in the interview presentation, demonstrating youth knowledge of the ingredient, such as nutritional value, a farm-to-fork concept or how to adapt a recipe to include the ingredient.

**Judge’s Interview**– The team should view themselves as the hosts, welcoming the judge, cooperatively presenting the table to the judge, incorporating multi-media resources and answering any questions from the judge. Teams must be prepared to present to the judge utilizing technology (PowerPoint, picture story, or other multi-media resource). Presentations may include photos, clip art, animation, video or audio sound. The 4-H members should cooperatively present a verbal presentation to the judge that is highlighted by their multi-media presentation via computer or tablet. Participants must provide their own computer or other equipment needed for their 4-H Foods Event judging interview. Presentations will occur at participant’s tables. Please do not bring projectors or other equipment which will require extra space.

Consideration should be given to creatively include the following items through the multi-media presentation (optional for Clover Kids): • nutritional facts of their menu  • food safety  • time management  • choice of menu  • food preparation  • cost of item/per serving  • food handling techniques  • recipe of the food item shared with the judge  • challenge ingredient (nutritional value, farm-to-fork, recipe revision, etc.)

**General Rules/Guidelines**
1. A team will consist of two members. Both must be at least 10 years of age by January 1 of the current calendar year to be eligible for the State Fair contest.
2. All participants must be enrolled in a 4-H foods and nutrition project during the current 4-H year.
3. Judging interviews will be approximately 12-15 minutes for intermediates and seniors, and 8-10 minutes for juniors. This time includes a short presentation by the 4-H’er(s) as well as questions from the judge.
4. Participants should arrive at least 15 minutes prior to the contest to set up their table.
5. Participants must provide their own food, decorations and card table for the display.
6. Only contestants will be allowed to set up or arrange table settings.
7. During judging, 4-H members may choose to dress in appropriate clothing, costume, or accessories relevant to the theme.
First Aid Kit—A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit’s intended use. A description of where the it will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4-H 425, pages 6 & 7 for guidance. Kits containing any of the following will be automatically disqualified:

1.) Prescription medications. (If the kit’s purpose is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication.)

2.) Materials with expiration dates on or before the judging date. (This includes sterile items, non-prescription medications, ointments, salves, etc. Articles dated month and year only are considered expired on the last day of that month.)

3.) Any controlled substance.

Disaster Kit (Emergency Preparedness)—Must contain the materials to prepare a person or family for emergency conditions caused by a natural or man-made incident. Selection of materials is left to the exhibitor. Family or group kits must have enough material or items for each person. A description of the kit’s purpose, the number of people supported and a list of contents is required. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit.

Safety Scrapbook—The scrapbook must contain 15 news articles from print and/or internet sources about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hardcover binder or notebook for 8½” x 11” size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.
Class 4  **Safety Experiences**—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.

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

**Division 450 — Fire Education**

**Category #6**

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

**Class 2**  **Fire Safety Scrapbook**—The scrapbook must contain ten 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.
Class 3  **Fire Prevention Poster**—Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (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”.

**Department E – HEALTH**

**Division 912 – Bicycle Adventures**

*Category #7*

*Class 1*  **You Be the Teacher Exhibit**—Share with others what you learned in this project. Exhibit may be a poster (not to exceed 14” x 22”), a notebook or small display of an educational nature.

*Class 2*  **Bike Restoration**—Exhibitors of bicycles need to restore, overhaul and/or upgrade a bicycle to include current safety features. A report must be included, covered by clear plastic, describing costs, repair costs, and what was done. “Before” and “after” photos should be included.

*Class 3*  **Documented Bike Riding Trip**—Include a written report using a notebook or scrapbook showing a bike ride or trip you have made using your bike.

**DEPARTMENT F**

**PERSONAL DEVELOPMENT & LEADERSHIP**

Julie Roebke & Linda Eberspacher, Co-Superintendents

**ENTREPRENEURSHIP**

All exhibits must be pre-entered at the Seward County Extension Office by July 10th.

*denotes entries not eligible for State Fair*

**ESI: Entrepreneurship Investigation**

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.

*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.

**Division 531 – ESI Unit 1 - Discover the E-Scene**

Category #6

Class 1  **Interview an Entrepreneur**– Share what you learned from the person about starting and running a business or how they deliver excellent customer service. How will what you have learned through this interview change your future plans or ways of thinking about business? (Based on pages 2.1 - 2.4 of manual)

**Division 531 – ESI Unit 2 – The Case of ME**

Category #6

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

**Division 531 – ESI Unit 3 – Your Business Inspection**

Category #6

Class 3  **Marketing Package**– (Mounted on a 14” x 22” poster) must include at least three items (examples) developed by the 4-H’er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H’er and not an existing business.

Class 4  **Sample of an Original Product**– 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?
Class 5

Photos of an Original Product (mounted on a 14” x 22” poster) – Must include three photos of developed product and a mounted information sheet answering the following questions. If exhibiting in both Class 4 and Class 5, 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? 3.) Would you do anything differently next time? If so, what? 4.) What is the suggested retail price of the product? 5.) How did you decide on the price? 6.) 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. 7.) How much would you earn per hour? Show how you determined this figure. 8.) What is unique about this product?

Class 6

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

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

Department F – JUDGING CONTESTS

Judging contests are open to all 4-H members. Participants do not need to be enrolled in the project in which they judge. There will be a Junior and Senior Division in all judging contests. (Juniors: under 12 years old and, senior: 12 years old and over.) In the Livestock, Horse and Dairy Judging contests each club may enter judging teams.

Division 500 – Judging Contests

Pay

Category #6
Class 25  Livestock – Senior
*Class 27  Livestock – Junior
*Class 70  Horse – Junior
Class 71 Horse—Senior

Department F – CLOVER COLLEGES & CLUB LESSONS

Pay Category #10

Must include a paragraph about what the Clover College or Club lesson was about and what was learned at the Clover College. No limit to number of entries.

Division 540 – Citizenship & Civic Education
Division 541 – Communications & Expressive Arts
Division 542 – Family & Consumer Science
Division 543 – Environmental Education/Earth Sciences
Division 544 – Healthy Lifestyles
Division 545 – Personal Development & Leadership
Division 546 – Agronomy/Horticulture
Division 547 – Science & Technology
Division 548 – Animal Science

*Class 1  Project made at a Clover College/Club Lesson.
*Class 2  Project started or an idea generated at a Clover College/Club Lesson.
*Class 3  An exhibit that demonstrates what you learned or gained at a Clover College/Club Lesson such as a picture display, essay, power point, or poster (no larger than 14" x 22").

Department F – AFTER SCHOOL/OUT OF SCHOOL

A product you made as a result of a project, a project made during your After School/Out of School club time or a display showing what you learned. Include an explanation of your project on a piece of 8 ½” x 11” paper. Exhibits are to be checked in at the 4-H Center from 4:00 - 8:00 p.m., on Monday, August 3.

Division 560 – 4-H Afterschool

Pay Category #10

*Class 1  Any project made during a 4-H Afterschool club

Division 563 – Out of School/School Enrichment

Pay Category #10

This area includes projects completed at Day Camp, in a 4-H special interest activity, 4-H club meeting, or at a youth center program sponsored by 4-H.

*Class 1  Essay on what was learned/skills gained.
*Class 2  Display of project made during program.
Department F – LEADERSHIP

Division 914 – Step Up to Leadership, Serving as a Jr. Leader
Category #7
*Class 1  Poster, Scrapbook or Powerpoint CD or DVD showing progress of leadership abilities, skills and activities based upon project work.

Department F – LEGOS/K’NEX BUILDING

Each exhibit must have name and age attached. The exhibits in this division are educational exhibits. Exhibitors may use whatever means is most effective in showing what they have accomplished in a project they have planned themselves.

Division 916
Category #10
Pay
Lego or K’nex Building Exhibit (Original)– An exhibit that is original and is not made from a set design of plans or a model. Include information on how the model will be used. Display on a board, with sides, so the exhibit may be moved safely and easily. We will try to exhibit the models so that they are safe, but we will not be responsible for items lost.
*Class 1  Lego Original (500 pieces or less)
*Class 2  Lego Original (501 pieces or more)
*Class 3  K’nex Original

Lego or K’nex Building (Model)– An exhibit that is made from a purchased kit or a set design giving the directions on construction. Include information on how the model will be used. Display on a board, with sides, so the exhibit may be moved safely and easily. We will try to exhibit the models so that they are safe, but we will not be responsible for items lost.
*Class 4  Lego Model (500 pieces or less)
*Class 5  Lego Model (501 pieces or more)
*Class 6  K’nex Model

Lego or K’nex Diorama– Include one or more items, kit or original design, in setting/scene, on a maximum base of 18" x 24". Ex. cardboard box with sides/top cut down for display purposes.
*Class 7  Lego or K’nex Diorama

DEPARTMENT G – HORTICULTURE
Holly Klintworth, Superintendent
TBA, Asst. Superintendent

All Horticulture/Floriculture must be pre-entered online by noon Friday, July 31.
*denotes entries not eligible for State Fair

Exhibits are limited to ONE EXHIBIT PER EXHIBIT CLASS NUMBER. Entries must be the work of the 4-H member.

The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Superintendents or Extension Staff.

Exhibits entered under an incorrect class number or containing an incorrect number of vegetables or stems will be dropped one ribbon placing. 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 over winters as a crown, blooms the following year and dies. Foliage will be considered when exhibit is judged.

Division 770 – Floriculture

Youth must be enrolled in the World of Flowers and/or Annual Flowers projects to exhibit floriculture. All 3 or 5 stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. When preparing entries for fair, follow the guidelines in 4H Preparing Cut Flowers for Exhibits (revised 2016) (free download—https://unl.box.com/s/2f3a785c67p7qhqasevp6gu6adf3ugon). Exhibitors may enter a maximum of six classes from the following lists (classes 1-43) with no more than one exhibit per class.

Cut Flower Annuals & Biennials—Five stems of a single variety (cultivar) unless otherwise noted in parentheses.

- Class 1  Aster
- Class 2  Bachelor Buttons
- Class 3  Bells of Ireland
- Class 4  Browallia
- Class 5  Calendula
- Class 6  Celosia (crested or plume) (3 stems)
- Class 7  Cosmos
- Class 8  Dahlia
- Class 9  Dianthus
<table>
<thead>
<tr>
<th>Class 10</th>
<th>Foxglove</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 11</td>
<td>Gladiolus <em>(3 stems)</em></td>
</tr>
<tr>
<td>Class 12</td>
<td>Gomphrena</td>
</tr>
<tr>
<td>Class 13</td>
<td>Hollyhock <em>(3 stems)</em></td>
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<tr>
<td>Class 14</td>
<td>Marigold</td>
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<tr>
<td>Class 15</td>
<td>Pansy</td>
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<tr>
<td>Class 16</td>
<td>Petunia</td>
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<tr>
<td>Class 17</td>
<td>Salvia</td>
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<tr>
<td>Class 18</td>
<td>Snapdragon</td>
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<tr>
<td>Class 19</td>
<td>Statice</td>
</tr>
<tr>
<td>Class 20</td>
<td>Sunflower <em>(under 3&quot; diameter–5 stems, 3&quot; or more in diameter–3 stems)</em></td>
</tr>
<tr>
<td>Class 21</td>
<td>Vinca</td>
</tr>
<tr>
<td>Class 22</td>
<td>Zinnia</td>
</tr>
<tr>
<td>Class 23</td>
<td>Other annual or biennial <em>(under 3&quot; diameter–5 stems, 3&quot; or more in diameter–3 stems)</em></td>
</tr>
</tbody>
</table>

*(Do not duplicate entries in classes 1-22)*

**Cut Flower Perennials**—Five stems of a single variety (cultivar) unless otherwise noted in parentheses.

<table>
<thead>
<tr>
<th>Class 30</th>
<th>Achillea/Yarrow</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 31</td>
<td>Chrysanthemum</td>
</tr>
<tr>
<td>Class 32</td>
<td>Coneflower</td>
</tr>
<tr>
<td>Class 33</td>
<td>Coreopsis</td>
</tr>
<tr>
<td>Class 34</td>
<td>Daisy</td>
</tr>
<tr>
<td>Class 35</td>
<td>Gaillardia</td>
</tr>
<tr>
<td>Class 36</td>
<td>Helianthus</td>
</tr>
<tr>
<td>Class 37</td>
<td>Hydrangea <em>(3 stems)</em></td>
</tr>
<tr>
<td>Class 38</td>
<td>Liatris <em>(3 stems)</em></td>
</tr>
<tr>
<td>Class 39</td>
<td>Lilies <em>(3 stems)</em> <em>(Not Daylilies)</em></td>
</tr>
<tr>
<td>Class 40</td>
<td>Platycodon</td>
</tr>
<tr>
<td>Class 41</td>
<td>Rose <em>(3 stems)</em></td>
</tr>
<tr>
<td>Class 42</td>
<td>Rudbeckia/Black-eyed Susan</td>
</tr>
<tr>
<td>Class 43</td>
<td>Sedum</td>
</tr>
<tr>
<td>Class 44</td>
<td>Statice</td>
</tr>
<tr>
<td>Class 45</td>
<td>Any other perennial <em>(under 3&quot; diameter–5 stems, 3&quot; or more in diameter–three stems)</em></td>
</tr>
</tbody>
</table>

*(Do not duplicate entries in Classes 30-44)*

| Class 46  | 4-H Flower Garden Collection of five different flowers. Each flower in the collection |

should be exhibited with the number specified for classes 1-45. Display in a box or other holder not more than 18" in any dimension. Do not duplicate entries in classes 1-45 with any in the group collection.

**Educational Exhibits**

**Category #7**

**Class 50**  
**Flower Notebook**— Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. 4-H’ers may show more than one cultivar of the same species, but they will only count as one species. The notebook must be the result of the current year’s work. Pictures from garden catalogs, hand drawn pictures or photographs may be used. Each species/cultivar must be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should also be labeled as spring or summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member’s name, age, full address, county and years in the project(s) must be on the back of the notebook.

**Class 51**  
**Flower Garden Promotion Poster**— Individual poster promoting flower gardening, size 14” x 22” either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayon, etc. as long as it is not 3-dimensional. Posters using copyrighted material will not be accepted. The 4-H member’s name, age, full address, county and years in the project(s) must be on the back of the poster.

**Class 52**  
**Educational Flower Garden Poster**— Prepare a poster 14” x 22” x 2” (3-dimensional if needed), either vertical or horizontal arrangement, illustrating a skill or project you have done or learned about in a 4-H 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. The 4-H member's name, age, full address and years in the project(s) must be on the back of the poster.

**Class 53**  
**Flower Gardening History Interview**— Neatly handwritten or typed account of a gardening history interview of someone whose flower garden has inspired you. Maximum of four pages of text and two pages of pictures (include one picture of the person you interviewed) of their flower garden if the individual is still gardening. Protect with a clear report cover. The 4-H member’s name, age, county and years in project(s) must be on the back of the report cover.

**Class 54**  
**Annual Flower Display** containing one to three varieties planted from seed. Include variety, date seed planted, location of planter. Photo display of growth
stages and documentation in clear plastic cover should be included with display.

**Houseplants**
Youth must be enrolled in the Growing Great Houseplants projects to exhibit in classes 60-66.

Container Grown Houseplants: The choice of container and soil quality will be considered in judging. Each plant must be identified by listing the names on the entry tag. Houseplants should be grown in the display container for a minimum of six weeks. Plants grown as houseplants must be used. NebGuide G2205 “Guide to Growing Houseplants” (http://extensionpublications.unl.edu/assets/html/g2205/build/g2205.htm) and Neb Guide 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 are for county exhibit only and will not be considered for State Fair selection.** Entries in Classes 60-66 must have been designed and planted by the 4-H member. 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 houseplant in classes 60-66 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing. Classes 60-65 exhibitors must have and provide a saucer to catch drainage water. The 4-H member's name, age, county and years in project(s) must be on the bottom or back of the container and saucer.

**Class 60**  **Flowering Potted Houseplant(s)** that are blooming for exhibition. Non-blooming plants will be disqualified.

**Class 61**  **Foliage Potted Houseplant(s)** of all the same variety.

**Class 62**  **Hanging basket** of flowering and/or foliage houseplants.

**Class 63**  **Dish Garden**– An open/shallow container featuring a variety of houseplants excluding cacti and succulents.

**Class 64**  **Fairy or Miniature Garden**– A miniature “scene” contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bath tub, etc.

**Class 65**  **Desert Garden**– An open/shallow container featuring cacti and/or succulents grown as houseplants.

**Class 66**  **Terrarium**– A transparent container, partially or completely enclosed; sealed or unsealed.

*Class 67  **Annual Flowering Potted Plant** (non-hanging basket) that is blooming for exhibition. Non-blooming plants will be disqualified.

*Class 68  **Annual Hanging basket** of flowering and/or foliage houseplants.

**Division 773 - Vegetables, Herbs, Fruits & Educational Exhibits**

Pay Category #7
An exhibitor may enter one or up to a maximum of ten different individual entries of vegetables, herbs and fruits from the following lists. (Classes 201-252 and 260-268 and 280-286.) In all classes the number of exhibits is specified after the type.

Exhibits are limited to **ONE** exhibit per class number **regardless** of variety/type.

The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor not the Extension staff or office personnel. Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be dropped one ribbon placing. In classes 252, 255, 268, 269, 285 and 286 do not duplicate entries with the classes listed by using other cultivars or varieties or entry will be dropped one ribbon placing. For example: 4-H’ers with two cultivars or varieties of red tomatoes can only enter the red tomatoes class and cannot enter the other cultivar or variety in any other vegetable class.

Follow the guidelines in “Selecting and Preparing Vegetables, Herbs, and Fruits for Exhibit” 4H226 (revised June, 2013) free download—http://4h.unl.edu/4hcurriculum/preparingvegetables/herbsandfruit, when preparing entries for the fair. At the fair, plates will be provided for the exhibitor.

<table>
<thead>
<tr>
<th>Class</th>
<th>Name</th>
<th># to exhibit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 201</td>
<td>Lima Beans</td>
<td>12</td>
</tr>
<tr>
<td>Class 202</td>
<td>Snap Beans</td>
<td>12</td>
</tr>
<tr>
<td>Class 203</td>
<td>Wax Beans</td>
<td>12</td>
</tr>
<tr>
<td>Class 204</td>
<td>Beets</td>
<td>5</td>
</tr>
<tr>
<td>Class 205</td>
<td>Broccoli</td>
<td>2</td>
</tr>
<tr>
<td>Class 206</td>
<td>Brussel Sprouts</td>
<td>12</td>
</tr>
<tr>
<td>Class 207</td>
<td>Green Cabbage</td>
<td>2</td>
</tr>
<tr>
<td>Class 208</td>
<td>Red Cabbage</td>
<td>2</td>
</tr>
<tr>
<td>Class 209</td>
<td>Carrots</td>
<td>5</td>
</tr>
<tr>
<td>Class 210</td>
<td>Cauliflower</td>
<td>2</td>
</tr>
<tr>
<td>Class 211</td>
<td>Slicing Cucumbers</td>
<td>2</td>
</tr>
<tr>
<td>Class 212</td>
<td>Pickling Cucumbers</td>
<td>5</td>
</tr>
<tr>
<td>Class 213</td>
<td>Eggplant</td>
<td>2</td>
</tr>
<tr>
<td>Class 214</td>
<td>Kohlrabi</td>
<td>5</td>
</tr>
<tr>
<td>Class 215</td>
<td>Muskmelon/Cantaloupe</td>
<td>2</td>
</tr>
<tr>
<td>Class 216</td>
<td>Okra</td>
<td>5</td>
</tr>
<tr>
<td>Class 217</td>
<td>Yellow Onions</td>
<td>5</td>
</tr>
<tr>
<td>Class 218</td>
<td>Red Onions</td>
<td>5</td>
</tr>
<tr>
<td>Class 219</td>
<td>White Onions</td>
<td>5</td>
</tr>
<tr>
<td>Class 220</td>
<td>Parsnips</td>
<td>5</td>
</tr>
</tbody>
</table>
Class 221  Bell Peppers  5
Class 222  Sweet (Non-Bell) Peppers  5
Class 223  Jalapeno Peppers  5
Class 224  Hot (Non-Jalapeno) Peppers  5
Class 225  White Potatoes  5
Class 226  Red Potatoes  5
Class 227  Russet Potatoes  5
Class 228  Other Potatoes  5
Class 229  Pumpkin  2
Class 230  Miniature Pumpkins (Jack Be Little type)  5
Class 231  Radish  5
Class 232  Rhubarb  5
Class 233  Rutabaga  2
Class 234  Green Summer Squash  2
Class 235  Yellow Summer Squash  2
Class 236  White Summer Squash  2
Class 237  Acorn Squash  2
Class 238  Butternut Squash  2
Class 239  Buttercup Squash  2
Class 240  Other Winter Squash  2
Class 241  Sweet Corn (in husks)  5
Class 242  Swiss Chard  5
Class 243  Red Tomatoes (2" or more in diameter)  5
Class 244  Roma or Sauce-type tomatoes  5
Class 245  Salad Tomatoes (under 2" diameter)  12
Class 246  Yellow Tomatoes (2" or more diameter)  5
Class 247  Turnips  5
Class 248  Watermelon  2
Class 249  Dry Edible Beans  1 Pint
Class 250  Gourds, mixed types  5
Class 251  Gourds, single variety  5
Class 252  Any other vegetable 2, 5 or 12 (do not duplicate entries in classes 201-251) that doesn’t fit in any other class

Class 255  4-H Vegetable Garden Collection of five kinds of vegetables. Display Garden Collection in a box not more than 24” in any dimension. **Boxes will not be returned.** Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the
collection should be exhibited with the number specified for individual class. Do not duplicate entries in Classes 201-252 with any in the group collection.

Class 256  **4-H Cultivar Vegetable Collection**—Vegetables entered in the collection are five cultivars from a single exhibit; for example, five cultivars of all types of peppers or squash or onions or tomatoes, etc. Display in a box not more than 24” in any dimension. **Boxes will not be returned.** 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).

*Class 257  **Vegetable/Fruit Creation**—Create your own people, animals or objects out of vegetables and/or fruits. The products used to make these creations must be homegrown.

**Herbs**  
Pay Category #7

Herbs will be judged using the same general criteria used for vegetables. Those grown mainly for their seed, such as dill and caraway, should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a glass container of water. **Containers will not be returned.** Potted herb plants will be disqualified and will not be judged.

Class 260  Basil  5
Class 261  Dill (dry)  5
Class 262  Garlic (bulbs)  5
Class 263  Mint  5
Class 264  Oregano  5
Class 265  Parsley  5
Class 266  Sage  5
Class 267  Thyme  5
Class 268  Any other herb (do not duplicate entries in classes 260-267)  5
Class 269  **4-H Herb Garden Display** of five different herbs. Display in a box or holder not more than 18” in any dimension. **Boxes will not be returned.** 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**  
Pay Category #7

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

Class 280  **Strawberries** (everbearers)  1 pint
Class 281  **Grapes**  2 bunches
Class 282  Apples  5
Class 283  Pears  5
Class 284  Wild Plums  1 pint
Class 285  Other small fruit or berries  1 pint
(Do not duplicate entries in Classes 280-284)
Class 286  Other fruits OR nuts  5
(Do not duplicate entries in Classes 280-284)

Educational Exhibits
Category #7

Class 290  Garden Promotion Poster—Individual poster promoting vegetable or herb gardening, size 14” x 22” either vertical or horizontal arrangement. Poster may be in any medium so long as it is not 3-dimensional. Posters using copyrighted material such as the “Peanuts” cartoon will not be accepted. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of the poster.

Class 291  Educational Vegetable or Herb Garden Poster—Prepare a poster 14” x 22” x 2” (3-dimensional if needed), either vertical or horizontal arrangement, illustrating a skill or project the 4-H'er has done or learned about in a 4-H vegetable gardening project. One might show a special technique used or equipment incorporated in the garden (e.g. drip irrigation system, composting or special techniques learned). Refer to 4-H horticulture project manuals, but use your own creativity. The 4-H member's name, age, full address, county and years in the project(s) must be on the back of poster.

Class 292  Vegetable and/or Herb Gardening History Interview—Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of four pages of text and two pages of pictures (include one 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.

Class 293  Vegetable Seed Display—Each display must include seeds representing the following families:
Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families plus representatives from five other families. Group the seeds by family and type. Glue seeds or otherwise fasten clear containers of seeds to a board or poster mat board no larger than 22” x 24”. Label each group and each individual vegetable type with the common and scientific names. Use only one variety or cultivar of each vegetable, except for beans where several examples of beans may be shown. Attach a card to the back of the display explaining why and how it is important to know which vegetables are related, and cite references on
where the scientific name information was found. The 4-H member’s name, age, full address, county and years in the project(s) must be on the back of the display. Information on vegetable family members can be obtained from your Extension Office.

Class 294  **World of Vegetables Notebook**—Choose a favorite foreign cuisine and learn what vegetables and/or herbs are common to it (e.g. Mexican, African, Chinese, Italian, etc.). Include a report telling about a minimum of five 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 small 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.

**Division 775 – Special Garden Project**

Pay Category #5

Youth must be enrolled in the current year’s Special Garden Project to exhibit. Fresh cut flowers or harvested vegetables should be entered in the appropriate class listed above.

Class 1  **Special Garden Project**—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. 4-H member’s name, age, full address and county must be on the back of the poster or report cover.

Class 2  **Special Gardening Project Fresh Cut Flowers or Harvested Vegetables**—The current year’s Special Gardening Project fresh cut flowers or harvested vegetables should be entered in this class. Refer to classes 1-45 for quantity to exhibit if Special Gardening Project is a fresh cut flower. Refer to classes 201-252 for quantity to exhibit if Special Gardening Project is a vegetable.

*Class 3  **Container Grown Special Garden Project**—Must have and provide a saucer to catch drainage water.

*Class 4  **Picture/photograph**—This project is up to you as long as it includes the Special Garden Project. Please include a 5” x 7” photo mounted on an 8 ½” x 11” poster board with a caption or an 8” x 10” photo mounted on a 14” x 22” poster board with a caption.

*Class 5  **Tell a story** about your first experience with the Special Garden Project; growing, harvesting, etc. Be sure to include a picture(s)/photograph(s).
*Class 6  **Write an essay** about what you’ve learned about the Special Garden Project and growing the seeds. Be sure to include things you would change next time and a picture(s)/photograph(s).

*Class 7  **Poem**– Write a poem about some aspect of the Special Garden Project; growing, cutting the flowers, harvesting the vegetables, insects it attracts, the choice is yours! Exhibit in a clear plastic report cover.

*Class 8  **Most Unique or Largest Special Garden Project Exhibit**– Turn the oddball blooms or plants into a fun exhibit and show off your most unique exhibit.

*Class 9  **Choice**– Your choice of a project, but be sure it includes something about the Special Garden Project.

**SCIENCE, ENGINEERING & TECHNOLOGY**

**DEPARTMENT H**

Linda Tempel, Superintendent
Nancy Greckel, Asst. Superintendent
*denotes entries not eligible for State Fair*

**General Information:**
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.) Several classes require a display board which should be a height of 24” and not to exceed ¼” in thickness. A height of 24 7/8” is acceptable to allow for the saw kerf (width) if two 24” boards are cut from one end of a 4’ x 8’ sheet of plywood. Nothing should be mounted within ¾” of the top or bottom of the board. (Example: Woodworking & Electricity.)
C.) Fabricated board such as plywood, composition board or particle-type lumber may be used for demonstration displays.
D.) Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit.
E.) Demonstration boards should include an overall title for the display, plus other necessary labeling.
F.) Reports should be written using the scientific method whenever possible (Background, the Question or hypothesis, what you plan to do and what you did, Method used and observations, Results: what you learned). All reports should be computer generated and enclosed in a clear, plastic cover. The reports should be attached securely to the display.

**Department H – AEROSPACE**

Rockets must be supported **substantially** to protect the rocket from breakage. Rockets are to be mounted on a base that has dimensions equal or less than 12” 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. The rockets must be mounted vertically. Please do not attach sideboards or backdrops to the displays. In addition, a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rocket’s engine mount to give added stability. Rockets must be equipped as prepared for launching, with wadding and parachute or other recovery system. Rockets entered with live engines, wrong base size or sideboards will be disqualified.

A report, protected in a clear plastic cover, must include: 1) rocket specifications (include original or photo of manufacturing packaging, stating rocket skill level), 2) a flight record of 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. The flight record should describe engine used, what the rocket did in flight and recovery success. Points will not be deducted for launching, flight or recovery failures described. This includes any damage that may show on the rocket. Complete factory assembled rockets will not be accepted. Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, number of times launched and report. Three launches are required to earn the maximum launch points given on the score sheets. For scoring only actual launches count, misfires will not count towards one of the required three launches.

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

Skill level of project is not determined by number of years in project. Skill level is determined by the level listed on the manufacturing packaging.

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

High power rockets (HPR) is similar to model rocketry with differences that include the propulsion power and weight increase of the model. They use motors in ranges over “G” power and/or weigh more than laws and regulations allow for unrestricted model rockets. These rockets are NOT appropriate for 4-H projects and will be disqualified.

Entry level rockets, made with PLASTIC FINS and PLASTIC BODY TUBES, are COUNTY ONLY projects.

**Division 908 – 4-H Flops are Educational**

**Category #7**
*Class 6  **Rocket flop in any class.** Tell why it was a flop and what you learned as a result of it. Include pictures if available. Member may include damaged rocket and/or parts, but not required.

**Division 850 – Aerospace/Rockets**

Category #6
Youth enrolled in Aerospace 2, 3 or 4 may exhibit in any class within this division.

Class 1 Rocket—Any Skill Level Rocket with **wooden fins and cardboard body tubes** painted by hand or air brush.

Class 2 **Display**– Poster or display board that displays or exemplifies one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, explains the parts of a NASA rocket or shuttle, interview of someone in the aerospace field, or kite terminology. Include notebook containing terminology (definition), and what was learned. Display can be any size up to 28” x 22”.

Class 3 **Rocket**—Any Skill Level Rocket with **wooden fins and cardboard body tubes** painted using commercial application, example: commercial spray paint.

**Division 850 – Self-Designed Rocket**

Category #5
Youth enrolled in Aerospace 2, 3, or 4 may exhibit in any class within this division.

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

**Division 850 – Unit 5– Drones**

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

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

Class 6 **Drone video**– Exhibit must demonstrate how the drone interacts with the outside world. Examples include field scouting, surveying damage from natural disasters, drones used in commercial applications and settings and drones used for structural engineering. Video should not exceed five minutes. Videos should be submitted on a USB drive at check-in.
Division 850 – Careers
Category #4
*Class 20
Careers Interview—Interview someone who is working in the field of aerospace, research that career. Interviews can either be written or in a multimedia format on a flash drive. Written interviews should be in a notebook. Written reports should be three to five pages, double spaced, 12 point font, and 1” margins. Multimedia reports should be between three to five minutes in length.

Department H - COMPUTERS

Each individual is limited to one exhibit per class. Participation in Interview Judging is expected. A CD or flash drive must be included with project. All static exhibits must have received a purple ribbon at the county fair to advance to the State Fair.

Division 908 – 4-H Flops are Educational
Category #7
*Class 1
Computers flop in any class. On a sheet of paper, tell why it was a flop and what you learned as a result of it.

Division 860 – Computer Mysteries - Unit 1
Category #6
*Class 15
4-H Promotional Flyer– Exhibit should be created on 8 ½” x 11” paper using commercially available graphics software package. Flyers can be color or black & white. Flyers can be a web page or a folded flyer. Put exhibit in a protective cover. Prefabricated posters/flyers from commercially available graphics programs will not be accepted.

*Class 16
Cyber Cards– Exhibit will consist of two cyberspace greeting cards, on a flash drive labeled with exhibitor’s name. Exhibit may be a printout of each card and maximum one page of text telling the steps taken to complete and send the cyber cards. List website for the cards, and how you may be able to use cyber cards. One write-up will be for both cards (for ages 8-12). Put in protective cover.

Division 860 – Computer Mysteries - Unit 2
Category #5
**Class 1**  
**Computer Application Poster** – 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 (five different cards such as a birthday, wedding, anniversary, sympathy, get well or other); a business card (three cards for three different individuals and businesses); menu (minimum of two pages including short description of foods and pricing); book layout (I-book); promotional flyer (three flyers promoting three different events); newsletter (minimum two pages); or other: examples such as precision farming or family business logo, etc. This exhibit consists of a notebook (8 ½” x11”) which should include (1) a detailed report describing: (a) the task to be completed, (b) the computer application software required to complete the task and (c) specific features of the computer application software necessary for completing the task and (2) printout of your project. Project may be in color or black and white.

**Class 2**  
**Produce a Computer Slideshow Presentation** – Use presentation software. A notebook with a printout of all the slides and a flash drive containing a PC compatible format are to be submitted on entry night. Slideshow should include a minimum of 10 slides and no more than 25. Incorporate appropriate slide layouts, graphics, animations and audio (music or voice and transition sounds do not count). Each slide should include notes for a presenter. All slideshows must be uploaded.

**Division 860 – Computer Mysteries - Unit 3**  
**Class 3**  
**Produce an Audio/Video Computer Presentation** – Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. The presentation should be at least two minutes in length and no more than five minutes in length, with appropriate graphics, sound and either a video clip, animation or voiceover 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.

**Class 4**  
**How to STEM (Science, Technology, Engineering and Math) Presentation** – Youth design a fully automated two to five minute 4-H “how to” video. Submissions should incorporate a picture or video of the 4-H’er, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H and their personal
interests or hobbies. Videos should be designed for web viewing. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .mov, .ppt or .avi.

Class 5  **Create a Website/Blog or App**– Design a simple website/blog or app for providing information about a topic related to youth using either software programs such as an HTML editor like Microsoft’s FrontPage or Macromedia’s Dreamweaver, and image editor like IrfanView or GIMP OR online using a WIKI such as Google Sites. If the website, blog or app isn’t live include all files comprising the website, blog or app on a flash drive along with the explanation of why the site was created. If developed using a WIKI or other online tool, include a link to the website in the explanation of why the site was created.

Class 6  **3D PRINTING Unique Items**– 3D printing uses plastic or other materials to build a three-dimensional (3D) object for a digital design. 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 or cookie cutter. Must include design notebook with motivation or problem statement the prototype was 3D printed for. Will include a notebook with the following: a.) define motivation/problem solved, b.) software used, c.) document purpose of material and print settings, d.) material choice (PLA, PVA, ABS, etc.), e.) in-fill density and f.) moving parts

Class 7  **Pen Creation**– 3D pens rapidly melt and cool plastic filament allowing the 4-H’er to draw in 3D. Youth may use original designs or use a template to create their 3D item. Exhibits will be judged based on the complexity of the design and shape. 3D pen creation will include a notebook with the following: a.) copy of the template if used and description of any changes the youth created b.) if no template used—an explanation of how the creation was built c.) must include paragraph of what the youth learned while creating their project and d.) paragraph on how 3D pens impact Science, Engineering, and Technology.

Class 8  **Maker Space/Digital Fabrication**– This project is a computer generated project created using a laser cutter, vinyl cutter, heat press or CNC router. Vector or 3D based software such as Corel Draw or Fusion 360 would be an example of an appropriate software used to create your finished project. Project should include a notebook with the following: a.) what motivated you to create this project, b.) software and equipment used, c.) directions on how to create the project, d.) prototype of plans, e.) cost of
creating project, f.) iterations or modifications made to original plans and g.) changes you would make if you remade the project.

Department H – ELECTRICITY

Purchased, pre-manufactured kits are discouraged for exhibit.
General Information for Electric Posters – 4-H electricity related posters are to be entered in the engineering area for exhibiting and judging. Refer to Department B, Division 154 - Posters, for general requirements.

Division 908 - 4-H Flops are Educational
Category #7
Pay
*Class 2 Electricity flop in any class. On a sheet of paper, tell why it was a flop and what you learned as a result of it.

Division 870 – Magic of Electricity - Unit 1
Category #7
Pay
*Class 11 Control the Flow – Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5 volt light bulb, bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close.
*Class 12 Conducting Things – Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You must find five items that are conductors and five items that are insulators. Create a table that illustrates your results.
*Class 13 Battery Powered Series and Parallel Circuits – Circuits must include both series and parallel, a simple switch and can be no more than 9 volts.
*Class 14 Bright Lights – Create your own flashlight using items found around your house. Flashlights should be made out of items that could be recycled or reused. No kits please.

Division 870 – Investigating Electricity - Unit 2
Category #6
Pay
*Class 15 Rocket Launcher – Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4” x 8”, single pole switch, single throw switch, normally-open push button switch, 40 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2 by 6 board 6” long, 1/3” diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8” and ¼” drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must
successfully build a rocket launcher and light two rocket igniters with your 
launcher. You DO NOT have to actually fire a rocket off of the launcher. Create a 
poster using photographs to show the “step by step process” you used to build 
your launcher.

*Class 16  **Battery Powered Series or Parallel Circuit**— Circuit may be either series or 
parallel, must 
contain either a momentary and/or three-way switch, a circuit diagram with 
explanation and can be no more than 9 volts.

* Class 18 **Original Design**— Soldered circuit project (circuit must contain an on/off switch, a 
motion or tilt activated switch, a light and sound producing device and must be 
powered by 9 volts. All connections in the circuit must be soldered and circuit 
diagram with explanation must be included).

**Division 870 – Wired for Power - Unit 3**

Class 1 **Electrical Tool/Supply Kit**— Create an electrical supply kit to be used for basic 
repair around the house. Include a brief description of each item and its 
use. Container should be appropriate to hold items.

Class 2 **Lighting Comparison**— Display studying the efficiency of various lighting 
(incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be 
a poster display or an actual item.

Class 3 **Electrical Display/Item**— Show an application of one of the concepts learned in 
the Wired for Power project. Examples include: rewiring 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.

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

**Division 870 – Electronics - Unit 4**

Class 5 **Electrical/Electronic Part Identification**— Display different parts used for 
electrical/electronic work. Exhibit should show the part (either picture or actual 
item) and give a brief description including symbol of each part and its function. 
Display should include a minimum of ten different parts.

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

Class 8  **Poster**— Poster should exemplify one of the lessons learned in the Entering Electronics project. Posters can me any size up to 28” x 22”.

**Department H—4-WHEELIN’**

**Division 875—4-Wheelin’**

*Class 1  **Poster**— Poster should exemplify one of the lessons learned in the 4-Wheelin’ project.

Poster can be any size up to 28” x 22”.

**Department H—ROBOTICS**

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: 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.

**Division 908—4-H Flops are Educational**

*Class 5  **Robotics flop in any class.** On a sheet of paper, tell why it was a flop and what you learned as a result of it.

**Division 861—Robotics**

*Class 1  **Robotics Poster**— Create a poster (14” x 22”) communicating a robotics theme such as “Robot
or Not”, “Pseudocode”, “Real World Robots”, “Careers in Robots”,
“Autonomous Robotics”, “Precision Agriculture” or a robotic topic of interest to
the 4-H’er.

Class 2  **Robotics Notebook** – Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables or other evidence of the 4-H’ers learning experience. The notebook should contain at least three pages. Topics could include a programming challenge, a programming skill, calibration, sensor exploration, or any of the topics suggested in Class 1.

Class 3  **Robotics Video** – This class should be displayed in a notebook. The notebook should include a video clip on a CD/DVD that demonstrates the robot performing the programmed function. Include your pseudo code and screenshots of the actual code with a written description of the icon/command functions. Files must be saved in a PC compatible format.

Class 4  **Robotics/Careers Interview** – Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be three to five pages, double spaced, 12 point font, and 1” margins. Multimedia reports should be between three to five minutes in length.

Class 5  **Robotics Sensor Notebook** – Write pseudo code which includes at least one sensor activity. Include the code written and explain the code function.

Class 6  **Build a Robot (may use kit)** – Include a robot and notebook including the pseudocodes for at least one program you have written for the robot, the robot’s purpose, and any challenges or changes you would make in the robot design or programming. Robot will not be displayed in locked case. We recommend that you submit the project under class 3—Robotics Video. Junk Drawer Robotics do not qualify.

Class 7  **Kit Labeled Robot (cannot be programmed)** – This class is intended for explorations of robotic components such as arms or vehicles OR educational kits marketed as robots that do not have the ability to be programmed to “sense, plan and act.” The exhibit should include a project the youth has constructed, a description of what it does and an explanation of how it is similar to and different from a robot. Robot will not be displayed in locked case. If this is a concern, we recommend that you submit the project under Class 3—Robotics Video.

Class 8  **3D Printed Robotics Parts** — This class is intended for youth to create parts, through 3D printing, to help create their robot or aid the robot in completing a coded function. Project should include notebook describing the process used to create the project, describe the success of your designed piece (did it work),
intended use of the product and the modifications made to the item.

Division 863 – Junk Drawer Robotics

Category #4

All exhibits should be original designs made with everyday objects and materials. Exhibits should be based on directions in the Junk Drawer Robotics Notebook. Projects should include designs and worksheets from the manual.

Junk Drawer Robotics 1 – Give Robots a Hand

*Class 1  Marshmallow Catapult– Build a catapult that will launch a marshmallow.
*Class 2  Balance Beam Design– Modify catapult to be used as a balance beam.
*Class 3  Robot Arm– Design and build a robotic arm using levers to pick up and move a weight from one spot to another location.
*Class 4  Gripper– Design and build a gripper to pick up a ping pong ball, plastic golf ball, plastic egg or toy block.
*Class 5  Put It All Together– Combine the work of the robot arm, power source and gripper into one robot.

Junk Drawer Robotics 2 – Robots on the Move

*Class 6  Clipmobile– Design and build a vehicle that can carry a box of paper clips down a ramp using items listed in robotics notebook.
*Class 7  Can-Can Robot– Design and build an electric motor powered robot made from a paper or plastic cup. The robot should be able to draw or make marks on a piece of paper.
*Class 8  Es-Car-Go– Design and build a vehicle that is powered by a motor and battery and uses a gear train to make it go slow and climb a ramp.
*Class 9  Underwater ROV– Design and build an underwater ROV that can be powered to go up and down in a tank of water.

Junk Drawer Robotics – Mechatronics

*Class 10  Switch– Design and build a single pole double throw switch to control two different lights at the same time.
*Class 11  Robot– Build a robot that will travel around an object or wall using a sensor for control.
*Class 12  Breadboard– Create a working electronic circuit using a solder-less breadboard.
*Class 13  Robot– Build a robot that will perform a specific task.

Department H – GEOSPATIAL
Youth enrolled in Geospatial may exhibit in any class within this division.

**Division 880**

**Category #6**

**Class 1**  
**Poster**— Create a poster (not to exceed 14” x 22”) communicating a GPS theme such as How GPS or GIS works; Careers that use GPS or GIS; How to use GPS; What is GIS; GPS or GIS in Agriculture/Precision Agriculture or a geospatial topic of interest.

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

**Class 3**  
**GPS Notebook**— Keep a log of at least five 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.

**Class 4**  
**Geocache**— Assemble a themed geocache. Each geocache should be a water-tight container. It should include a log book and pencil for finders to log their visits and may include small trinkets, 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.

**Class 5**  
**Agriculture Precision Mapping**— 4-H’ers will assemble a notebook that will include a minimum of two digital copies of various data layers that can be used in precision agriculture to identify spatial patterns and/or correlations (printed copies of websites where applications can be purchased is acceptable) and a report of how the analysis of the various data will be used to make a management decision.

**Class 7**  
**4-H History Map/Preserve 4-H History**— Nominate a Point of Interest for the 4-H History Map Project. Include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map please go to http://arcg.is/1bvGogV. For more information about 4-H history go to http://4hhistorypreservation.com/History_Map/. For a step by step video on nominating a point, please go to this link: http://tinyurl.com/nominate4h. Write a brief description of historical significance of 4-H place or person (a minimum of one paragraph).

**Class 8**  
**GIS Thematic Map**— Using any GIS software, create a thematic map. Thematic maps can utilize any subject of interest to the 4-H’er. Maps could be of Amelia Earhart’s flight plan or Sir Francis Drake’s voyage, population density maps,
water usage “x11” maps or 4-H projects in Nebraska. Create a GIS Map using data from books and/or internet. Use reliable data, (U.S. Center for Disease Control or U.S. Census Bureau, etc.). Map may be any size from 8.5” x 11” up to 36” x 24”. Should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of the map.

Department H - POWER OF WIND

Division 900 – Power of Wind

Category #6

Class 1 Create and Compare Energy Resources Poster – Poster should explore two Alternative/renewable energy resources. Compare and contrast the two resources including two of the following: 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”.

Class 2 Experiment Notebook – Notebook will explore the scientific method involving alternative/renewable energy sources. Information required: 1.) Hypothesis 2.) Research 3.) Experiment 4.) Measure 5.) Report or Redefine Hypothesis.

Class 3 Solar as Energy Display – Item should be the original design of the 4-H’er. Include the item, or a picture if item is in excess of 6’ tall or 2’ x 2’. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar ovens, solar panels, etc.

Class 4 Water as Energy Display – Item should be the original design of the 4-H’er. Include the item, or a picture if item is in excess of 6’ tall or 2’ x 2’. Include a notebook of why the item was designed and how it harnesses the power of water.

Class 5 Wind as Energy Display – Item should be the original design of the 4-H’er. Include the item, or a picture if item is in excess of 6’ tall or 2’ x 2’. Include a notebook of why it was designed and how it harnesses the power of wind.

Class 6 Other Nebraska Alternative Energy – Notebook should explore Nebraskan alternative energy source besides wind, water, and solar power. Include information on type of power chosen, infrastructure for distribution, what resources are needed to create this alternative resource, cost of production, and potential uses of bio-products.

Department H – WOODWORKING

The ability to build objects as designed by another person is an important life skill. Professional woodworkers often are hired to build objects to exacting specifications as laid out in a written
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 plans are modified, the changes from the original need to be noted on the plans. All plans used for making the article must be securely attached and protected by a clear plastic cover.

4-H’ers must be in Unit 3 or Unit 4 for the exhibit to be considered for State Fair. All projects must have appropriate finish.

**Division 908 – 4-H Flops are Educational**

Pay Category #7

*Class 3  **Woodworking flop in any class.** On a sheet of paper, tell why it was a flop and what you learned as a result of it.

**Division 911 – Measuring Up – Unit 1**

Pay Category #4

*Class 9  **Article made with hand tools**— Select from these Unit 1 manual items: flower box, napkin or letter holder or picture frame.

*Class 10  **Article made with hand tools**— Select from Unit 1 manual but not shown in class 9 or from plans comparable to those in Unit 1 manual.

**Division 911 – Making the Cut – Unit 2**

*Class 11  **Article made with advanced hand and power tools**— Select from sawhorse, birdhouse, tool box or a stool.

*Class 12  **Article made with advanced hand and power tools**— Select from Unit 2 manual but not shown in class 11 or from plans comparable to those in Unit 2 manual.

**Division 911 – Nailing it Together – Unit 3**

Pay Category #4

Class 1  **Woodworking Article**— 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.

Class 2  **Woodworking Display**— Display exemplifying one of the principles learned in the Nailing It
Together Project. Examples include: measuring angles, wood lamination and
joint types.

Class 3

**Recycled Woodworking Display**— Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed and utilize one or more woodworking techniques from page 2 of the Unit 3 manual. Exhibit must include the woodworking plan and a minimum one-page report of how the engineering design process was used to develop the woodworking plan.

**Engineering Design Process:**
1. state the problem (why did you need this item?),
2. generate possible solutions (how have others solved the problem? What other alternatives or designs were considered?),
3. select a solution (how does your solution compare on the basis of cost, availability, and functionality?),
4. build the item (what was your woodworking plan, and what processes did you use to build your item?),
5. reason for article finish (what type of finish, how did you finish or why you chose this finish?),
6. evaluate (how does your item solve the original need?) and
7. present results (how would you do this better next time?).

Class 4

**Composite Wood Project**— 60% of the project must be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan 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.

Class 5

**Outdoor Wood Project made with Treated Wood**— 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. Examples include: picnic tables, planters, outdoor furniture, etc.

**Division 911 – Finishing Up - Level 4**

**Category #3**

**Class 6**

**Woodworking Article**— Item made using skills learned in the Finishing it Up project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.

**Class 7**

**Woodworking Display**— Display exemplifying one of the principles learned in the Finishing It Up project. Examples include: career opportunities, types of finishes, or dovetailing.

**Class 8**

**Recycled Woodworking Display**— Article made from recycled, reclaimed or composite wood. Article must be appropriately finished **and/or sealed** and utilize one or more woodworking techniques from page 2 of the Unit 4 manual. Exhibit must include the woodworking plan and a minimum one-page report of how the engineering design process was used to develop the woodworking plan.

**Engineering Design Process:**
1) State the problem (Why did you need this item?)
2) Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?)
3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?)
4) Reason for article finish (What type of finish, how did you finish or why you chose this finish?)
5) Build the item (What was your woodworking plan, and what processes did you use to build your item?)
6) Evaluate (How does your item solve the original need?)
7) Present results (How would you do this better next time?)

Division 911 – Careers
Category #4
*Class 10 Careers Interview– Interview someone who is working in the field of woodworking and research that career. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be three to five pages, double spaced, 12 point font, and 1” margins. Multimedia reports should be between 3 to 5 minutes in length.

Department H - WELDING

Division 920 – Arcs and Sparks
All metal welding processes accepted. 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 stating: 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. If no plans are included with welding article or welding furniture, item will be disqualified.

4-H Welding Project Tips and Suggestions
Class 1:
1. All welds should be made with the same electrode/wire/rod size and number.
2. Welds should be made only on one side of metal so penetration can be judged.
3. Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

4. It is suggested that all welds be on the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5” - 2” wide and 3.5” - 4” long. A good way to get this size is to buy new cold rolled strap iron and cut to length. The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed. Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full length bead.

5. Stick welding: Suggested coupon thickness--1/4” if using 1/8” rod Suggested rod–AC and DC straight or reverse polarity – first E-7014, second E-6013.

6. MIG welding: Suggested coupon thickness–1/4” if using .035 wire and 1/8” if using .023 wire.


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

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

Class 3 & 4:
1. All welds should be cleaned and protected from rust with paint or light oil. Plans are to be complete enough that if they were given to a welding shop, the item could be made without further instructions. Bill of materials should include a cost for all items used including steel, electrodes, paint, wheels, etc.

Division 908 - 4-H Flops are Educational
Category #7

*Class 4 **Welding flop in any class.** On a sheet of paper, tell why it was a flop and what you learned as a result of it.

Division 920 – Welding
Category #4
Class 1 **Welding Joints**– A display of one butt, one lap and one fillet weld.
Class 2  **Position Welds**— A display showing three beads welded in the vertical down, horizontal and overhead positions.

Class 3  **Welding Article**— 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. All plans, plan alternations and bill of materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish.

Class 4  **Welding Furniture**— Any furniture with 75% welding 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. All plans, plan alterations, dimensions and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish.

Class 5  **Plasma Cutter/Welder Design**— Plasma cutter/welder allowed for detailed design(s) to butt cut into metal. 4H’ers will create a notebook describing the design process to create the “artwork” to butt cut into the metal. The welded article is not eligible for entry at state fair.

In this notebook include:  a.) a photo (front and back) of the finished project. 
 b.) instructions on how the design was created, this allows for replication of the project 
 c.) lessons learned or improvements to the project.

Also include detailed photographs of the project to allow judges to examine cuts. 

Class 6  **Composite Weld Project**—60% of the project must be welded and 40% made from other materials such as wood, rubber, etc. All plans, plan alternations, and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside it is required to have appropriate outdoor finish.

**Division 930 – SET Careers**

*Class 1  **Career Interview**— Interview someone who is working in any field associated with science, engineering and technology and research that career (i.e. computer programmer, architect, engineer, pilot, etc.). Interviews can either be written or in a multimedia format. Written interviews should be in a notebook. Written reports should be 3 – 5 pages, double spaced, 12-point font, and 1” margins. Multimedia reports should be between 3 – 5 minutes in length.
Department H – 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.

Division 800 – Entomology/Insectigator
Category #6

Pay

Class 1  **Entomology Display, First-Year Project**— Collection to consist of 25 or more different kinds (species) of insects representing at least six orders. Limit of one box.

Class 2  **Entomology Display, Second-Year Project**— Collection to consist of a minimum of 50 kinds (species) of insects representing at least eight orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of the previous year. Limit of two boxes.

Class 3  **Entomology Display, Third-Year or More Project**— Collection to consist of a minimum of 75 kinds (species) of insects representing at least ten orders. Replace damaged or poorly mounted specimens. At least 25 species must be present from after July 1 of previous year. Limit of three boxes.

Class 4  **Special Interest or Advanced Insect Display**— Educational display developed according to personal interests and/or advanced identification capability. This is also an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragonflies, scarab beetles) or by host, subject, or habitat (e.g. insect pests of corn, aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators. etc.).

Class 5  **Insect Habitats**— Habitats consist on any hand-crafted objects, made of natural or artificial materials, placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report describing activities must accompany the exhibit.

Class 6  **Macrophotography**— Subjects should be insects, spiders or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be either 8” 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 or board.

Class 7  **Insect Poster/Display Exhibits**—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.

Class 8  **Reports or Journals**—Reports and journals should be in a 3-ring binder. A report may be informational, that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or, it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs and images are helpful to include. A journal is an observational study over a period of time with personal impressions. It may cover watching changes in kinds of butterflies over the summer, rearing a specific insect from egg to adult, managing a bee hive, observations of insects in a specific habitat, accounts of insect behavior in a forest or flower garden, etc.

**Department H – VETERINARY SCIENCE**

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.

**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 1. 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.

First-Aid Kits— Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, animal first aid kits containing any drugs or medications will be immediately disqualified and not displayed. First Aid kits wishing to include medication information should instead utilize written descriptions, photographs, drawings, computer generated print-outs or empty packaging or pharmaceuticals.

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.

Veterinary Science Displays— A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example: skeleton; teeth; samples of leather, fur or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22” x 28”, or on ¼” plywood or equivalent that does not exceed 24” high or 32” wide, or in a three-ring binder or another bound notebook format.

Appropriate Veterinary Science Topics— Maintaining health, specific disease information, photographic display of normal and abnormal characteristics of animals, animal health or safety, public health or safety, proper animal management to ensure food safety and quality, efficient and safe livestock working facilities or a topic of the exhibitor’s choosing related to veterinary medicine or vet science.

* Remember, since these are science displays, all references and information needs to be properly cited. Proper sources include but are not limited to: professional journals and publications, professional AVMA accredited websites, interviews with veterinarians and excerpts from Veterinary Educational Literature. **Plagiarism will result in a disqualification.** Please study your topic and present the information to your audience in your own words.
Exhibits are to be checked in at the 4-H Center according to the schedule in the front of the book. Exhibit interviews will be held at that time.

The purpose of Clover Kids program is to promote the positive development of youth to become competent, caring, contributing citizens. The learning experience is the primary reason for involvement in the program. Each exhibit or contest entry will receive a participation ribbon and a one dollar premium (livestock does not receive premium). Non-competitive exhibits are not eligible for State Fair. Clover kids may enter one exhibit per class.

Clover Kid Farm Animal Show – Division and Class numbers are found in Department J “Showmanship” of each respective animal.

**Division 917 – Culinary Challenge**
Non-competitive presentation with a table setting designed by the Clover Kid.
Class 1 **Clover Kid Culinary Challenge**

**Division 918 – Presentations Contest (Dept. B)**
Class 115 **Non-competitive presentation** under five minutes. (More information found under the Presentations Contest section of the fairbook, page 26.)

**Division 919 – Pet Show** START HERE
Each member may bring one “pet” to show (see schedule in front of book). The child will do an introduction about themselves and their pet. A host will ask the member two or three questions about their pet following the introductions.
Class 1 **Pet Show**

**Division 920 – Making Food for Me**
Class 1 **Making Food for Me Placemat** – colored and decorated. Lamination or protection with clear contact paper advised.
Class 2 **Food Cards**– Neatly cut and colored Food Cards, in self-sealing plastic bag or other secure container. (Pages 67-69 of Leaders Guide)
Class 3 **Grain Collage**– Neatly cut and pasted pictures of grains, cut out and displayed on collage. (Page 40 of Leader Guide)
Class 4 **Dairy Tasting Party**– Completed Dairy Tasting Party form from project book (page 17). May be copied or cut from manual.
Class 5 **Protein Collage**– Neatly cut and pasted pictures of protein sources and foods displayed on collage. (Page 53 of Leaders Guide)
Class 6  **Healthy Snack**— Four cookies, bars, muffins, etc. on a paper plate, or at least one cup of mix.
(Examples might include: snack mix made from cereal base, no-bake or simple cookie or granola bar.)

**Division 921 – Family Celebrations Around the World**
Class 1  **Mexican Piñata**— Exhibit without candy and attached to a clothes hanger  
Class 2  **Carp Kite**— Attached to a clothes hanger  
Class 3  **Japanese Ohina Dolls**  
Class 4  **Family Heirloom Item**  
Class 5  **Family Celebration Item**  
Class 6  **Family Scrapbook**  
Class 7  **Intergenerational Project**— Any project made with someone from another generation. Include a picture of 4-H’er with their intergenerational project partner.
Class 8  **Design Your Own**

**Division 922 – Just Outside Your Door**
Class 1  **Insect Carrier or Home**  
Class 2  **Bird Feeder**— Exhibit with no seed/feed inside  
Class 3  **Plant**— Exhibit a plant grown from seed  
Class 4  **Tie-Dyed Shirt** (bring on a wire hanger)  
Class 5  **Wind Spiral**  
Class 6  **Wind Sock**  
Class 8  **Special Garden Project**— Plants grown from seeds ordered from Extension Office. Exhibit 3 stems of flower variety grown from Special Garden Project Seeds, or exhibit 3 vegetables on a plate grown from Special Garden Project Seeds.
Class 9  **Vegetables**— Clover Kids may enter up to three plates of vegetables. Exhibit the number of each vegetable as specified in the Horticulture Division, Dept G.  
Class 10  **Flowers**— Clover Kid may enter up to three vases of flowers or one houseplant. See specifications on cut flower exhibits in Floriculture Division and houseplant exhibit in Houseplant Division, Department G, pages 47-49.
Class 11  **Design Your Own**

**Division 923 – Theatre Arts I**
Class 1  **Homemade Puppet**  
Class 2  **Poem about 4-H**  
Class 3  **Photography Display of Different Facial Expressions**  
Class 4  **Design Your Own**
Division 924 – Decorate Your Duds
Class 1 Decorated Garment
Class 2 Decorated Accessory

Division 925 – Aerospace Unit I
Class 1 Marshmallow Rocket – Place in a self-sealing bag or cover with plastic wrap
Class 2 Paper Airplane
Class 3 Space Buggy
Class 4 Space Helmet
Class 5 Design Your Own

Division 926 – Bicycle Adventures
Class 1 Photo story or pictures to convey what was learned through the project
Class 2 Hand Signal Poster
Class 3 Design Your Own

Division 927 – Clover Kid Designs
All Clover Kids may enter in this class. Members may exhibit one item that they created by using any medium of their choice, ex. modeling clay, interlocking building blocks, painted item, etc.
Class 1 Clover Kid Design

Division 928 – A Space For Me
Class 1 Treasure Board
Class 2 Storage Box
Class 3 Decoupage Box or Ice Cream Pail
Class 4 Potato Chip Can Pencil Holder
Class 5 No Sew Pillow
Class 6 Decorated Laundry Bag or Hamper
Class 7 Draft Stopper
Class 8 Energy Saver Sign – For example, make a sign to remind your family to turn off a light
Class 9 Recycling Box/Bin
Class 10 Pop Tab Collection Container
Class 11 Color Wheel
Class 12 Sponge Painted Picture or Container
Class 13 Swirl Painted Picture
Class 14 Decorated Picture Frame
Class 15 Scratch Art
Class 16 Stitched Wall Hanging
Class 17  Design Your Own

Division 929 – Pets
Class 1  Photo or hand drawn picture of pet
Class 2  Poster about where your pet lives, what your pet eats, and the care my pet needs. Not larger than 11" x 18".
Class 3  Pictures or journal of things you can do with your pet
Class 4  Make a game to help others learn about pets
Class 5  Pet Care checklist
Class 6  Homemade treat for your pet with recipe included
Class 7  Design Your Own

Division 930 – Clover College Exhibits
Class 1  Project made at a Clover College
Class 2  Project started at a Clover College or idea generated from the Clover College
Class 3  An exhibit that demonstrates what you learned or gained at a Clover College such as a picture display, essay, power point, or poster (no larger than 14" x 22")

Division 931 – Clover Kid Fashion Show
Youth may model an accessory or garment that has been purchased, constructed or decorated. Be sure to check the schedule in the front of the fairbook for date and time of show.
Class 1  Model a Decorate Your Duds Accessory or Garment
Class 2  Model a purchased garment or costume

Division 932 – Animal Caretaker
This division is not live animal exhibits.
Class 1  Animal Care Kit
Class 2  Written story about you and your animal
Class 3  Breed poster (show different breeds of a specific type of animal, i.e. rabbits), not larger than 11" x 18"
Class 4  Farm animal storyboard (show pictures of you with your animal)
Class 5  Diagram with parts of an animal, not larger than 11" x 18"
Class 6  Feeding schedule for your animal
Class 7  Picture or storyboard summarizing your favorite farm animal children's book
Class 8  Handprint animal (create any farm animal using your handprint)
Class 9  Create your own animal poster, not larger than 11" x 18"
Class 10  Design Your Own

DEPARTMENT J – CLOVER KID LIVE ANIMAL EXHIBITS
Division 8  Class 5 Beef Showmanship (non – competitive)
Division 30  Class 5 Sheep Showmanship (non – competitive)
Department J – ANIMAL SCIENCE EXHIBITS
Linda Tempel & Nancy Greckel, Co-Superintendents

4-H members may enter static exhibit(s) related to any animal science project they are enrolled in.

Pay Category #5

Division 901 – Beef
Division 902 – Sheep
Division 903 – Swine
Division 904 – Dairy

Division 905 – Goats
Division 906 – Horse Divison
Division 907 – Poultry
Division 908 – Rabbit

Division 909 – Cat
Division 910 – Dog
Division 911 – Small Animal

*Class 1 Watering/Feeding Device
*Class 2 Cage/Pen
*Class 3 Equipment used by the animal
*Class 4 Equipment used by the handler/showman
*Class 5 Notebook – Must include an animal project record book, 3 of the 5 topics listed below, and at least 3 pictures related to the project. a) Knowledge learned about proper feeding and watering and proper safety precautions for your animal; b) Knowledge gained relating to your animal’s health: diseases, parasites, signs of illness, etc.); c) Experience gained in training or handling your animal; d) Breeds and their characteristics; e) How you developed leadership, initiative, sportsmanship, and other traits through your animal science project.

*Class 6 Other – Any item that is made by the 4-H member and relates to the project.

ANIMALS
4-H and FFA

IAFE (International Association of Fairs and Expositions) National Code of Show Ring Ethics

The following code of ethics is a summary of what has been adopted by fairs and livestock
shows across the country. Please read these before bringing livestock to the fair. Complete code may be found in the Nebraska State Fair Book.

1. All exhibitors must present, upon request of fair and livestock show officials, proof of ownership, length of ownership and age of all animals entered. Misrepresentation of ownership, age, or any facts relating thereto is prohibited.
2. 4-H and FFA exhibitors are expected to care for and groom their animals while at the fair.
3. Animals shall be presented to show events where they will enter the food chain free of violative drug residues. The act of entering an animal in this show is the giving of consent by the owner or exhibitor for the show management to obtain any specimens of urine, saliva, blood, or other substances from the animal to be used in testing. At any time after an animal arrives on the fairgrounds, all treatments involving the use of drugs and/or medications shall be administered by a licensed veterinarian.
4. Any surgical procedure or injection of any foreign substance or drug or the external application of any substance (irritant, counterirritant, or similar substance) which could affect the animal’s performance or alter its natural contour, confirmation, or appearance, except external applications of substances to the hooves or horns of animals which affect appearance only and except for surgical procedures performed by a duly licensed veterinarian for the sole purpose of protecting the health of the animal, is prohibited.
5. The use of showing and or handling practices or devices such as striking animals to cause swelling, using electrical contrivance, icing, or other similar practices are not acceptable and are prohibited.
6. Direct criticism or interference with the judge, fair or livestock show management, exhibitors, breed representatives, or show officials before, during, or after the show is prohibited. In furtherance of their official duty, all judges, fair management, or other show officials shall be treated with courtesy, cooperation and respect and no person shall direct abusive or threatening conduct toward them.
7. No owner or exhibitor shall conspire with another person or persons to intentionally violate this
code of ethics. Violation of this rule shall subject such individual to disciplinary action.

8. The application of this code of ethics provides for absolute responsibility for an animal’s condition by an owner, exhibitor or participant whether or not he/she was actually instrumental in or had actual knowledge of the treatment of the animal in contravention of this code of ethics.

9. The act of entering an animal is the giving of consent by the owner or exhibitor to have disciplinary action taken by the fair or livestock show against such individuals.

10. The act of entering an animal in this fair is giving of the verification by the owner, exhibitor, fitter, or absolutely responsible person that he or she has read the IAFE National Code of Show Ring Ethics and understands the consequences of and penalties provided for actions prohibited by the code. It is further a consent that any action which contravenes these rules and is also in violation of federal, state, regulations or rules may be released to appropriate law enforcement authorities with jurisdiction over such infractions.

Exhibitor Ethics Statement

The following has been agreed upon by the Seward County 4-H Council and Ag Society and deemed policy for the Seward County Fair:

1. The right to interpret rules in the best interest of 4-H/FFA work is reserved for the Superintendent, whose decision will be final.

2. Exhibitors and parents will be expected to abide by the Code of Conduct that was submitted at time of enrollment.

3. Any exhibitor who inhumanely abuses or alters an animal’s appearance through unnatural actions or procedures will forfeit any premium, ribbon or prize won, during the fair at which the abuse(s) or alternation(s) took place.

4. Removal of animals from stalling/penning area for the purpose of fitting is prohibited. Animals are to be fitted in the area in which they are housed, not at trailer area. All tack and feed in the livestock and horse barns must be kept in tack/stall area. This rule will be strictly enforced.

5. The Seward County Ag Society has agreed that abuse or alteration of appearance will be defined as the following actions which have occurred or were attempted on/to an animal present at the Seward County Fair.
The following definitions of abuse and/or alteration apply to all livestock shown at the Seward County Fair:
- Forced consumption of water in an attempt to increase the weight of an animal.
- The use of unnatural means, such as drugs, to reduce the weight of an animal.
- The use of a compound(s) or drug(s) on a species other than the species it was approved for by the FDA.
- The use of a drug or compound outside the specified withdrawal requirements of the FDA.
- The use of air or any other artificial method of altering the body shape of an animal.
- Beating, slapping, using an electric prod or physically forcing a lamb into a solid object in an attempt to make the animal brace more firmly.
- The use cold water, wraps or ice in or on the body of an animal in an attempt to make the animal brace more firmly; all lambs must be shown with all four legs firmly planted on the ground.
- Any action the superintendent feels is inappropriate or abusive treatment of an animal.

6. In cases that are not specifically addressed, one warning will be issued by the Superintendent before action is taken in accordance to the policy stated above in item #3.
7. Any animal entered in the Seward County Fair is subject to both urine and blood testing at the discretion of the Superintendent. If blood and/or urine testing is requested, the cost of the test(s) will be incurred by the exhibitor of the animal, if the results of the test(s) indicate a Seward County Fair Drug Use rule has been violated. If the results indicate that no Seward County Fair Drug Use rule has been violated, the cost of the test(s) will be incurred by the Seward County Fair.

General Health Requirements for all Animals
All animals exhibited will be healthy and free of any known disease. Under no circumstances may animals under quarantine be exhibited. Only animals not showing signs of infectious or contagious diseases will be allowed to show. Health papers will not be required of any livestock. Poultry are inspected during the fair. Sheep will be inspected at time of weigh in.

Certification of Drug Use & Withdrawal
Market livestock exhibitors may be asked to submit a signed affidavit certifying correct withdrawal from legal drugs, vaccines or other substances. They will also certify that their entries have not received any non-approved drugs. Affidavits would then be presented to the Department Superintendent prior to or at the time of animal weighing. Drugs may be administered to animals for medicinal purposes only.
Policy on Ringworm, Warts, and Abscesses
Animals that have active ringworm, visible warts, or abscesses, will not be allowed entry in the Seward County Fair for exhibition. The inspecting veterinarian may judge the ringworm to be inactive if the lesion area is not encrusted and hair has begun regrowth in the area.

Animals with warts that are visible by a hands-off inspection will not be allowed to remain on the premises. Animals that have visible abscesses will not be allowed to exhibit and will not be allowed to remain on the premises. If any animal is found to be affected with the above, it shall be removed immediately to a place of quarantine as ordered and directed by a veterinarian.

Ownership of Animals & Poultry
All animals and poultry in a 4-H/FFA show must be owned by the exhibitor who entered it or their immediate family. Ownership of horse, beef, sheep, swine, dairy, dairy goats and rabbits must be identified on appropriate affidavits in the Extension Office by the designated deadline dates. When borrowed animals are allowed, requirements specific to project area must be met.

NOTE: The following species will be shown as a youth show with both 4-H and FFA members: Beef, Dairy, Dairy Goats, Sheep, Swine, Poultry and Market Goats. Indicate if 4-H or FFA animal on the I.D. sheet.

Eligibility of Animals
No 4-H or FFA animal may be exhibited by more than one family or at more than one county fair.

An animal that becomes wild and uncontrollable during the show may be declared ineligible by the Department Superintendent.

Livestock Identification Information

2020 Seward County Fair 4-H and FFA Livestock Identification Guidelines

<table>
<thead>
<tr>
<th>Market Animals</th>
<th>Due</th>
</tr>
</thead>
<tbody>
<tr>
<td>Beef</td>
<td>June 15</td>
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<tr>
<td>Swine</td>
<td>June 15</td>
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<tr>
<td>Sheep</td>
<td>June 15</td>
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<tr>
<td>Goat</td>
<td>June 15</td>
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</tbody>
</table>

Breeding Animals
Cow/Calf Pairs, Cow
Registered – 3Tattoo & ID Sheet
Commercial – 4-H Tag & ID Sheet
Calf 4-H Tag & ID Sheet
Bull Registered – Tattoo & ID Sheet
Commercial – 4-H Tag & ID Sheet
Sheep Scrapie Tag & ID Sheet Due: June 15
Goat Scrapie Tag & ID Sheet Due: June 15

Dairy Animals
Dairy Cattle ID Sheet Due: June 15
Dairy Goat Scrapie Tag & ID Sheet Due: June 15

Other
Rabbit Commercial/Pet - ID Sheet Due: June 15
Registered: Tattoo & ID Sheet
Poultry N/A
Feeder Calf 4-H Tag & ID Sheet Due: June 15
Bucket Calf 4-H Tag & ID Sheet Due: June 15
Horse ID Sheet Due: June 15

NOTE:
Livestock Premise I.D.—All Livestock exhibitors must have a Premise ID on record at the Extension Office. All 4-H & FFA livestock must come from a registered premise. You will be asked for a premise ID number on your pre-fair entry form. To register your premise, or for more information, visit www.nda.nebraska.gov/adt/indexhtml or the Extension Office.

County Fair Entries
All livestock must be pre-entered by July 10.
All animals will be assigned stalls/pens. Livestock and horse exhibitors must clean out their stalls/pens and move the bedding to the dump area at release time on Sunday, or forfeit their premium.

Registration of Livestock
A breeding animal to be eligible for show in a registered (purebred) class must be owned by the exhibitor by June 15 of the current year and be registered by the official breed association. The registration certificate must show:

1) The name of the exhibitor; 2) The name of the exhibitor and a co-owner who is an immediate member of the Exhibitor’s family, or; 3) The family or ranch name or parent's name.

Registration must be completed by June 15th. Copies of registration papers must be presented to the specific 4-H livestock department superintendent on the entry day of the fair. Animals
will show in purebred classes only if registration papers have been checked prior to the show. Animals without papers will show in crossbred or commercial classes. The registration number of the animal must appear on entry form.

*Grooming of Livestock—* Grooming animals for show is primarily the responsibility of exhibitors. However, assistance from family members and fellow exhibitors is permitted as a learning tool for future shows. In keeping with this fact, the following guidelines are suggested for 4-H livestock exhibitors to follow:

1. Clipping, trimming, or blocking of any beef, dairy, horse, swine or sheep should be done by the 4-H exhibitor or assisted by a parent, sister, brother or other 4-H exhibitor in Seward County.
2. Grooming an animal (e.g. brushing, washing, etc.) may be done by the exhibitor and brothers, sisters, parents of the exhibitor.
3. Hormel recommends that short clipping of hair NOT be performed on hogs.
4. Pigs must be shown without hairdressing compounds. This includes oil, powder or any other coat dressing compounds considered objectionable by the packer. Water is permitted. Pigs found in violation will be disqualified from the live show. If shipped, they will also be subject to all price discounts imposed by the packer for such compounds.
5. Exhibitors shall not add materials, natural or synthetic, which extend body shapes beyond normal limits. Exception: beef tails through twining.
6. Changing the major color pattern by painting or dyeing or painting or using shoe polish on hooves, head, body or legs of an animal will not be allowed.
7. Upon violation of above rules, the exhibitor’s animal involved may be lowered one or two ribbon placing(s) or may be disqualified from the show.

*Back Tags*
Each 4-H exhibitor will have their own unique number which they will write on a back tag. Exhibitors must have this number on their back while exhibiting animals. Exhibitor number harnesses are not to be worn.

*Substitute Showmen*
An animal must be shown by the 4-H exhibitor who entered it unless the exhibitor is excused by the Department Superintendent because of serious illness, disability due to an injury (e.g. broken arm or leg) or conflict with other classes in a 4-H or FFA show. An exhibitor who has more than one animal in a class need not secure approval for another 4-H member to show the additional animal in the class. Substitute showmen must be a 4-H or FFA member exhibiting at
the current Seward County Fair. All substitute showmen should wear an exhibitor number identifying him/her as a substitute showman.

**Dress Code**
No individual club shirts, no hats, caps or other types of headgear are to be worn in the show ring.

Hard-soled boots or shoes are recommended for all exhibitors.

All animal exhibitors are required to wear a white shirt with the official 4-H chevron or FFA emblem attached and dark blue jeans, or an Official Seward County 4-H/FFA t-shirt with dark blue jeans. Dairy exhibitors may wear dark blue jeans or white pants.

**Fan Operation**
Portable generators will not be allowed in or around 4-H livestock buildings. Free standing fans will not be allowed in or around the livestock barns. Hanging fans will only be allowed when attached to the tie rails or to supports located at the front of the animals. No fans will be allowed to blow from behind cattle regardless of attachment or location. Fan blades must be completely enclosed and deemed “safe” by the Superintendent in that department. No belt driven fans will be allowed.

**YQCA Training**
All 4-H and FFA exhibitors in beef, dairy cattle, goats, sheep, swine, poultry, rabbits, and 4-H Partners must have completed an approved quality assurance training program. Exhibitors must have received Youth for the Quality Care of Animals Certification through a University of Nebraska Extension approved program prior to June 15. YQCA certificate of completion must be turned in to the Extension Office by June 15.

**SHOWMANSHIP**

*Pay Category #9 – no premium awarded*

**Eligibility**
All 4-H and FFA animal exhibitors are eligible to compete in showmanship classes. Exhibitors must show an animal identified on their own I.D. affidavit to be considered as participants in the contest.

**Procedures**
Showmanship contests in all classes of livestock will be held at the beginning of the show. Animals will show only once in showmanship and must be entered in another show class. No animal may be shown by two or more family members. Contestants must show their own animals. 4-H Partners exhibitors ONLY may show their mentor’s showmanship animal in their showmanship class.
Basis for Judging — Showmanship judging is based on preparation of animals for show, their apparent training and the appearance and behavior of the showman. Minor technical points are not to be over-emphasized, nor do minor infractions disqualify. Primarily in showmanship it is the skills of the showman in presenting the animal before the judge that counts, while individual excellence of the animal does not.

Clover Kid Showmanship Class
Pre-fair entry is required. Each member may bring one animal (or use another 4-H/FFA member’s animal) in this division to the county fair. The animal may be stalled during the fair or be brought the day of the show. If exhibiting their own animal, a stall will be needed and must be indicated on 4-H’ers entry form. The animal needs to be an animal the youth cared for as a result of this 4-H project. An adult is required to be with the Clover Kid when working with or showing their animal. The Clover Kid will lead the animal in the show ring or be placed in a holding pen (according to the superintendent’s discretion). The youth will discuss their knowledge of care and raising of the animal with the official. Age, size, and temperament of the animal project must be appropriate for the exhibitor’s age and size.

Rules that must be followed include:
1. The show will be non-competitive. All youth will receive participation ribbons (no ranking or placing).
2. There will be one adult/teen volunteer per Clover Kid assisting when the animal is being handled.
3. The animal must be 6 months of age or younger the day of show.
4. The animal must be less than 350 pounds the day of the show.

OVERALL 4-H & FFA SHOWMANSHP CONTEST
in memory of Jeff Vollstedt
This 4-H & FFA contest will be held at 12:00 p.m. on Sunday, August 9. 4-H age rules will be followed. Those participating in the Overall 4-H Showmanship Contest will include the Champion Senior Showman from the following areas: beef, sheep, swine, meat goat, dairy goat and dairy cattle. If the Champion showman declines competing, the Reserve Champion will compete. Exhibitors must have shown a 4-H or FFA identified animal. If qualified for more than one specie, that exhibitor must choose which one of the species they will compete in the contest with. The Reserve Champion will then be eligible to show the specie not chosen. Awards will be presented to exhibitors from the Vollstedt family and Circle G Livestock 4-H Club.

Herdsmanship
All livestock & Horse exhibitors are required to maintain their quarters as orderly as possible and must keep the part of the building they occupy neat and attractive. All clubs/chapters as well as individual members will compete in the herdsmanship contest.

1. Responsibility—Herdsmanship duties are the responsibility of exhibitors rather than leaders, advisors and parents.
2. Judging—A committee will be chosen to judge herdsmanship. There will be separate divisions for beef, sheep, swine, dairy, dairy goats, horse and poultry & rabbits.
3. Times of Judging—Herdsmanship will be checked twice daily for the duration of the fair, except the time of the show (i.e. dairy herdsmanship will not be judged during the dairy show.)
4. Basis of Ratings—Herdsmanship judges will use the following scoring guide in judging herdsmanship.
   Animals: clean at all times with proper grooming, feeding, bedding and care apparent.
   Stalls/Pens: clean and neat; bedding clean and fresh; feed and feed pans and buckets clean and in place. Club and exhibitor signs identifying area clearly in place. Club signs should be appropriate for the exhibit.
   Tack and feed area: kept clean and neatly arranged.
   Alleys: exhibitor’s share of alley area kept clean; kept free of equipment; dust kept under control with proper sweeping and/or sprinkling.
   Exhibitors: proper courtesy and conduct shown by exhibitors at all times including with the public and other exhibitors.
   Evidence that exhibitors are doing the herdsmanship.
   Pre-fair and post-fair cleanup participation.

Added attractiveness of display due to nonessential equipment or material in excess of needs for the show period is permissible (if complying with general show rules).

The highest scoring club/chapter in each area will receive $30 cash. Clubs/Chapters receiving a purple ribbon overall placing will receive $15 in premiums.

ANIMAL SCIENCE
Carefully read "General Rules for Livestock" and the “Code of Show Ring Ethics”.

Department J – 4-H PARTNERS PROGRAM

Identification of the animal being used for 4-H Partners project must be turned in to the Extension Office by June 15th. Exhibitors will utilize the appropriate 4-H identification sheet for
the animal being used for the project.

4-H Partner animals may be stalled for the duration of the fair. This needs to be indicated on your Pre-fair Entry form.
The Participant will receive 2 ribbons. One ribbon on their evaluation of completed journal and member’s knowledge in the interview. And the second ribbon on evidence of training and showing of the animal in their respective showmanship class.

**YOUTH MUST ENTER IN BOTH DIVISION 25 AND THE CORRECT SHOWMANSHIP DIVISION**

**Division 25 – 4-H Partners Record Book & Interview**

<table>
<thead>
<tr>
<th>Category #3</th>
<th>Class 1</th>
<th>Beef Partners</th>
<th>Class 5</th>
<th>Horse Partners</th>
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<tbody>
<tr>
<td>Class 2</td>
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<td>Class 6</td>
<td>Swine Partners</td>
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<tr>
<td>Class 3</td>
<td>Goat Partners</td>
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<td>Poultry Partners</td>
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<tr>
<td>Class 4</td>
<td>Dairy Partners</td>
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</tbody>
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**4-H Partners Showmanship Divisions (non-competitive)**

<table>
<thead>
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<td>Division 34</td>
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<td>Division 40</td>
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<td>Division 56</td>
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<td>Division 60</td>
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<td>Horse Partners</td>
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<tr>
<td>Division 69</td>
<td>Class 5</td>
<td>Poultry Partners</td>
<td></td>
</tr>
</tbody>
</table>

**Department J – BEEF**

**4-H and FFA**

Jesse Meinberg, Superintendent
Jon Eberspacher, Assistant Superintendent

All beef animals must be in place by 8:00 p.m., Wednesday, August 5, with check-in and weighing beginning at 7:45 a.m., Thursday, August 6.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J - Animal Science section. All animals will remain on exhibit
Grooming

Beef shows including Showmanship, Market Beef and Breeding Beef will be Blow and Go. Animals may be clipped, blown, brushed or combed to enhance their appearance. Guidelines for the Blow & Go show:

1. All animals will be shown free of any adhesive, glue, paint, or powder products.
2. Any compounds that have adhesive qualities that when applied cannot be combed or brushed through, or alter the color of the animal are forbidden. These products include, but are not limited to commonly used adhesives and colorants such as Prime Time, EZ Comb, Tail Adhesive, Natural Hold, Ultra White Touch-Up, Black Touch Up, Black Finisher, black show foam, and baby powder.
3. Alcohol, water, oil, foam or any water or alcohol-based products with no adhesives or glue qualities, or artificial colorings are permitted. These products include conditioners and commonly used sprays such as Kleen Sheen, Revive, Final Bloom Pink Oil, white show foam, Freshen Up, Silk, and Sudden Impact.
4. Any animals found to have prohibited products applied (adhesive, glue, paint, or powder products) will be disqualified from competition. Any premiums will be forfeited.

All beef will be subject to visual inspection and toweling (before and/or entering the show ring) for the presence of adhesive, glue, paint, or powder products. Toweling of the animal may include, but is not limited to: the topline, legs, chest, belly, flank, and cod/udder areas. If, after inspection, the animal is found to have adhesive, glue, paint, or powder products applied, it will be disqualified from competition. Any premiums will be forfeited.

General Health Requirements

Read the rules about General Health Requirement at the beginning of the Department J -Animal Science section.

Dress Code

Follow rules outlined in the General Livestock Rules section of the fairbook plus, beef exhibitors are not permitted to wear number harnesses.

Division 7 - Beef Production

Category #1
The Beef Production division is open to breeding beef animals previously enrolled as 4-H and FFA project animals. Animals may be shown as individuals in other established classes as well as a pair in the production class. (Ex. A breeding heifer calf or feeder calf can show as an individual and show again as a cow and calf pair). Animals may be registered or grade. An exhibitor is limited to one entry. The entry may consist of: Bred Heifer, Cow-Calf, or any combination.

Exhibitors must pick up a Beef Production record book from the Extension Office as soon as possible. Record books for beef production animals must be turned in to the Extension Office by 1:00 p.m., Wednesday, July 22. A personal interview will be scheduled for Monday, July 27 beginning at 5:30 p.m., at the Seward County Extension Office.

Beef Production displays will be exhibited on the 4-H member’s assigned pen at the fair. The instructions for this display are in the 4-H Beef Production record book.

Class 1  Beef Production Class

**Division 8 - Beef Showmanship**  
Pay Category #9 – no premium awarded

Class 1  Senior (ages 16-18)  
Class 2  Intermediate (ages 12-15)  
Class 3  Junior (ages 8-11)  
Class 4  Beef Partners (non-competitive) — youth must also register for division 25  
Class 5  Clover Kids (non-competitive)

Division 9 - Bucket Calves  
Pay Category #2

The Bucket Calf project is a beginning project for youth ages 8-12. Record books can be picked up at the Extension Office or downloaded from the Seward County website.

Record books for the bucket calves must be turned into the Extension Office by, 1:00 p.m., Wednesday, July 22. A personal interview will be scheduled for Monday, July 27, beginning at 5:30 p.m., at the Seward County Extension Office.

The Bucket Calf project is designed to teach proper health care and nutritional requirements of young cattle. Also to teach the basic beef management skills without a large investment and to learn some basic record keeping skills. Emphasis in judging will be on knowledge rather than calf quality. Showmanship is a part of the bucket calf entry. Bucket calves are not eligible to exhibit in another showmanship class.

Bucket calf entries are open to any calves dropped between January 1 and June 15 of the
current year, that were raised as a bucket or bottle calf, without a mother cow. These bucket calves can be either a bull or steer dairy calf; a dairy/beef cross bull, steer or heifer calf; or a beef bull, steer or heifer calf (feedlot calves are eligible). All bucket calves must be ear tagged with a 4-H calf tag and identified on ID affidavits by June 15. All bucket calves will remain on exhibit during the fair.

Class 1  **Bucket Calf (exhibitor 8-9 years old)**
Class 2  **Bucket Calf (exhibitor 10-12 years old)**

**Bucket Calf Come-back classes**
Calves must have been bucket calves shown in the year prior. These calves cannot show in the market or breeding class in addition to the Bucket Calf Come-back class, but will be eligible to show for Champion and Reserve Champion in the overall show.

The calves shown in the Bucket Calf Come-back class are eligible to show in the showmanship class in the respective age division of the 4-H exhibitor.

Class 3  **Bucket Calf Come Back – Heifer** – Animal must have been shown as a bucket calf in the year prior
Class 4  **Bucket Calf Come Back – Steer** – Animal must have been shown as a bucket calf in the year prior

**Division 10 — Feeder Calves**

**Category #2**

Feeder calf entries are open to any calves dropped between January 1 and June 15 of current year. Calves must be identified on appropriate ID affidavits and ear tagged with 4-H or FFA calf tags by June 15.

All feeder calf exhibitors ARE REQUIRED to verbally check-in their entry with beef superintendents at check-in on Thursday, August 6. A physical check-in of animals will take place one hour prior to the show.

On the Pre-Fair Entry Forms, exhibitors must designate if their feeder calf will be stalled for the entire fair or if the animal will leave after the show. If calf is weaned, it will stay. Unweaned feeder calves will be released after the Beef Show. The exhibitor must notify the Beef Superintendent or Extension Educator prior to removing them from the fairgrounds.

Feeder calf exhibitors must be: a. Enrolled in a Stocker-Feeder Project, or, b. The result of a 4-H or FFA Breeding Project where dam is identified by June 15.
Class 1  **Feeder Heifer**
Class 2  **Feeder Steer or Bull Calf**

**Division 11 – Market Beef**

Entry will be shown in respective classes of steers and heifers.

A market beef animal may have the two center temporary teeth replaced by permanent incisors. The remaining six temporary incisors must be in place and there be no evidence of eruption of any permanent incisors other than the centers. Market animals failing to meet the above requirements will be ineligible for the live show championship.

No animal may show in both market and breeding classes.

**RATE OF GAIN**

*Rates of Gain is an additional sponsored competition. Market animals are allowed, and not required to compete in a Rate of Gain Challenge. Only Champion and Reserve Champion Heifer and Steer will receive award money. Market animals must participate in the initial weigh-in date scheduled prior to the fair. Animals will be weighed again at fair. The animal with the highest Rate of Gain will win this title.*

Class 1  **Market Heifer**
Class 2  **Market Steer**

**Divisions 12-23 — Beef Breeding Heifers**

A calfhood vaccination tattoo is not considered an official identification tattoo. Animals without registration papers will show in the commercial class only.

Breeding beef animals will be shown by breed and age classes. Champions and Reserve Champions will compete for Supreme and Reserve Supreme Breeding Heifer.

All exotic breeds must be at least 3/4 of the breed and be registered or else be shown in the commercial class.

**Division 12**  **Angus**
**Division 13**  **Charolais**
**Division 14**  **Chianina**
**Division 15**  **Commercial**
| Division 16 | Gelbvieh |
| Division 17 | Hereford & Polled Hereford |
| Division 18 | Limousin |
| Division 19 | Maine Anjou |
| Division 20 | Red Angus |
| Division 21 | Shorthorn |
| Division 22 | Simmental |
| Division 23 | Breeds not listed (Indicate breed on entry. Must be 3/4 blood.) |

Each breed will be broken down into the following classes, but classes may be combined for the show depending on number of entries:

**Heifers: (born in 2019 unless otherwise noted)**
- Class 1 | Calved January 1 - February 28
- Class 2 | Calved March 1 - April 30
- Class 3 | Calved May 1 - June 30
- Class 4 | Calved July 1 - August 31
- Class 5 | Calved September 1 - October 31
- Class 6 | Calved November 1 - December 31
- Class 7 | Calved January 1, 2019 - June 15, 2019

**Bulls: (born in 2019 unless otherwise noted)**
- Class 8 | Calved January 1 - February 28
- Class 9 | Calved March 1 - April 30
- Class 10 | Calved May 1 - June 30
- Class 11 | Calved July 1 - August 31
- Class 12 | Calved September 1 - October 31
- Class 13 | Calved November 1 - December 31
- Class 14 | Calved January 1, 2019 - June 15, 2019

NOTE: Classes 7 & 14 enable exhibitors with breeding heifer and bull calves to show their animals as breeding animals rather than feeder calves if animals are intended as future breeding stock.

**Department J – SHEEP**

4-H and FFA

TJ Towle, Superintendent

Craig Frederick, Asst. Superintendent
All sheep must be in place by 6:30 p.m. on Wednesday, August 5. Market sheep will be weighed at 6:30 p.m. and breeding ewes checked-in at 6:30 p.m. on Wednesday, August 5.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J - Animal Science section. All animals will remain on exhibit throughout the fair unless otherwise noted.

All sheep will be inspected by a veterinarian at check-in.

Under no circumstances may sheep be exhibited which originate from scrapie-source flocks or scrapie-infected flocks.

**Division 30 – Showmanship**

*Pay Category #9 – no premium awarded*

Class 1 Senior (ages 16-18)
Class 2 Intermediate (ages 12-15)
Class 3 Junior (ages 8-11)
Class 4 4-H Partners (non-competitive) - youth must also register for division 25
Class 5 Clover Kids (non-competitive)
Class 6 PeeWee (ages 3 – 8 years) non-competitive; sponsored by Seward Ag Society; must register with Superintendent on day of show

**Division 31 – Market Sheep**

*Pay Category #2*

Market lambs may be wether or ewe lambs born after January 1 of the current year, and will be shown by weight divisions.

Market Lambs will be weighed at the time and date indicated on the Fair Program Schedule. All market lambs must be completely slick shorn, including belly, to within 1/4” PRIOR to arrival of show. Wool may be left on the legs ONLY below the knees and hocks.

Market lambs that weigh under 90 pounds will show but will not be eligible for champion awards. No re-weighs will be allowed. Market lambs should be dry, have all covers removed, and have been shorn within the previous 10 days.

Division Champions and Reserve Champions will compete for an overall Grand Champion and Reserve Grand Champion Market Lamb. Wethers and ewes will be shown together. Classes are
only needed for ID purposes.

Class 1  Market Ewe Lamb (all breeds)
Class 2  Market Wether Lamb (all breeds)

Division 32 – Breeding Ewes  
Category #2

Breeding ewes will be shown by breeds and age classes as listed. Ewes shown in breed classes must be registered with the breed association by entry date.

All "meat breed" breeding sheep and all commercial breeding sheep must be slick shorn including belly, to within 1/4" PRIOR to arrival at show. Wool may be left on the legs ONLY below the knees and hocks. All registered and commercial "wool breed" sheep may be shown in the fleece. Meat breeds include Suffolk, Hampshire, Dorset, Shropshire, Southdown, Montedale, and crosses of one or more of these breeds. Commercial ewes of meat breed origin must also be slick shorn within ten days of the show.

Class 1  Commercial/Crossbred Yearling Ewe
Class 2  Commercial/Crossbred Ewe Lamb
Class 3  Hampshire Yearling Ewe
Class 4  Hampshire Ewe Lamb
Class 5  Suffolk Yearling Ewe
Class 6  Suffolk Ewe Lamb
Class 7  Dorset Yearling Ewe
Class 8  Dorset Ewe Lamb
Class 9  Shropshire Yearling Ewe
Class 10 Shropshire Ewe Lamb
Class 11 Southdown Yearling Ewe
Class 12 Southdown Ewe Lamb
Class 13 Other Registered Yearling Ewe
Class 14 Other Registered Ewe Lamb

Department J – MEAT GOATS
4-H and FFA
Debbie Berg & Trisha Hansen Superintendents
All goats must be in place by 7:00 p.m. on Wednesday, August 5. Market goats will be weighed at check-in August 5.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J – Animal Science section.

**Number of Exhibits**

A member is eligible to show up to a maximum of:
- 4 market meat goats
- 4 breeding meat goats
- 2 pygmy goats

No Bucks or Billies allowed.

All animals will remain on exhibit throughout the fair.

All goats will be examined by a veterinarian.

Under no circumstances may goats be exhibited which originate from scrapie-source flocks or scrapie infected flocks.

Champions and Reserve Champions must remain on exhibit throughout the fair.

**Horns** — All meat goats must have horns blunted. Dehorning is acceptable and preferred.

**Age**

Goats are to have milk teeth (no evidence of breaking of the skin or eruption of the two permanent front teeth. Market goats must be uniformly slick shorn with 1/4 inch of hair or less from the knee and hock up. Breeding goats will be allowed to be unshorn.

Meat goats may be does or wether kids. Short scrotum, cryptochrd and buck kids are not eligible. All meat goats will be weighed and divided into classes based on total numbers and weight range. **Does and wethers will show together.** Meat goats must weigh a minimum of 50 pounds at check-in. Goats under 50 lbs. will be allowed to check-in, but not eligible for purple ribbons. No re-weighs will be allowed. Division Champions and Reserve Champions will compete for an overall Grand Champion and Reserve Grand Champion Meat Goat.

**Home Grown Meat Goats**

Does and wethers must have been bred and raised on 4-H member’s farm. Each exhibitor will be allowed to exhibit one goat in the Home Grown goat show. Goats must be identified immediately after weigh-in and one doe or wether per exhibitor over 50 pounds, will be marked as Home Grown. Home Grown goats can be shown in the Market Goat Division (class 1) as well as in the Home Grown Meat Goat Division (Class 1).
Division 56 – Showmanship

*premium awarded*

Class 1  Senior (ages 16-18)
Class 2  Intermediate (ages 12-15)
Class 3  Junior (ages 8-11)
Class 4  4-H Partners (non-competitive) — youth must also register for division 25
Class 5  Clover Kids (non-competitive)

Division 57 – Market Goats

Category #2
Class 1  Market Goat

Division 58 – Home Grown Meat Goat

Category #9
Class 1  Home Grown Meat Goat

Division 59 — Breeding Meat Goats

Category #2
Class 1  Junior Doe — 3-12 months
Class 2  Yearling Doe — 13-24 months
Class 3  Senior Doe — 25 months and over

Division 60 — Companion Goats

Category #2
This could include Pygmy, Fainting and other companion goats. Wethers and Does will be shown together. Bucks are not eligible.
Class 1  Pygmy Goats — Wethers and Does only
Class 2  Fainting Goats — Wethers and Does only

Department J – HOGS

4-H and FFA

Brandon Luebbe, Superintendent
All hogs must be in place by 8:00 p.m. on Wednesday, August 5. Weigh-in will begin at 8:00 a.m. on Thursday, August 6.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J – Animal Science section.

**Number of Exhibits** – Exhibitors may enter up to a total of four hogs.

**Health Requirements**— Swine to be exhibited shall originate directly from a herd not under quarantine for pseudo rabies. Swine not meeting health requirements will be immediately removed from the grounds by the owner. See “General Health Requirements for all Animals”.

**Pen Assignments**— A minimum of two pigs per pen unless there is only one entry by an exhibitor. Pen Assignments are subject to change the day of arrival, or as needed. Readjustment of pens will be assigned by the hog superintendent and 4-H Staff.

**Weight Limits**— Only Hogs weighing 230 lbs. - 320 lbs. are eligible for champion awards. All hogs weighing 229 lbs. or less and 321 lbs. or heavier are eligible to show and receive a ribbon and premium only.

**Entries**— All hogs will be entered at weigh-in and shown according to show schedule.

**Show Schedule**— Hogs will be divided into classes of gilts and barrows. Several divisions in each class will be determined based on the number of entries and weights of hogs. Division Champions (230 lbs. to 320 lbs.) will show for Champion and Reserve Champion in each class. Class breakdowns will be determined by the hog superintendent.

**Feeder Pig Lottery (FPL) Gilts & Barrows**— There will be 2 weight classes of Gilts & Barrows. The top 2 hogs from each weight class will show for Champion and Reserve Champion Gilt & Barrow. Feeder Pig Lottery pigs may also show in their respective weight class at the Seward County Fair.

**Home Grown Hogs**— Sows and gilts must have been bred and raised on 4-H member’s farm. Each exhibitor will be allowed to exhibit one pig, of the four maximum animals allowed, in the Home Grown Hog show. Pigs must be identified immediately after weigh-in and one gilt or barrow per exhibitor will be marked as Home Grown. Weight should be 230 – 320 lbs.
The 2020 Market Hog show is a NON-TERMINAL SHOW. All exhibitors are required to take their hogs home.

**Division 34 – Showmanship**  
**Pay Category #9 – no premium awarded**

- **Class 1** Senior (ages 16-18)
- **Class 2** Intermediate (ages 12-15)
- **Class 3** Junior (ages 8-11)
- **Class 4** 4-H Partners — youth must also register for division 25
- **Class 5** Clover Kids (non-competitive)

**Division 35 – Market**  
**Category #2**

- **Class 1** Gilts
- **Class 2** Barrows

**Division 36 – Home Grown**  
**Category #9**

- **Class 1** Gilts
- **Class 2** Barrows

**Division 37 – Feeder Pig Lottery**  
**Category #9**

- **Class 1** Gilts
- **Class 2** Barrows

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**Department J – DAIRY**

**4-H and FFA**

Donna Imig, Superintendent  
Amanda Imig, Asst. Superintendent

All dairy must be in place by 8:00 p.m. on Wednesday, August 5.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J - Animal Science section.

*Number of Exhibits* - A 4-H or FFA member is limited to exhibiting four dairy animals within each of the two organizations.
Dairy animals will be shown by breed and age classes as listed. Registered and grades will show together.

All milking dairy cows may be brought to the fairgrounds the day of the show and may be removed after the show. Champions and Reserve Champions of each breed should remain on exhibit if possible.

Crossbred animals that have the same physical traits as purebreds can show in a breed class, or be shown as a crossbred. Refer to your national dairy associations for help identifying breed traits.

**Division 40 – Showmanship**

*Pay Category #9 – no premium awarded*

Class 1 Senior (ages 16-18)
Class 2 Intermediate (ages 12-15)
Class 3 Junior (ages 8-11)
Class 4 4-H Partners (non-competitive) – youth must also register for division 25
Class 5 Clover Kids (non-competitive)

**Dairy Breeds**

*Pay Category #1*

Division 41 Ayrshire
Division 42 Brown Swiss
Division 43 Guernsey
Division 44 Holstein
Division 45 Jersey
Division 46 Milking Shorthorn
Division 47 Other Breeds/Crossbred

Each breed will be broken down into the following classes:

Class 1 Spring Heifer Calves (March - April 1, 2019)
Class 2 Winter Heifer Calves (December 2019 - February 2020)
Class 3 Fall Heifer Calves (September 2019 - November 2019)
Class 4 Summer Yearling (June 2019 - August 2019)
Class 5 Spring Yearling (March 2019 - May 2019)
Class 6 Winter Yearling (December 2018 - February 2019)
Class 7 Fall Yearling (September 2018 - November, 2018)

Selection of Supreme and Reserve Supreme Heifer – must have received a purple ribbon in their respective classes. Note: Judge designates two best heifers in each breed class.
Class 8  **Dry Cow** (any age)
Class 9  **Two-Year Old** (September, 2017 - August, 2018)
Class 10 **Three-Year Old** (September, 2016 - August, 2017)
Class 11 **Four-Year Old** (September, 2015 - August, 2016)
Class 12 **Five Years and Up** (prior to September, 2015)
Class 13 **Jr. Bull Calves** (March - April, 2019)
Class 14 **Int. Bull Calves** (December, 2018 - February, 2019)
Class 15 **Junior Dairy Herd** (three females, at least one of the three must be a cow that has freshened (two years or older) and completed a 305 day record and at least one of the three must be bred by exhibitor. A record book showing milk and butterfat production on producing cows must be available when the herd is shown. Dairy herd may be either grade or registered. A mixed herd is considered a grade herd.

Selection of Supreme and Reserve Supreme Cow must have received a purple ribbon in their respective classes.

**Department J – DAIRY GOATS**

4-H and FFA

*Amy Salistean, Superintendent*

*Jeremy Saffron, Assistant Superintendent*

All dairy goats must be in place by 8:00 p.m. on Wednesday, August 5.
Dairy goats will be checked-in at 8:00 p.m. on Wednesday, August 5.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J - Animal Science section.

*Number of Exhibits* – A member is eligible to show up to a maximum of:
- 4 Junior Does
- 4 Senior Does

No Bucks allowed.

All dairy goats must have horns blunted, dehorning is acceptable and preferred. If horned dairy goat shown prior to 2020, then that exhibit may continue to show.

*Age*

Dairy goats are to have milk teeth (no evidence of breaking of the skin or eruption of the two permanent front teeth).

Junior Dairy Herds consist of:
• 3 animals
• One must be bred by the exhibitor and one must be in milk

All animals must remain on exhibit throughout the fair.

All milking dairy goats may be brought to the fairgrounds the day of the show and may be removed after the show.

Champions and Reserve Champions of each breed should remain on exhibit if possible.

Division 48 – Dairy Goat Showmanship

Pay Category #9 – no premium awarded

Class 1 Senior (ages 16-18)
Class 2 Intermediate (ages 12-15)
Class 3 Junior (ages 8-11)
Class 4 4-H Partners (non-competitive)—youth must also register for division 25
Class 5 Clover Kids (non-competitive)

Dairy Goat Breeds

Pay Category #2

Division 49 LaMancha
Division 50 Nubian
Division 51 AOP (All other purebreds)
Division 52 Saanens
Division 53 Toggenburg

Each breed will be broken down into the following classes, but classes may be combined for the show depending upon number of entries:

Non-Milking Junior Classes
Class 1 Up to 8 months
Class 2 9 months to 12 months
Class 3 13 months to 24 months

Milking Senior Classes
Class 4 Up to 24 months
Class 5 2 and 3 year olds
Class 6 4 years and older
Class 7 Junior Herd
Department J – HORSE
Tausha Dybdal, Superintendent
Assistant Superintendents, Amy Vrbka, Dana Matzner, and Bruce Heidtbrink

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J – Animal Science section.

Level Testing
All exhibitors, excluding walk-trot, must pass Horsemanship Level 1 by July 10\textsuperscript{th}, to be eligible to show.

Passage of Horsemanship Level 2 is REQUIRED by July 10\textsuperscript{th}, to exhibit in any Roping Performance class.

General Rules
Entry Guidelines – All 4-H project horses must be identified on appropriate ID affidavits by June 15. Exception: District and State Horse Show affidavits and entries are required by Friday, May 8.

All horses assigned to the horse barn are released after 3:30 p.m., Sunday, August 9.

Premium money will be awarded in up to six class entries only, regardless of how many classes a 4-H’er exhibits.

Class Eligibility – A single horse may not be entered or ridden in a class or event by more than one person, even though the horse is jointly owned by two or more members of the same family.

In performance classes (except for Walk-trot), exhibitors may show no more than one horse per class.

In halter classes, exhibitors may show no more than three horses.

Rule Book – 4H373 Current Nebraska 4-H Horse Show and Judging Guide will be used.

Western Attire – Exhibitors are required to wear a long or short sleeve white shirt/blouse, 4-H armband on the left arm, dark blue jeans, hard-sole boots, and a western hat. See attire rule in the 4-H Horse Show and Judging Guide (page 21).

English Attire – In English events, exhibitors are required to wear shirt or blouse with a ratchet collar, traditional hunter seat style coat, breeches (or Jodhpurs) of traditional color, English boots or paddock boots, safety helmet with a harness. See attire rule in the 4-H Horse Show and Judging Guide (page 23). Exception: For the Seward County Fair, exhibitors may show in approved western attire. Helmet and English tack are required.
**Walk-Trot Exhibitors** – Walk-Trot (WT) classes are for first-year horse exhibitors. WT exhibitors may only enter WT performance classes, showmanship and halter. Once you exhibit as a first year exhibitor, regardless of what classes you choose to exhibit in, you lose your eligibility as a WT exhibitor the following years. You do not have to enter WT classes as a 1st year exhibitor.

**2 and 3 Year Old Western Pleasure Rules** – Refer to 4H373 Nebraska 4-H Horse Show and Judging Guide pgs. 91-97. Exhibitor must be 12 years or older. **Two and Three Year Old Western Pleasure Affidavit must be filled out and on file at the Extension Office.** Forms may be picked up at the Extension Office. Affidavit is due at the Extension Office June 15.

**Horse Barn Rules**

**Stalls** – The Grand and Reserve Grand Champion Mare and Gelding are REQUIRED to stall in the Horse Barn for exhibition during the fair. No substitution of horses for Grand and Reserve Grand Champion Mare and Gelding will be allowed, unless released by Horse Superintendent and 4-H staff. Grand and Reserve Grand Champion monetary award is forfeited if awarded horses are not stalled during fair (unless approved by Horse Superintendent).

Remaining stalls will be assigned to 4-H clubs. All stalls assigned must be filled. Only horses that have been properly ID’d may be stalled as a 4-H project.

Stalls must be cleaned, picked out three time each day. Stalls must be completely cleaned out at release time or no premium will be awarded. All horses assigned to the Horse Barn are released after 3:30 p.m., Sunday, August 9.

Horses may be fed in the stalls or outside the barn, but not in with crowds of people.

**Exercising** – Horses and ponies may be removed from stalls during the day to be exercised. Riding is not permitted in the livestock building complex area or camping areas. Riding will be permitted in the horse arena and warm-up area when available.

**Division 60 – Showmanship**

Pay Category #9 – no premium awarded

Class 1 Senior (ages 15-18)
Class 2 Intermediate (ages 12-14)
Class 3 Junior (ages 8-11)
Class 4 4-H Partners (non-competitive)-youth must also register for division 25

**Division 61 – Halter Ponies: Mares and Geldings**

Pay Category #2

Class 1 **Miniature**– 38" and under
Class 2 **Ponies**– 38" - 14.2 hands

**Division 61 – Halter: Fillies and Mares**

Pay Category #2
Class 5  Weanling Fillies (foaled in 2019)
Class 6  Yearling Fillies
Class 7  Mares: Two Year Olds
Class 8  Mares: Three Year Olds
Class 9  Mares: Four to Ten Years Old
Class 10 Mares: Eleven Years & Older

Division 61 – Halter: Colts and Geldings
Category #2
Class 12 Weanling Colts (foaled in 2019)
Class 13 Yearling Colts
Class 14 Gelding: Two Year Olds
Class 15 Gelding: Three Year Olds
Class 16 Gelding: Four to Ten Year Olds
Class 17 Gelding: Eleven Years & Older

Division 62 – English Performance Classes
Category #2
Class 1 English Pleasure: Walk-trot; first year only
Class 2 English Equitation: Walk-trot; first year only
Class 3 English Pleasure, Senior
Class 4 English Pleasure, Intermediate
Class 5 English Pleasure, Junior
Class 6 English Equitation, Senior
Class 7 English Equitation, Intermediate
Class 8 English Equitation, Junior

Division 64 – Performance Classes
Category #2
Class 1 Western Pleasure: Walk-trot
Class 2 Western Horsemanship: Walk-trot
Class 3 Western Pleasure-Ponies, Senior
Class 4 Western Pleasure-Ponies, Intermediate
Class 5 Western Pleasure-Ponies, Junior
Class 6 Western Pleasure, Senior
Class 7 Western Pleasure, Intermediate
Class 8 Western Pleasure, Junior
Class 9 Western Horsemanship, Senior
Class 10 Western Horsemanship, Intermediate
Class 11 Western Horsemanship, Junior
Class 12 Trail, Intermediate
Class 13 Trail, Junior
Class 14 Barrel Racing, Senior
Class 15 Barrel Racing, Intermediate
Class 16 Barrel Racing, Junior
Class 17 Pole Bending, Senior
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**Division 65 – Roping Performance Classes**

Pay

Category #2

Ropers will participate the evening of the All County Fair Roping. Date and time to be determined. Ropers must catch in order to receive a purple ribbon, Champion, or Reserve Champion. A cattle charge may be assessed at the time of the roping. Participants are required to provide their own roping partner. Official 4-H dress is required.

*Must pass Horsemanship Level 2 by July 10th, to be eligible to exhibit in roping classes.

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**Department J – POULTRY**

**4-H & FFA**

Matt Koranda, Superintendent

Devin Koranda, Asst. Superintendent

All poultry must be checked in between 4-8:00 p.m. on Wednesday, August 5.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J – Animal Science section.

**Health Requirements** - All poultry exhibits are inspected during the fair. If a problem is found, they must be removed.

**Number of Entries** – 4-H & FFA member are limited to exhibiting four entries per poultry class with a maximum of 12 exhibits. (Example: 3 Cockerels = 3 birds; 4 Pullets = 4 birds; 1 Hen = 1 bird; 1 Trio = 3 birds; 2 Individual Broilers = 2 birds; 1 Pen of Broilers = 3 birds = 12 exhibits consisting of 16 birds.)

**Breeds** – To be eligible for breed exhibition poultry entries must be fair representatives of one of the breeds listed in the American Standard of Perfection.
Minimum weights – The minimum weights for exhibition birds will be as stated in The American Standard of Perfection and the Bantam Standard.

Trio – A trio of exhibition birds shall consist of one male and two females. Birds entered singly are not eligible to be judged as part of a trio. Birds entered in a trio are not eligible to be judged in individual competition.

Pens – A pen of broilers shall consist of three male or three female birds 6-9 weeks of age. A pen of hybrids, crossbred or purebred egg production birds shall consist of three sexually mature females. Pen of broilers will be judged for production qualities only and need not necessarily conform to breed standards.

Rules for Bantam and Other Poultry – The rules for standard sized chickens apply equally to bantams, waterfowl and turkeys where applicable.

Entries Must Be 4-H Project Birds – All poultry exhibited must be grown as a 4-H and/or FFA member’s project.

Cages – Cages will be provided in the Small Animal barn. All poultry must remain on the grounds until released at 2:00 p.m., Sunday, August 9. At release, all cages, water and feed containers MUST be cleaned out by the exhibitor.

Judging – Exhibitors must be present during judging to show exhibit to the judge. If the exhibitor is not present, exhibits will not be judged.

Feed and Water – Water and feed containers are available. Exhibitors need to ensure their birds are properly fed and watered even though club participant members are assigned times for herdsmanship.

Show – The poultry show will be held in the Small Animal Barn. Exhibitors are to provide portable cages for holding birds, if needed.

Herdsmanship – All poultry and rabbit exhibitors will be assigned to care for the Small Animal Barn and animals.

Division 69 – Showmanship

Showmanship is based on grooming and training of the bird and the appearance and behavior of the exhibitor. The exhibitor must vocally explain the steps in their routine and the merit of the bird. Primarily, showmanship is the skill of the exhibitor in presenting and explaining the bird before the judge. The excellence of the bird is not considered in scoring. The judge may or may not ask questions of the exhibitor at the close of the routine.
Any 4-H'er with a bird may enter the competition. The participant may use any bird they choose, so long as it was raised and trained by the 4-H or FFA member.

Class 1  Senior (ages 16-18)
Class 2  Intermediate (ages 12-15)
Class 3  Junior (ages 8-11)
Class 4  Novice (ages 8-11, first-timers)
Class 5  4-H Partners (non-competitive)
Class 6  Clover Kids (non-competitive)

Division 70 – Eggs
Eggs will be judged according to uniformity of size, weight and color as well as cleanliness. 4-H'ers may only exhibit one dozen of each color.
Class 1  White Eggs— one dozen
Class 2  Brown Eggs— one dozen
Class 3  Colored Eggs— one dozen
Class 4  Duck Eggs— one dozen

Division 71 – Pigeons
Class 1  Adult Cock
Class 2  Adult Hen
Class 3  Yearling Cock
Class 4  Yearling Hen
Class 5  Young Cock
Class 6  Young Hen
Class 7  Breeding Pair with 2 young birds by this pair

Division 72 – Exotic Birds
Peacocks, Pheasants (non-permit issued, example: Lady Amherst), Quail (non-permit issued, example: Mexican Snowflake), Waterfowl not recognized by American Standard of Perfection (example: Egyptian Geese, Mandarin Ducks)
Class 1  Male
Class 2  Female

Division 73 – Guineas
Class 1  Old Male
Class 2  Old Female
Class 3  Young Male
Class 4  Young Female
Division 74 – Turkeys (all weights)
Class 1 Old Tom
Class 2 Old Hen
Class 3 Young Tom
Class 4 Young Hen
Class 5 Breeding Trio

Division 76 – Geese (all weights)
Class 1 Old Gander
Class 2 Old Goose
Class 3 Young Gander
Class 4 Young Goose

Division 77 – Ducks
Class 1 Heavy– Pekin, Rouen, Muscovy
Class 2 Medium– Swedish, Buff, Crested, Cayuga
Class 3 Light– Runner, Khaki
Class 4 Bantam– Call, Mallard, East Indie
Class 5 Breeding Trio

Division 78 – Large Fowl
#3 – Trio or Pen
Class 1 American– Plymouth Rock, Jersey Giant, Wyandotte, New Hampshire Red, Rhode Island Red)
Class 2 Asiatic– Cochin, Brahmas, Langshan
Class 3 English– Cornish, Orpington, Australorps, Sussex, Dorkings
Class 4 Mediterranean– Leghorn, Buttercup, Minorca
Class 5 Continental– Polish, Hamburg, Campines, Faverolles, Houdan
Class 6 All Other Breeds– Naked Neck, Game, Sumatra, Araucanas, Ameracanas
Class 7 Breeding Trio
Class 8 Individual Broiler
Class 9 Pen of Broilers
Class 10 Pen of Pullets

Division 79 – Bantam Chickens
Class 1 Game Bantam– Modern and Old English
Class 2 Single Comb Clean Legged– Plymouth Rock, Leghorn, Japanese, Rhode Island Red, Orpingtons,
New Hampshire
Class 3 Rose Comb Clean Legged– Rosecomb, Wyandotte, Sebright, Leghorn, Belgian Bearded D’Anver
Department J – RABBITS
Devin Koranda, Superintendent
Craig Jirovsky, Asst. Superintendent

All rabbits must be checked in between 4-8:00 p.m. on Wednesday, August 5.

Make sure to read “General Rules for Livestock” and the National Code of Show Ring Ethics at the beginning of the Department J - Animal Science section.

Ownership – All animals must be owned by the exhibitor. Joint ownership is permissible for the purpose of owning, caring for and keeping records on animals belonging to 4-H members within the immediate family.

If a rabbit is not tattooed, it will be shown in the Pet Division.

Number of Entries – A 4-H member may exhibit a maximum of six rabbit exhibits with no more than two in any class. (EXAMPLE: A doe and litter would be classified as one exhibit so an exhibitor could exhibit in excess of six rabbits with an exhibit possibly being more than one rabbit.)

Cages – Cages will be provided in the Poultry & Rabbit Barn. Exhibitors must be present during judging to show exhibit to the judge. If exhibitor is not present, exhibits will not be judged. Exhibitor must state breed shown. Exhibitors are to provide a portable cage for holding rabbits. All rabbits must remain on the grounds until released at 2:00 p.m. on Sunday, August 9.

Feed and Water – Water and feed containers are available. Exhibitors need to ensure their rabbit(s) are properly fed and watered.

Herdsmanship – All poultry and rabbit exhibitors will be assigned to care for the Small Animal Barn and animals.

Fancy rabbits – Are raised primarily for show and are judged by body type, size and markings that are in accordance with breed standards. Breeds in this category include: English Angora, French Angora, Belgian Hare, Dutch, Standard Chinchilla, Netherland Dwarf, Rex, Silver, Tan, Britannia Petite, Dwarf Hotot, English Spot, Florida White, Fuzzy Lop, Harlequin, Havana, Himalayan, Jersey Woolie, Lilac, Holland Lop, Mini Lop, Mini Rex, Polish, Rhinelander, Sable and Silver Marten.
Commercial rabbits – Are those breeds raised for meat and fur production. Some of the breeds in this category include: American, California, American Checkered Giant, Cinnamon, Flemish Giant, English Lop, French Lop, New Zealand, Satin, Beveren, Blanc De Hotot, Blue Vienna, Champagne D’Argent, American Chinchilla, Creme E’Argent, Giant Angora, Palomino and Silver Fox.

Crossbred rabbits – Can be entered in the pet division.

Division 80 – Showmanship
Category #9
Showmanship is based on grooming and training of the rabbit and the appearance and behavior of the exhibitor. The exhibitor must vocally explain the steps in their routine and the merit of the rabbit. Primarily, showmanship is the skill of the exhibitor in presenting and explaining the rabbit before the judge. The excellence of the rabbit is not considered in scoring. The judge may or may not ask questions of the exhibitor at the close of the routine. Any 4-H’er with a rabbit may enter the competition. The participant may use any rabbit they choose, so long as it was raised and trained by the 4-H’er.

Class 1 Senior (ages 16-18)
Class 2 Intermediate (ages 12-15)
Class 3 Junior (ages 8-11)
Class 4 Novice (ages 8-11, first-timers)
Class 5 Clover Kid (non-competitive)

Category #3 – Pen or Doe & Litter
Single Pay

Division 81 – Market
Class 1 Single Fryer (3½ to 5½ lbs/under 69 days)
Class 2 Meat Pen (3½ to 5½ lbs/under 69 days)
Class 3 Roaster (over 5½ lbs)

Division 82 – Fancy Breed (purebred rabbits only)
Class 1 Junior Doe– under 6 months
Class 2 Junior Buck– under 6 months
Class 3 Senior Doe– over 6 months
Class 4 Senior Buck– over 6 months
Class 5 Doe & Litter

Division 83 – Commercial Breeds
Class 1 Junior Doe– under 6 months
Class 2 Junior Buck– under 6 months
Class 3 Intermediate Doe—6-8 months
Class 4 Intermediate Buck—6-8 months
Class 5 Senior Doe—over 8 months
Class 6 Senior Buck—over 8 months
Class 7 Doe & Litter

Division 84 – Pet Division
Class 1 Junior Doe—under 6 months
Class 2 Junior Buck—under 6 months
Class 3 Senior Doe—over 6 months
Class 4 Senior Buck—over 6 months

Department J – CATS
TBA, Superintendent

Cats are to be brought and taken home the day of the show. The 4-H Cat Show is not a sanctioned show. Cats are not judged according to breed standards. Two cats per exhibitor may be shown. Cats and kittens will be shown together. Kittens must be at least 4 months old. A cat that becomes difficult to handle may be judged in the carrier at the judge’s discretion, and may affect it’s eligibility for top awards.

**Housing** – Exhibitors will furnish their own cage, food, water, litter, a cage bottom for the cat’s comfort, and a cage covering. This covering may be any form desired (i.e. towels, sheets, etc.). The cage covering should not be made of see-through material. The simplicity or ornateness of the covering WILL NOT add or cause a deduction in the points awarded. Cages will be judged for the availability of food, water, and litter as well as cage covering and neatness of the caging area. Exhibitors must clean up their own exhibit area.

**Health** – Cats should be free of fleas, ticks, ear mites, ring worms, other parasites and infectious diseases. Cats should be free of discharge from nose and eyes. Cats are required to have current rabies, distemper (feline enteritis), panleucopenia, feline leukemia, rhino tracheitis, and calici virus vaccinations. If the cat is not declawed, the claws must be clipped. No expectant or nursing mother cats may enter. Any cat not meeting these health requirements will not be judged and will be asked to leave the show. Proof of immunization required at show check-in with veterinarian. This is a vetted show and all decisions by the veterinarian in charge of vet check will be final.
Division 690 – Showmanship
Category #9
Exhibitors are required to wear a white shirt or blouse with a 4-H chevron or official county fair t-shirt. Long pants are required. Exhibitors must be prepared to answer questions from the “Your Cat and You” manual.

Class 1 Senior (ages 12-18)  
Class 2 Junior (ages 8-11)  
Class 3 Novice (ages 8-11; first-timers)

Division 691 – Cats and Kittens
Category #4
Class 20 Long Haired Cat or Kitten  
Class 30 Short Haired Cat or Kitten

Department J – DOG
Ann Schlueter, Superintendent

Make sure to read the National Code of Show Ring Ethics at the beginning of the Department J – Animal Science section. This is an unbenched 4-H Dog Show and may not be consistent with all AKC rules. There is no limit to the number of years a dog may be shown.

Procedure – Those procedures described in “Nebraska 4-H Dog Show Guidelines” 4-H 420. It is the dog exhibitor’s responsibility to pick up after their dogs at all times. Dogs soiling in the show ring (during a class) will be lowered one ribbon placing. Dogs soiling anywhere on the show grounds with no pick up will be disqualified from all entered classes on that show day regardless of the person who is holding the dog leash.

Dog Eligibility – Exhibitor should provide primary care and training for the dog. The dog should reside with the exhibitor or be cared for by the exhibitor the majority of the year.

Vaccination – All dogs must be immunized for Distemper, Hepatitis, Parvo and Rabies. A copy of vaccinations records must be turned in with the Seward County Fair Pre-Entry Form. The record must document all vaccinations within 1 year or 3 years depending on the vaccine given. All required vaccinations must be given within 1 to 3 years of the show date based on label guidelines. All vaccinations must be in effect at the time of the Seward County Fair Dog Show. Explanation: Some vaccinations are viable for one year and some vaccinations are viable for three years but are specifically designed and administered according to their label. It is not acceptable nor allowed to vaccinate a dog with a one year vaccine and plan to have it in effect...
for 3 years. Proof of vaccinations must be submitted for each dog according to the entry guidelines due date or will not be allowed to show.

**Arrival Time** – All exhibitors should first check in at the registration area 30 minutes prior to judging.

**Number of Entries Per Exhibitor** – An exhibitor may enter no more than two dogs. Only one of which may be entered in a showmanship class.

**Advancement in Obedience and Agility Classes** - Follow rules in Nebraska 4-H Dog Show Guidelines 4-H 420: http://go.unl.edu/4h420. A youth will move up to a ‘transition year’, after they receive two purples in a specific class at county or state level competition. Youth will finish their 4-H year at the same level if the second purple ribbon occurs in the middle of their 4-H year. Youth do not have to move up in the middle of a 4-H year. Youth will then have the option to stay in their current class for one additional year (after receiving two purple ribbons) called ‘transition year’. During the transition year, youth will practice the more advanced class (gaining skills such as off leash work) but may compete in their same level. Youth may advance up to the next level more quickly with advice/assistance from a leader and parent to help evaluate skill and readiness of youth and dog. This may especially occur if the youth has had previous dog handling experiences.

The exhibitor may select the obedience class best suited for their dog. Experienced handlers are those showing for the second year or more at any dog show. Handlers and beginning dogs may show only one year in Division A. If continuing as a team, both must advance to Division B.

Each dog may only be shown by one exhibitor regardless of number of family members in the dog project.

Dog and handler in Division B or higher must advance to the next obedience class upon receiving two purple ribbons or class awards.

There is no limit on the number of years a dog may be shown in the Utility class.

Dogs with AKC degrees will show as follows: “CD” degree must show in Graduate Novice (1st year only) or higher; “CDX” or “UD” degree must show in Open or Utility.

The dog will stay in its highest attained class. A ‘new’ handler will enter such class.

**Advancement in Showmanship Classes**

Classes are divided into age divisions: Beginner 8-9, Intermediate 10-13, Senior 14-18. All 4-H dog exhibitors must show their own animals to be considered as participants in the Showmanship Contest. Showmen will be allowed to compete in a division each year based on
their age or until they win that particular age group. Winners must advance to the next age group.

Disqualified dogs
Females in season will not be permitted to show. Overly aggressive dogs may be disqualified at the discretion of the judge or superintendent. Lame or crippled dogs will not be permitted to show if it is determined by the superintendent that it is affecting the health of the dog. Also see: Procedure, for information about disqualification for dog soiling on show grounds.

Age of Dog – A dog that is exhibited at the County Fair must be six months or older. Agility dogs must be 18 months or older to participate in competition.

Dress Code – Exhibitors are required to wear a white shirt with the official 4-H chevron attached or an official 4-H t-shirt. Solid blue jeans are required. No headgear is worn in the show ring. Exhibitors shall not display club, commercial or other I.D. while showing. Closed-toed shoes with non-slip soles are required. No flip-flops or sandals are allowed.

Baiting – Baiting with food or a toy is not permitted and is cause for disqualification. Handlers may use baiting action without food or toys in showmanship. The judge or superintendent has the authority to disqualify violators.

Exhibitor Responsibility – Dogs are not allowed on the floor except while in the show ring. Clean-up shall be the exhibitor’s responsibility. This includes all areas while on the show site.

Non-entered dogs and puppies are not allowed in the grooming area, ring waiting area, public seating areas or on the arena floor.

Only exhibitors are allowed to groom or work dogs at the show, both in and out of the ring.

Awards – Any award can be withheld if the exhibitor fails cleanup around their area. An entry must earn a purple or blue ribbon placing to be eligible for an award.

Substitutions – A dog may be substituted for showmanship classes only if it is injured or dies following the entry deadline. Substitutions are generally not allowed in obedience and agility classes however, substitutions may be considered at the discretion of the superintendent. A substitute can be selected from the exhibitor’s household family or from the household where the originally entered dog resides. Dog(s) may be substituted only if the superintendent is directly consulted prior to the show date.

Division 700 – Showmanship
Category #9
Pay
Each class is judged on handler’s appearance (10%), grooming and conditioning of dog (20%), coordination of the dog and handler (50%), and general knowledge (20%). Classes are divided
into age divisions.

*Class 5  **Beginning Showmanship** (8-9 year olds)
Class 10  **Intermediate Showmanship** (10-13 year olds)
Class 20  **Senior Showmanship** (14-18 year olds)

**Division 701 – Obedience**

Follow rules in “Nebraska 4-H Dog Show Guidelines” 4-H 420 to determine class entry.

**Beginning Novice** (1st year only)— All exercises must be performed on a six foot leash. Dogs must heel including figure 8; stand for examination; come on recall; long sit for one minute, and; long down for three minutes.

Class 10  **Beginning Novice**— Division A— Exhibitor and dog are in first year of competition (started Dog Project after October 1 of previous year). Exhibitors incorrectly entered will be moved to Beginning Novice Division B.

Class 20  **Beginning Novice**— Division B— Exhibitor or dog is beyond first year of competition. Beginning dogs with experienced handlers and dogs that have not earned a purple in Division A or B. Handlers may repeat this class until the dog has earned a purple ribbon or trophy.

Class 25  **Beginning Novice**— Division C— Exhibitor and dog are beyond first year of competition.

Class 30  **Novice A**— Dogs must heel on leash including figure 8; stand for examination of leash, heel free; come on recall off leash, long sit for one minute off leash and long down for three minutes off leash.

Class 35  **Novice B**— Exhibitor and dog are beyond first year of Novice Class competition.

Class 40  **Graduate Novice**— Dogs must heel on leash; stand for examination off leash; heel free including figure 8; drop on recall; long sit for three minutes and long down for five minutes both with handler out of sight.

Class 45  **Advanced Graduate Novice**— Dogs must heel on leash and figure 8 (off leash), drop on recall, dumbbell recall, recall over high jump, recall over broad jump, and long down.

Class 50  **Open**— All exercises off leash. Heel free and figure 8; drop on recall; retrieve on flat; retrieve over high jump; broad jump; long sit for 3 minutes and long down for five minutes, both with handler out of sight. Refer to "Guidelines for Nebraska 4-H Dog Shows" 4-H 420, for jump heights/distances.

Class 55  **Graduate Open**— Signal exercise, scent discrimination, directed retrieve, moving stand and examination, go out, and directed jumping.

Class 60  **Utility**— The dog will perform five exercises; the signal exercise; scent discrimination exercise with leather and metal objects; the directed retrieve;
moving stand and examination; directed jumping. Exhibitors must supply their own scent articles and gloves for the directed retrieve.

**Division 702 – Agility**

**Category #3**

Procedure: Exhibitors may enter one Agility class. Agility dogs must be 18 months or older to participate in competition. Agility will follow those procedures and classes described in “Guidelines for Nebraska 4-H Dog Shows” 4-H 420. Refer to “Guidelines for Nebraska 4-H Dog Shows” 4-H 420 to determine class entry. If a youth has not had training or practiced on agility equipment, they may not enter a competition due to safety and training experience in agility.

Wither heights of all agility dogs must be included with advanced entries. Level 1 & 2 Agility classes are run on leash. Level 3, 4, and 5 are all run off leash. One of each obstacle noted in each level are mandatory and duplicate obstacles may be added to make up quantities of obstacles in each level. Obstacle equipment needing repair or deemed unsafe by judge will be excluded from the competition. Judges determine the arrangements of the obstacles on the course. Obstacles in course should be numbered to note the obstacle order for the course. Course maps will be made available and posted at time of show registration in designated area(s).

Level 5 – Youth can use additional equipment for competition that they have access to and can use in practice. Obstacles that are used for agility competition events may be included from (AKC, CPE, USDAA, NADAC, UKC, etc.).

**Agility jump heights** – Measure dogs at withers to determine jump height:
- Dogs 11 inches or less – 4 inches
- Dogs over 11 inches up to and including 14 inches – 8 inches
- Dogs over 14 inches up to and including 18 inches – 12 inches
- Dogs over 18 inches – 16 inches

**Class 10**  
**Level 1** – 6 obstacles - 3 bar jumps which have two bars each, short dog walk, pause box or table, and tunnel (open).

**Class 20**  
**Level 2** – 10 obstacles - Several bar jumps which have two bars each, short dog walk, pause box or table, tunnel (open), chute (collapsed or closed tunnel), solid panel jump and tire jump (hoop jump).

**Class 30**  
**Level 3** – 10 obstacles - Same obstacles as Level 2 but dogs run off leash for Level 3.

**Class 40**  
**Level 4** – 13 obstacles - Bar jump which has one bar each, bar jump which has two bars each, tall dog walk, pause box or table, tunnel (open), chute (collapsed or closed tunnel), solid panel jump, teeter totter (seesaw), weave poles (single set with 6 poles), and tire jump (hoop jump).
Class 50  **Level 5**– 15-20 of any of the following obstacles such as: bar jump which has one bar each, bar jump which has two bars each, tall dog walk, pause box or table, tunnel (open), chute (collapsed or closed tunnel), solid panel jump, A-frame tall, teeter totter (seesaw), weave poles (single set with 6 poles), weave poles (double set with 12 poles), and tire jump (hoop jump) broad jump, dump jump, triple bar jump, swing bridge, crawl, etc. Number of obstacles used for a course will depend on ring size and available equipment at show site. Course layout may include more advanced handling techniques.

**Division 703 – Rally**

Rally will follow those procedures and classes described in the Nebraska 4-H Dog Show Guidelines 4H420. Refer to Nebraska 4-H Dog Show Guidelines to determine class entry for each level of competition.

Class 10  **Beginning Rally**– Dog is on leash and there are 5-10 stations.
Class 20  **Rally 1**– Dog is on leash and there are 10-15 stations.
Class 30  **Rally 2**– Dog is off leash and there are 12-17.
Class 40  **Rally 3**– Dog is off leash and there are 15-20.

**Department J – SMALL ANIMALS**

TBA, Superintendent

Small Animals are to be brought and taken home the day of the show.

Exhibits in this class must be 4-H projects of the exhibiting 4-H member. A maximum of six small animals or an aquarium with any number of fish may be exhibited. Exhibitors must be present during judging or exhibits will not be judged. Posters are allowed during showmanship class.

**Division 914 – Showmanship**

*Pay Category #9 – no premium awarded*

Class 1  **Senior** (ages 12-18)
Class 2  **Junior** (ages 8-11)

**Division 915 – Small Animals**

*Pay Category #4*

Please note on your pre-fair entry form, the animal species. (ex. Beta Fish)

Class 1  **Hamsters, Gerbils, Guinea Pigs and other Mammals**
Class 2  **Fish, Reptiles, and Amphibians**
Class 3  **Birds (house pets)**
Class 4  **Other**
Department Z

SHOOTING SPORTS EXHIBITS
Ryan & Jamie Krenk, Co-Superintendents

Shooting Sports entries must be pre-entered at the Extension Office by July 10.
Enter static exhibits in the 4-H Center on Monday, August 7, between 4:00-8:00 p.m.

SHOOTING SPORTS – DEPARTMENT Z

Pay

Category #5

*Class 1  Shooting Sports Accessory, Tool, or Equipment—This has to be made by the 4-H member, and needs to include a picture of the item being used and a written explanation of what it does to help the 4-H member perform better in their 4-H project skills.

*Class 2  You Be the Teacher—A display board or poster that teaches the public about an area of 4-H Shooting Sports. The educational information along with creativity and neatness of presentation will be judged.

Department Z – COMPETITIONS

To participate in these competitions a 4-H’er MUST have been enrolled in a Seward County Shooting Sports Program during the current year and MUST have attended at least four practices of the program supervised by a certified 4-H shooting sports instructor. Archery requirement is six hours.

Safety Statement

Safety is of highest priority before, during, and after the competition. Any 4-H member not exhibiting proper shooting safety or using unsafe equipment will be notified not to shoot/compete. The decision of the superintendent, officials, safety officers and line judges will be final. Inspection of all shooting sports equipment will be required at check-in. Superintendent reserves the right to not allow participation for substandard equipment.

In order to maintain NCAA intercollegiate eligibility of youth enrolled in 4-H Shooting Sports, no cash prizes, fair premiums, etc., will be awarded based on how a 4-H’er or team ranks or finishes in a specific competition.

Department Z – ARCHERY

Ryan & Kristi Ideus, Co-Superintendents

Dress - 4-H members involved in the Archery Shooting Sports competition will wear a 4-H t-shirt (official Seward County Fair shirt) or white shirt with a 4-H chevron; jeans or jean shorts (NO HOLES); and closed-toed shoes. No club shirts may be worn for any shooting sports events.
Each 4-H Archer **MUST** be enrolled in a Seward County Shooting Sports Archery Program during the current year and **MUST have attended at least six hours of practices of the program**, supervised by a certified 4-H shooting sports instructor.

**Competition Rules** –

1) Each archer will shoot a total of 50 arrows (5 arrows at a time) at a 48" target face or 3-D target at the following distances:

   **Ages for 4-H tournaments based on age on or before January 1 of the current year.**
   - **Junior Division:** 8-11 years old (Cubs): 50 arrows at 10-20 yards
   - **Intermediate Division:** 12-14 years old (Youth): 50 arrows at 15-25 yards
   - **Senior Division:** 15-18 years old (Young Adult): 50 arrows at 20-30 yards

2) Scoring will be on a 48" multi-ring (10) target face or 3-D target.
   - The outermost ring, on a multi-ring target, is worth one point
   - All other rings scored in numerical order.
   Scoring for 3-D is as follows:
   - Inner circle is worth ten points
   - Outer circle is worth eight points
   - Anywhere else on the body is worth five points.

3) Ties will be broken with a single arrow shot to see who is closest to the “X” in the bullseye on a multi-ring target.

4) Equipment category Classes or Styles:
   It is the responsibility of the shooter to make sure they are in the proper class before the start of the tournament.

**Group #1— FREESTYLE LIMITED RECURVE (FSLR) (formerly Traditional & Olympic Style)**

   1. Competition is limited to archers shooting recurve or longbows only
   2. Gloves, tabs or fingers are the only legal releases
   3. Any sights with no magnification are legal
   4. Levels, string peeps or electronics not allowed
   5. Stabilizers and/or counter balances are allowed
   6. String shall have single color middle serving
   7. Only one or two nock locators at a single point are allowed
   8. Only one anchor point is allowed on the string
   9. Archers shall touch the arrow, when nocked, with index finger against the nock
   10. Finger position may not be changed during competition
   If not covered here it is illegal.

**Group #2— Barebow: (BB)**

   1. Archers shooting barebow style will use bows, arrows, strings and accessories free of any sights, marks or blemishes.
2. No written memoranda shall be used
3. An adjustable arrow rest may be used to control space between the arrow and the face of the sight window
4. The use of stabilizers is permitted
5. No mechanical device will be permitted other than one non-adjustable draw check and level mounted on the bow. Neither may extend above the arrow.
6. Release aids are limited to fingers, tabs or gloves
7. Ends or edges of laminated pieces appearing on the inside of upper limbs shall be considered a sighting mechanism and are illegal
8. A cable guard shall be allowed if it is not in the sight window

**Group #3— FREESTYLE: (FS)**
Any sight or scopes, any stabilizer, any rest and any release aid may be used, provided it is hand-operated and supports the weight of the bow

**Group #4— FREESTYLE LIMITED: (FSL)**
Any sight or scope, any stabilizer, any rest, release aids are limited to gloves, tabs or fingers. NO mechanical releases allowed

**Group #5— BOW HUNTER FREESTYLE (BHFS) (formerly Freestyle Unlimited)**
Same as Freestyle except stabilizer cannot exceed 12” from the face of the bow; pin sights only; sights may not be adjusted after first scoring arrow is shot

5) Equipment requirements and restrictions:
   a) There will be an equipment inspection and check-in from 9:30 a.m. to 9:45 a.m. prior to the tournament start time. Range rules are at 9:50 a.m. Shooting starts at 10:00 a.m.
   b) Armguards MUST be worn while shooting.
   c) Archer must have at least 2 **back-up arrows**, all being the same shaft material, tips (no hunting tips), length and fletching material. Plastic or feather fletching, all the same size, can be used with different color mixes.
   d) No stabilizers allowed in Freestyle Limited Recurve.
   e) No sights, string peeps, string markings, tied string floss, or limb markings allowed in Freestyle Limited Recurve or Barebow.
   f) Refer to Indoor NFAA Tournament and Scoring Rules, Archery Superintendent or Extension Office for rule clarification.

**Division 305 – Archery**
**Category #8**

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Freestyle Limited Recurve, Junior (cub)</td>
</tr>
<tr>
<td>2</td>
<td>Freestyle Limited Recurve, Intermediate (youth)</td>
</tr>
<tr>
<td>3</td>
<td>Freestyle Limited Recurve, Senior (young adult)</td>
</tr>
<tr>
<td>4</td>
<td>Barebow, Junior (cub)</td>
</tr>
<tr>
<td>5</td>
<td>Barebow, Intermediate (youth)</td>
</tr>
</tbody>
</table>
Department Z – BB GUN, AIR RIFLE & AIR PISTOL

Denny Smith, BB Gun & Air Rifle Superintendent
Jeff Krivolavek, Air Pistol Superintendent

Dress Code— 4-H members must wear a 4-H t-shirt (Seward County Fair official 4-H shirt) or white shirt with a 4-H chevron, jeans or jean shorts and closed-toed shoes. (Shorts may be worn for indoor events only.)

4-H’ers may compete in the BB Gun and Air Rifle competitions if they are at least eight years of age by January 1, of the current year.

Definitions of BB Guns— Any spring or air powered gun that shoots BB’s. Must be smooth bore, weigh 6 pounds or less.

Definition of Air Rifles— Any .177 caliber air rifle that shoots pellets.

All contestants will use their own equipment at the fair, unless arranged prior to competition. NO SCOPES ALLOWED.

Any questions regarding eligibility of contestant or equipment refer to NRA BB Gun Rules or the most current publication (on-line or hard copy) or the most current National Standard Three-Position air rifle rules, or refer to Superintendent or Extension Office. All decisions of the Superintendent are final.

Basic Rules:
• All contestants will wear eye and ear protection. Must supply own equipment.
• All guns, eye and ear protection, MUST be checked in at registration.
• All guns will meet the specific criteria mentioned above.
• All guns MUST arrive and depart the fair in a case or box, straight from and to vehicle, to and
from the range accompanied by a responsible adult. All guns should be unloaded.

• All guns must be unloaded, clean, and in good working condition.
• After check-in, ALL equipment will be put in safe area. Competitor’s name will be taped to stock of gun.
• Only authorized people will be allowed in the Safe Zone. Competitor’s coach, with authorized personnel, may enter to get gun just prior to shooting.
• No practicing at range prior to competition.
• Unsafe handling of gun, horseplay, or tampering with other contestant’s guns will be immediate grounds for disqualification.
• Any questions regarding eligibility of equipment should be directed to the superintendent prior to match.
• Refer to the most current publication of the NRA BB Gun Rules, Superintendent or Extension Office for rules.
• Clear barrel indicators are required for air rifle and air pistol.

**Division 310—BB Gun Open Shoot**
The match will follow the N.R.A. 5-meter BB Gun rules. Only smooth bore guns will be allowed. Ten shots will be fired from 5 meters in the prone position in 10 minutes for a total of 20 shots. The final score will be the total scores from the 2 targets combined. Four hours instructor training is not required to participate in this event.

- Class 1 **13 & Under**
- Class 2 **14 & Up**

**Division 306—BB Gun**

Category #8

The match will follow the N.R.A. 5-meter BB Gun rules. Only smooth bore guns will be allowed. Ten shots will be fired from 5 meters in the standing, kneeling, sitting and prone positions for a total of 10 shots. The final score will be the total scores from the four position combined. Each contestant will be allowed ten minutes to record shots plus sighters per target.

- Class 1 **Novice**
- Class 2 **Junior—ages 8-10**
- Class 3 **Intermediate—ages 11-12**
- Class 4 **Senior—ages 13-15**

**Division 307—Air Rifle**

Category #8

The match will follow the National Standard Three-Position Air Rifle Rules with the distance at ten meters instead of five. Air Rifles must meet the criteria listed above. Pellet will be the ammunition; NO BB’s.
Class 5  Novice  
Class 6  Junior—ages 8-10  
Class 7  Intermediate—ages 11-13  
Class 8  Senior—ages 14-18

Division 308– Air Pistol  
Category #8  
Rules will follow USAS-NRA Progressive Position Air Pistol Rules. Pellets only, no BB’s. Definition of classes available at Extension Office.

Class 9  Basic Supported—ages 8-11  
Class 10  Standing Supported—ages 12-15  
Class 11  International Standing—ages 13-18

DEPARTMENT N – FFA  
Craig Frederick, Seward  Jim Wissenburg, Milford  
Arne Anderson, Centennial  Whitney Lehn, East Butler

Who is eligible to exhibit? Eligibility for the FFA division is limited to residents of Seward County, and who hold active memberships in the FFA. Animals may not be exhibited at another county fair.

What exhibits are eligible? Exhibits must be a part of the exhibitor's Supervised Agricultural Experience (SAE) program or have been completed as a part of shop program during the past year.

Are entries eligible for other classes? No exhibit in the FFA division will be allowed to show in the other classes.

Quality Assurance Training – All exhibitors in beef, dairy cattle, sheep and swine must have completed an approved food animal quality assurance training program. Exhibitors must have received Quality Assurance Certification through a University of Nebraska Cooperative Extension based program prior to the fair. Program attendance or completion of a test in the County Extension Office is required. Completion of training will be conducted and certified by Ag Education instructors or County Extension staff.

Eligibility of animals – No 4-H or FFA animal may be exhibited by more than one family or at more than one county fair. An animal that becomes wild and uncontrollable during the show may be declared ineligible by the Department Superintendent.
Identification of beef animals – All 4-H & FFA market beef must be weighed and ear tagged with Nebraska Market Beef ear tags. Beef weighed and tagged by April 1 are eligible for county fair and other major shows. Breeding and production beef, feeder calves are to be identified by June 15 at the Seward County Extension Office. Tattoos are required for positive identification for breeding animals. Ownership is required.

Who is permitted to show the exhibits? Only animals shown by their owners will receive ribbons or prizes unless the owner is excused by the superintendent.

What animals are eligible for showmanship contests? Any animal used in the showmanship contests must be the property of the showman and must be an exhibit in the FFA division of the fair.

How is the breed class of an animal determined? Animals which are not purebred will be shown with the unclassified group.

Checking in Exhibits – Each exhibitor is responsible to check with their respective superintendent to determine the location of stalls, pens, etc., and to see that the health requirements, etc., have been met.

Deadline for submitting entries – All FFA members planning to exhibit livestock should submit entry blanks to the Seward County Extension Office by July 10.

Herdsmanship – See 4-H herdsmanship rules in the 4-H section of the fairbook, Department J.

Health Papers – All animals exhibited will be healthy and free of any known disease. If any animal is found to be affected with any infectious, contagious or otherwise transmittable disease, or is suspected of being so affected, it shall be removed immediately to a place of quarantine as ordered and directed by the official veterinarian. The quarters, including all places and materials contaminated by such animal or animals, shall be promptly cleaned and disinfected by the fair management.

NO hogs from a quarantined herd will be permitted for exhibit at the fair. Health papers accompanying all market swine must list the individual ear notch numbers and state pigs are not from a quarantined herd.

DIVISION 30 – FFA AG MECHANICS
UTILITY – To include items/tools used about the Ag Mechanics facility.
Class 1 LARGE ITEMS: Wagons, trailers, engine hoists, presses
Class 2 MEDIUM ITEMS: Carts, jack stands, welding tables, car ramps, stools
Class 3 SMALL ITEMS: Saw horses, splash blocks, tool boxes, foot scrapers

PRODUCTION – To include items/tools used in crop or livestock production.
Class 4 LARGE ITEMS: Loading chute, bale carrier, trailer wagon, feeder
Class 5 MEDIUM ITEMS: Stock panels, post pullers, troughs
Class 6 SMALL ITEMS: Post driver, sheep blockers

POWER – To include items/tools which incorporate a combination of electrical, hydraulic, and/or fuel motors as a power source to perform a function (equipment must be prepared for display in power category).
Class 7 LARGE ITEMS: Log Splitter
Class 8 MEDIUM ITEMS: Sprayers
Class 9 SMALL ITEMS: Hydraulic Press

HORTICULTURE – To include items/tools used around the lawn/garden for recreation or improvement purposes.
Class 10 LARGE ITEMS: Grills, smokers, planters, mini-sprayers
Class 11 MEDIUM ITEMS: Picnic tables, patio seats, patio table, plant stands
Class 12 SMALL ITEMS: Planter boxes, signs
Class 13 REFURBISHING: to be a restoration of an item/tool which has current functional benefit to one of the previous categories. The following must accompany the project: a narrative describing the condition of the item/tool prior to the repair; steps taken to repair the item; a bill of materials which indicates costs; and attractively mounted pictures with appropriate captions.

DISPLAY BOARDS
Welding boards shall identify: 1.) kind of weld; 2.) position; 3.) amperage; 4.) electrode size; and 5.) AWS number. A minimum of 8 and a maximum of 10 welds per board; to include the required welds. Welds shall be attached by wire so that all sides are available for evaluation.

ARC; MIG/TIG; GAS WELDING/BRAZING; ELECTRICAL: Must include at least one switch, two types of splices, one light fixture or receptacle; PLUMBING: Must use three types of pipe
(copper, plastic, and steel.) Soldering, flare fitting, glued joint, and a steel threaded joint are required; ADVANCED ELECTRICAL OR PLUMBING: contains controls, valves, timers, motors, etc.

A trophy will be awarded to the grand champion welding exhibit and to the grand champion welding board.

Class 14  **A display board** shall be items completed by FFA members since previous State Fair. Each display board shall be 18" x 24".

**DIVISION 31 – FFA Crops & Range Boards**

Class 1  **Crops**—Each exhibitor must have an entry form certified by their local ag education instructor. Each sample of grain shall be two quarts. Grain should be entered in a 4-quart plastic ice cream bucket with lid (or suitable substitute). The green entry slip must accompany the entry. Grain will be judged on the following factors: Color, Uniformity, Purity (varietal, crops, weeds), Inert material (stems, chaff, dirt), Soundness (cracked or broken kernels), Insect damage, Condition (heat damage, sprouted kernels). Each exhibitor must have or had a crop project during the current or preceding year for the following eligible crops: Oats, Winter Wheat; Grain Sorghum, Shelled Corn, and Soybeans. Other approved crops, such as barley, rye, popcorn, and dry edible beans, are eligible for showing provided the crop was appropriately harvested in the current or preceding year. Each eligible FFA exhibitor will be permitted to enter one entry per crop area. Oats; Winter Wheat; Grain; Sorghum; Shelled Corn; Soybeans; Other.

Class 2  **Range Boards**—Each exhibitor must have an entry form certified by their local agricultural education instructor. All range boards shall be 36" x 36" size and 3/8" thick. Mounted range plants excluding invader plants must be on the list of important range plants (Table 1, Range Judging Handbook for Nebraska, E.C. 1-37-78). Mounted range plants must include roots, stem, and head. The board shall not be covered by a plastic material. The exhibit must show the name of the exhibitor, chapter, and each range plant shall be identified as follows: common name, scientific name, grazing response, forage value, season of growth, and life span. Display board of at least 15 range plants.

**DIVISION 32 – FFA FLORICULTURE**

Exhibits entered under an incorrect class number or containing an incorrect number of flowers will be dropped one ribbon placing. 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. Foliage will be considered when exhibit is judged.

Cut Flowers: All 3 or 5 stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. (If your own container is used it will not be judged, however, they should be glass containers of a neutral color that won’t tip over and of adequate size to display blooms. Containers will not be returned.) Exhibitors may enter a maximum of ten classes from the following lists (classes 1-44) with no more than one exhibit per class.

Annuals & Biennials – Five stems of a single variety (cultivar) unless otherwise noted in parentheses.

| Class 1 | Aster |
| Class 2 | Bachelor Buttons |
| Class 3 | Bells of Ireland |
| Class 4 | Calendula |
| Class 5 | Celosia (crested or plume, 3 stems) |
| Class 6 | Cosmos |
| Class 7 | Dahlia (dinner plate, 1 stem) |
| Class 8 | Dahlia (assorted, 3 stems) |
| Class 9 | Dianthus |
| Class 10 | Gladiolus (3 stems) |
| Class 11 | Gomphrena |
| Class 12 | Hollyhock (3 stems) |
| Class 13 | Marigold (Giant) |
| Class 14 | Marigold (Dwarf, 1 color) |
| Class 15 | Marigold (Dwarf, assorted) |
| Class 16 | Pansy |
| Class 17 | Petunia |
| Class 18 | Salvia |
| Class 19 | Snapdragon |
| Class 20 | Statice |
| Class 21 | Sunflower (under 3" diameter—5 stems, 3" or more in diameter–3 stems) |
| Class 22 | Vinca |
| Class 23 | Zinnia |
| Class 24 | Other annual or biennial (under 3" diameter – 5 stems, 3" or more in diameter – 5 stems) |

Perennials – 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.
Class 25  Achillea/Yarrow  Artistic Arrangement of Annual Flowers—Harmony of color, quality of bloom arrangement and harmony of flowers judged.
Class 26  Chrysanthemum
Class 27  Coreopsis
Class 28  Daisy
Class 29  Gaillardia
Class 30  Purple coneflower
Class 31  Rose, miniature (1 stem)
Class 32  Rose, tea (3 stems)
Class 33  Rose, Floribunda (1 stem)
Class 34  Rudbeckia/Black-eyed Susan
Class 35  Sedum
Class 36  Statice
Class 37  Any other perennial (under 3" diameter – 5 stems, 3" or more in diameter – 5 stems)
Class 38  Flower Garden Collection of 5 different flowers. Display in a box or other holder not more than 18" in any Dimension. Each flower in the collection should be exhibited with the number specified for classes 1-37.

Potted Plants – One entry per person per class.
Class 45  Flowering Potted Plant that is blooming for exhibition. Non-blooming plants will be disqualified.
Class 46  Foliage Potted Plant(s) of all the same variety.
Class 47  Hanging basket of flowering and/or foliage plants.
Class 48  Dish Garden— an open container featuring a variety of plants excluding cacti and succulents.
Class 49  Desert Garden— an open container featuring cacti and/or succulents.
Class 50  Terrariums— a transparent container, partially or completely enclosed; sealed or unsealed.

DIVISION 33 – FFA HORTICULTURE
Vegetables, Herbs & Fruits
Category #7
Exhibitors may enter one or up to a maximum of ten different individual entries of vegetables, herbs and fruits from the following lists (classes 201-253). In all classes the number of exhibits is specified after the type.
The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor not fair personnel.

<table>
<thead>
<tr>
<th>Class</th>
<th>Description</th>
<th>Quantity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 201</td>
<td>Lima Beans</td>
<td>12</td>
</tr>
<tr>
<td>Class 202</td>
<td>Snap Beans</td>
<td>12</td>
</tr>
<tr>
<td>Class 203</td>
<td>Wax Beans</td>
<td>12</td>
</tr>
<tr>
<td>Class 204</td>
<td>Beets</td>
<td>5</td>
</tr>
<tr>
<td>Class 205</td>
<td>Broccoli</td>
<td>2</td>
</tr>
<tr>
<td>Class 206</td>
<td>Brussel Sprouts</td>
<td>12</td>
</tr>
<tr>
<td>Class 207</td>
<td>Green Cabbage</td>
<td>2</td>
</tr>
<tr>
<td>Class 208</td>
<td>Red Cabbage</td>
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<tr>
<td>Class 209</td>
<td>Carrots</td>
<td>5</td>
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<tr>
<td>Class 210</td>
<td>Cauliflower</td>
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<tr>
<td>Class 211</td>
<td>Slicing Cucumbers</td>
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</tr>
<tr>
<td>Class 212</td>
<td>Pickling Cucumbers</td>
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<td>Class 213</td>
<td>Eggplant</td>
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<tr>
<td>Class 214</td>
<td>Kohlrabi</td>
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<tr>
<td>Class 215</td>
<td>Muskmelon/Cantaloupe</td>
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<tr>
<td>Class 216</td>
<td>Okra</td>
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<tr>
<td>Class 217</td>
<td>Yellow Onions</td>
<td>5</td>
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<tr>
<td>Class 218</td>
<td>Red Onions</td>
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<tr>
<td>Class 219</td>
<td>White Onions</td>
<td>5</td>
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<tr>
<td>Class 220</td>
<td>Parsnips</td>
<td>5</td>
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<tr>
<td>Class 221</td>
<td>Bell Peppers</td>
<td>5</td>
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<tr>
<td>Class 222</td>
<td>Sweet (Non-Bell) Peppers</td>
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<td>Class 223</td>
<td>Jalapeno Peppers</td>
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<tr>
<td>Class 224</td>
<td>Hot (Non-Jalapeno) Peppers</td>
<td>5</td>
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<tr>
<td>Class 225</td>
<td>White Potatoes</td>
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<td>Class 226</td>
<td>Red Potatoes</td>
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<tr>
<td>Class 227</td>
<td>Russet Potatoes</td>
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<tr>
<td>Class 228</td>
<td>Other Potatoes</td>
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<tr>
<td>Class 229</td>
<td>Pumpkin</td>
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<td>Class 230</td>
<td>Miniature Pumpkins</td>
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<td>Class 231</td>
<td>Radish</td>
<td>12</td>
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<td>Class 232</td>
<td>Rhubarb</td>
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<td>Class 233</td>
<td>Rutabaga</td>
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<td>Green Summer Squash</td>
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<td>Yellow Summer Squash</td>
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<td>White Summer Squash</td>
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<tr>
<td>Class 237</td>
<td>Acorn Squash</td>
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<tr>
<td>Class 238</td>
<td>Butternut Squash</td>
<td>2</td>
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<tr>
<td>Class 239</td>
<td>Buttercup Squash</td>
<td>2</td>
</tr>
<tr>
<td>Class 240</td>
<td>Other Winter Squash</td>
<td>2</td>
</tr>
<tr>
<td>Class 241</td>
<td>Sweet Corn (in husks)</td>
<td>5</td>
</tr>
<tr>
<td>Class 242</td>
<td>Indian Corn (in husks)</td>
<td>5</td>
</tr>
<tr>
<td>Class 243</td>
<td>Popcorn (in husks)</td>
<td>5</td>
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<tr>
<td>Class 244</td>
<td>Red Tomatoes (2” or more in diameter)</td>
<td>5</td>
</tr>
<tr>
<td>Class 245</td>
<td>Roma/Sauce-type Tomatoes</td>
<td>5</td>
</tr>
<tr>
<td>Class 246</td>
<td>Salad-type Tomatoes (under 2” in diameter)</td>
<td>12</td>
</tr>
<tr>
<td>Class 247</td>
<td>Yellow Tomatoes (2” or more in diameter)</td>
<td>5</td>
</tr>
<tr>
<td>Class 248</td>
<td>Turnips</td>
<td>5</td>
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<tr>
<td>Class 249</td>
<td>Watermelon</td>
<td>2</td>
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<tr>
<td>Class 250</td>
<td>Dry Edible Beans</td>
<td>1 Pint</td>
</tr>
<tr>
<td>Class 251</td>
<td>Gourds, mixed types</td>
<td>5</td>
</tr>
<tr>
<td>Class 252</td>
<td>Gourds, single variety</td>
<td>5</td>
</tr>
<tr>
<td>Class 253</td>
<td>Any other vegetable</td>
<td>2, 5 or 12</td>
</tr>
<tr>
<td>Class 254</td>
<td>Vegetable Garden Collection of 5 kinds of vegetables</td>
<td>Displayed in a box not more than 24” in any dimension. Each vegetable in collection should be exhibited with the number specified for individual class.</td>
</tr>
<tr>
<td>Class 255</td>
<td>Cultivar Vegetable Collection</td>
<td></td>
</tr>
</tbody>
</table>

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 will not be returned. (Pay Category 4)
Herbs
Category #7
Those grown mainly for their seed, such as dill and caraway, should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a glass container of water. Containers will not be returned. Potted herb plants will be disqualified and will not be judged.

Class 260  Basil—5
Class 261  Dill (dry)—5
Class 262  Garlic (bulbs)—5
Class 263  Mint—5
Class 264  Oregano—5
Class 265  Parsley—5
Class 266  Sage—5
Class 267  Thyme—5
Class 268  Any other herb—5
Class 269  Herb Garden—Display of five different herbs. Display in a box or holder not more than 18" in any dimension. Boxes will not be returned. Each herb in the collection should be exhibited with the number specified for classes 260-268.

Garden Display
Category #4
Largest and best display of quality garden vegetables, samples of at least 15 different varieties, which may include different types of one vegetable (ex. Roma, beefsteak tomatoes). Each entry should be arranged in bushel basket on its side. Table space will be given for an artistic display of quality vegetables. This may be a group of single exhibits from class 201-253.

Class 287  Garden Display

Fruits
Category #7
Fruit will be judged for the stage of maturity normal for that season and growing location. Emphasis will be placed on how well fruit approaches market quality.

Class 280  Strawberries—1 pint
Class 281  Grapes—2 bunches
Class 282  Apples—5
Class 283  Pears—5
Class 284  Wild Plums—1 pint
Class 285  Other fruit or berries—1 pint
Class 286  Nuts—5
Trophies will be given for Overall Best Exhibitor, Champion and Reserve Champion Vegetable; Champion and Reserve Champion Flower or Plant.

**FFA LIVESTOCK & POULTRY SHOWS**
The FFA livestock and poultry shows have been combined with the corresponding 4-H shows. Please check the 4-H section for rules governing the combination FFA and 4-H shows. Entries must be pre-entered by July 10 in the Seward County Extension Office.