

FAMILY & CONSUMER SCIENCE DEPARTMENT C

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

**Denotes entries not eligible for State Fair*

Department C – HUMAN DEVELOPMENT

Division 901 – 4-H Flops are Educational

Pay

Category #7

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

Division 200 – Human Development

Pay

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 following 4-H online resources:
https://4hcurriculum.unl.edu/index.php/main/program_project/53 – I Have What It Takes To Be A Babysitter. Other information that will assist youth in understanding young children is the Kids On The Grow resources:
https://4hcurriculum.unl.edu/index.php/main/program_project/54
https://4hcurriculum.unl.edu/index.php/main/program_project/55
https://4hcurriculum.unl.edu/index.php/main/program_project/56

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 shall 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.

<https://www.education.ne.gov/oec/early-learning-guidelines/>

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 to receive full credit for classes 1-6.

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| Class 1 | Social Emotional Development |
| Class 2 | Language and Literacy Development |
| Class 3 | Science |
| Class 4 | Health and Physical Development |
| Class 5 | Math |
| Class 6 | Creative Arts |
| Class 7 | Activity with a Younger Child – Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child, or child care or child interactions. May include photos, captions, story, or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er shall make scrapbook or poster. No information sheet needed for Class 7. |
| 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 shall make one or more items in the kit, but purchased additional items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not to exceed 12 inches x 15 inches x 10 inches. All items in kit shall 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 member?

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 *Growing All Together (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.

Department C – CLOTHING & FIBER ARTS

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 shall 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 shall 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 in the project exhibited. Wool entries shall 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 inch x 11 inch paper placed with the entry tag.

General

Garments as listed may be made for self (4-H member) or another person. 4-H'ers exhibiting 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.

Include a Design Data Card with all Beyond the Needle classes and STEAM 2 and 3 upcycled exhibits, to receive full credit. The data card is available at <http://go.unl.edu/ne4hclothing>. The data card is only required for the classes listed above.

STATE FAIR: Articles judged for construction at the State Fair cannot be modeled in the State Fair fashion show. Participant will determine how their article will be entered and judged.

Criteria for Judging

Refer to the Nebraska 4-H website for current state fair scoresheets at www.4h.unl.edu. In addition, all entries shall conform to rules and regulations as set forth in the current Nebraska State Fair Book which can be found in the <https://4hfairbook.unl.edu/fairbookview.php/rules>.

A list of skills by project, scoresheets, forms, contest study materials and additional resources can be found at <http://go.unl.edu/ne4hclothing>.

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.** Explain why it was a flop and what you learned as a result.

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 STEAM Clothing 2 project manual. The Portfolio should be placed in an 8 ½ inch x 11 inch, 3 ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year, but should be dated). See pages 9 – 11 in STEAM Clothing 2: Simply Sewing project manual for portfolio formatting.

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

11 inch, 3 ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year, but should be dated). See the STEAM Clothing 2 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 inches x 30 inches.

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 exhibited in or exhibited STEAM Clothing 2 project are not eligible to exhibit in STEAM Clothing 1.

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/37

*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 exhibiting in STEAM Clothing 1 may enter an exhibit, a notebook, poster, small display (not to exceed 22 inches x 30 inches) 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 inches x 30 inches) sharing information you generated in the project activity "Serving A Purpose" pages 124 and 125. Exhibits should include pictures NO actual pillows.

Beginning Sewing Exhibits

Category #6

Exhibits shall 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 nor JERSEY KNIT. Patterns should be simple without darts, set-in sleeves, nor collars. Raglan and kimono sleeves are acceptable.

*Class 6 **Pincushion**

*Class 7 **Pillowcase**

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

- *Class 9 **Bag/Purse**– No zippers or button holes
- *Class 10 **Simple Top**

Pay 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 shall 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 shall accompany the entry or it will not be judged.
- *Class 15 **Upcycled Accessory**– A wearable accessory made from a used item. The item used shall be changed in some way in the “redesign” process. A “before” picture and a description of the redesign process shall accompany the entry or it will not be judged.

Division 940 – Makers Guide Exhibits –STEAM Clothing 1

Pay

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

Pay Category #5

4-H members shall show their own original creativity.

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/36

- Class 1 **Design Portfolio**– A portfolio consisting of at least three design samples or activities. Refer to the Beyond the Needle project manual for activity ideas. The Portfolio should be placed in an 8 ½ inch x 11 inch, 3 ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 in the Beyond the Needle project manual for portfolio formatting.
- Class 2 **Color Wheel**– Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the Beyond the Needle project

manual. The exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22 inches x 30 inches.

- Class 3 **Embellished Garment with Original Design (eligible for State Fair Fashion Show)**– Create a garment using techniques as defined in the project manual. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement. For full credit, a Design Data Card shall be included with this exhibit. The data card is available at <https://go.unl.edu/ne4hclothing>.
- 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. For full credit, a Design Data Card shall be included with this exhibit. The data card is available at <https://go.unl.edu/ne4hclothing>.
- 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. For full credit, a Design Data Card shall be included with this exhibit. The data card is available at <https://go.unl.edu/ne4hclothing>.
- 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. For full credit, a Design Data Card shall be included with this exhibit. The data card is available at <https://go.unl.edu/ne4hclothing>.
- Class 7 **Fashion Accessory (Not eligible for State Fair Fashion Show)**– An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Examples: shoes, strung bracelet/necklace, wire wrapping, scarves, flip-flops, design on tennis shoes, etc. For full credit, a Design Data Card shall be included with this exhibit. The data card is available at <https://go.unl.edu/ne4hclothing>.
- Class 8 **Wearable Technology Garment or Accessory (Garment is eligible for State Fair Fashion Show)**– Technology is integrated into the garment or accessory in some way (for example: LEDs, charging capabilities, sensors, etc.). For full credit, a Design Data Card shall be included with this exhibit. The data card is available at <https://go.unl.edu/ne4hclothing>.

Division 222 – STEAM Clothing 2 - Simply Sewing

Pay

Category #4

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

https://4hcurriculum.unl.edu/index.php/main/program_project/38

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 exhibiting 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 shall not exceed 22 inches x 30 inches.
- Class 2 **Pressing Matters**– 4-H members exhibiting in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25 “A Pressing Matter” in the STEAM Clothing 2 project manual. Exhibit shall include answers to lesson questions that are most appropriate to include.
- Class 3 **Upcycled Garment (Eligible for State Fair Fashion Show)**– Create a garment from used textile-based items. The original used item shall be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable piece of clothing. The finished garment shall reflect at least one skill learned in this project. For full credit, a Design Data Card shall be included with this project including a “before” picture no larger than 4.25 inches x 5.5 inches. A list of skills and the Design Data Card are available at <https://go.unl.edu/ne4hclothing>.
- Class 4 **Upcycled Clothing Accessory (Not eligible for State Fair Fashion Show)**–A wearable accessory made from a used item. The original used item shall be redesigned using skills learned in STEAM Clothing 2 (not just decorated) in some way to create a new wearable accessory. The finished accessory shall reflect at least one skill learned in this project. For full credit, a Design Data Card shall be included with this project including a “before” picture no larger than 4.25 inches x 5.5 inches. A list of skills and the Design Data Card are available at <https://go.unl.edu/ne4hclothing>.
- 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. A list

of skills by project is available at <https://go.unl.edu/ne4hclothing>.
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 shall 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 shall 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 shall have the fiber content listed on the identification label.

https://4hcurriculum.unl.edu/index.php/main/program_project/39

- Class 1 **Upcycled Garment** (not eligible for State Fair Fashion Show)– Create a garment from used textile based items. The original used item shall

be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment shall reflect at least one skill learned in this project. For full credit, a Design Data Card shall be included with this project including a “before” picture no larger than 4.25 inches x 5.5 inches. A list of skills and the Design Data Card are available at <https://go.unl.edu/ne4hclothing>.

- Class 2 **Upcycled Clothing Accessory** (not eligible for State Fair Fashion Show)– A wearable accessory made from a used item. The item used shall be changed in some way in the redesign process. The finished accessory shall reflect at least one skill learned in this project. A list of skills by project is available at <https://go.unl.edu/ne4hclothing>. For full credit, a Design Data Card shall be included with this project including a “before” picture no larger than 4.25 inches x 5.5 inches. The Design Data Card is available at <https://go.unl.edu/ne4hclothing>.
- 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. A list of skills by project is available at <https://go.unl.edu/ne4hclothing>. 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 shall 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 shall 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

Class 12

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).

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

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

Identification Labels: Include a label with each knitting or crochet exhibit stating: county, exhibitor's name and age, project name and class in which exhibit is entered, and the number of years exhibiting in the project. Wool entries shall have the fiber content listed on the identification label. Attach a label on every component of the exhibit using safety pins or by basting. Not responsible for unlabeled items.

Preparation of Exhibits: Knitted and Crocheted exhibits should be entered in the most appropriate manner for the exhibit.

- Garments as listed may be made for self (4-H member) or another person.
- 4-H'ers should continue in skill development. Once exhibited in a higher level, not eligible to exhibit in a lower level. Ex. Once exhibited in Level 3, no longer eligible for Level 2.
- 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.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hknitting-crocheting>.

Knitting

For full credit, a Design Data Card shall be included with the exhibit. A Fiber Arts knitting data card is available at <https://go.unl.edu/ne4hclothing>

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

Additional resources are available

https://4hcurriculum.unl.edu/index.php/main/program_project/45.

Division 901 – 4-H Flops are Educational

Pay Category

#7

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

Division 224 – Beginning Knitting

Pay Category #5

Articles shall 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 item or garment using pattern stitches such as diamond, block, twist or seed/moss stitches. Basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form patterns

- Class 2 **Level 2 Knitted Home Design & Restoration 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 Design & Restoration Item)
- Class 4 **Loom Knitted Item** (Clothing or Home Design & Restoration 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 Design & Restoration Item**– Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the item such as argyle knitting and chart knitting
- Class 7 **Level 3 Machine Knitting**

Crochet

For full credit, include the following information on the fiber arts data card with the entry tag. A Fiber Arts knitting data card is available at A Fiber Arts knitting data card is available at <https://go.unl.edu/ne4hclothing>

1. Why did you choose to create this exhibit?
2. What steps did you take as you created your exhibit?
3. What were the most important things you learned?
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.

Additional resources are available at https://4hcurriculum.unl.edu/index.php/main/program_project/44.

Division 901 – 4-H Flops are Educational

Pay

Category #7

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

Division 228 – Beginning Crochet

Pay Category #5

- *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 226 – Middle & Advanced Crochet

Pay

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 Design & Restoration 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 Design & Restoration Item**– Crochet item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches
- *Class 5 **Level 2 Crocheted Clothing or Home Design & Restoration 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

Pay 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 shall be included for all classes in Weaving.

Each woven exhibit shall 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 you 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 exhibitors are judged on fit, construction, poise and overall look of the garment on the individual. Shopping In Style exhibitors 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, August 5, 1:00 - 3:00 p.m. at the Harvest Hall, in Seward.

Each participant may model a total of four times for the judge, and three times in the public fashion show. Fashion Show garments may or may not be entered for construction judging. Models may participate in the Fashion Show with an incomplete outfit, but these outfits will not be eligible for State Fair.

STATE FAIR: Articles modeled at the State Fair cannot compete for construction. Participant will determine how their article will be judged.

Division 410 – Modeled STEAM 1

Pay Category #6

4-H'ers who have competed 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

Pay

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 20 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 competed 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 with top, vest, lined/unlined jacket).
 - OR a purchased top can be worn to complete a vest or lined/unlined jacket outfit with a constructed bottom.
 - OR
 - Upcycled Outfit Combination—shall contain a complete constructed outfit (examples: if the top is upcycled, shall include a constructed bottom, upcycled dress).

** 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 (swim wear, costumes, western-wear chaps, chinks, riding attire or hunting gear); OR • Non-Tailored Lined or Unlined Jacket or Coat—Additional pieces with jacket or coat may either be constructed or purchased; OR •Tailored Coat, Blazer, Suit Jacket, or Outerwear—Additional pieces with coat, blazer, jacket, or outerwear may either be constructed or purchased; OR •Upcycled Outfit Combination—shall contain a complete constructed outfit (examples: if the top is upcycled, shall include a constructed bottom, upcycled dress).

** May model more than one item in this class.*

Division 410 – Modeled Make One/Buy One

Pay Category #4

4-H members exhibiting 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 shall be modeled.

Division 410 – Modeled Knitted & Crocheted Clothing (Level 2 or 3) Pay 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. The garment can be a sweater, cardigan, dress, coat, a top and bottom, or a two-piece ensemble.

Division 410 – Modeled Shopping In Style Purchased Outfit and Written Report (9 & over)

Pay Category #4

Participants shall be exhibiting in the Shopping in Style 4-H Project to enter. The curriculum is developed and designed for youth ages 9 and older to help them strengthen their consumer skills when purchasing clothing.

Class 60 **Purchased Outfit**– Shall model a complete outfit and all pieces of the outfit shall be purchased.

Division 410 – Modeled Attention Shoppers Outfit and Written Report (under 9)

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

Pay Category #4

*Class 95 **STEAM 1 Upcycled Simple Garment**

*Class 96 **STEAM 2 Upcycled Garment**

*Class 97 **STEAM 3 Upcycled Garment**

Department C – CONSUMER MANAGEMENT

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hconsumermanagement>

Posters should be on 14 inches x 22 inches poster board. Three-ring binders should be 8 ½ inches x 11 inches x 1 inch. 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.

Division 244 – Attention Shoppers (under age 9)

Pay

Category #6

- *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 shall 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 inches x 22 inches), a notebook, or a small display of an educational nature.

Division 240 – Shopping In Style (age 8 and over)
#5

Pay Category

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/41

- Class 1 **Best Buy for Your Buck (4-H ages 8-13)**– 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 indicate 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 inches x 22 inches or smaller). You may use the front and back of the poster board.

Beginner/Intermediate:

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/42

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

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/43

- 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 shall include at least five of the terms.

Department C – QUILT QUEST

Division 229 – Quilt Quest

Pay 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 shall 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— Attach all entry cards and support information 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 inch 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 inch strips of fabrics.

- *Layer Cakes* are 10 inch squares of fabric from a manufactured designer or fabric line with different pieces of fabric “layered” on top of one another to look like a piece of cake.
- *Charm Packs* are made of 5 inch squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- *Candies* are made of 2 ½ inch 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 inch triangles.
- *Fat Quarters* Are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18 inches x 21 inches. (One half yard of fabric yields 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 shall 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 applied to fabric. This is allowed in the construction of the quilt.

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

Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hqilting>

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 inches x 22 inches poster, notebook, CD, PowerPoint, Prezi, DVD, USB flash

drive, YouTube or other technique. All items in an exhibit shall 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. For full credit, include elements or principles of design used and steps taken to complete project. Please note this is on the Home Design & Restoration information sheet <https://4h.unl.edu/fairbook/general/scoresheets-forms>.

- 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. For full credit, include elements or principles of design used and steps taken to complete project. Please note this is on the Home Design & Restoration information sheet <https://4h.unl.edu/fairbook/general/scoresheets-forms>.

- Class 21 **Barn Quilt created that is less than 4 feet x 4 feet**

- Class 22 **Barn Quilt created that is 4 feet x 4 feet or larger**

Quilted Exhibits

- Class 40 **Wearable Art**– Quilted clothing or clothing accessory which shall have a recognizable amount of quilting and may include fabric manipulation. Quilting shall be done by 4-H'er. On a half sheet of 8 ½ x 11 inch paper, explain 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 inch paper, include an explanation answering the following questions:

- A) How was the quilt planned and who did what in the construction of the quilt?
- B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm 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 inch paper, include an explanation answering the following questions:

- A) Why was the quilt constructed and who will receive the donated quilt?
- B) How did you select the design and fabrics used, including whether or not you used a kit, jelly roll, charm 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 shall be quilted (machine or hand) or tied. All quilt piecing and finishing shall 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 shall have a hanging sleeve on the back of the quilt, or some method for hanging. All quilted exhibits shall be clean and finished for intended purpose. On a half sheet of 8 ½ x 11 inch paper, include an explanation answering the following questions: A) How did you select the design and fabrics, including whether or not you used a kit, jelly roll, charm 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 inches.** This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items shall be quilted. Pillows shall have a quilted top, not just pieced patchwork

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

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

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

Class 60 **Small– length + width = less than 60 inches.** This size includes miniature quilts, wall hangings, table runners, placemats (4), and

pillows. All items shall be quilted. Pillows shall have a quilted top, not just pieced patchwork.

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

Class 62 **Large– length + width = over 120 inches**

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 inches.** This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items shall be quilted. Pillows shall have a quilted top, not just pieced patchwork.

Class 71 **Medium– length + width = 61 inches to 120 inches**

Class 72 **Large– length + width = over 120 inches**

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 design & restoration](#)

Home Design & Restoration exhibits are evaluated by these criteria:

- 1) Items shall 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 designed their project, with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.
- 4) Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
- 5) Items should be ready for display in the home: pictures framed, wall hangings and pictures ready to hang, etc. No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. **Command Strips are not adequate hangers.** Items not ready for display will not receive full credit.

- 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 shall 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 shall be securely attached to each Home Design & Restoration 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 exhibits except for Design My Place. Include elements or principles of design used and steps taken to complete project. Tag templates can be found at <https://go.unl.edu/ne4hhomeenvironment> Exhibits without supporting information will not receive full credit.
- Exhibiting delicate, breakable, or valuable items is highly discouraged.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hhomeenvironment>.

Division 901 – 4-H Flops are Educational

Pay

Category #7

- *Class 4 **Home Design & Restoration flop in any class.** Explain why it was a flop and what you learned as a result.

Division 251 – Design My Place

Pay Category #6

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/48

- *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

Pay Category #4

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/49

- Class 1 **Design Board for a Room**– Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22 inch x 28 inch or multimedia presentation (on CD or USB flash drive). 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 design and restoration (what would it be, what education is needed, what would you do, etc.). Using poster, notebook, multimedia presentation (on CD or USB flash drive) 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 design and restoration; for example, using conductive thread to create a circuit that enhances a wall hanging.
- Class 6 **Window Covering**– May include curtains, draperies, shades, shutters, etc.
- Class 7 **Floor Covering**– May be woven, braided, painted floor cloth, etc.
- 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. Avoid tied fleece blankets or beginning/10 minute table runners.

- Class 11 **Accessory– Textile: 3D**– Pillows, pillow shams, fabric bowls, etc.
 Avoid 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 shall 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 256 – Heirloom Treasures & Family Keepsakes

Pay

Category #3

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/50

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.

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| Class 1 | Trunks – Including doll-sized trunks or wardrobes |
| Class 2 | An Article either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated – May include a display of a collection or collectibles, being careful not to destroy value of the collection. |
| 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. |

Department C – VISUAL ARTS

Original Work: Items shall be the original work of the 4-H member and should show creativity and originality. No copyrighted images or master studies.

Ready for Professional Display: All exhibits shall be presented appropriately for the medium(s) used and ready to be professionally displayed. 2-dimensional pieces on paper should be framed behind glass/plexiglass. Canvas boards should be framed but glass/plexiglass is not necessary. Stretched canvases do not need frames as long as staples are not visible on the edges. All 2-dimensional pieces should be ready to hang using a sawtooth or wire hanger.

Entry Descriptions: Entry tags should include a visual description of the exhibit, including size, dominant color, and subject to aid in identification.

Supporting Information: Supporting information is required for all Visual Arts exhibits. Include responses to all questions and steps taken to complete the project. Securely attach supporting information to the back of the piece. Supporting Information tag templates can be found at

<https://go.unl.edu/ne4hvisualarts>. Exhibits with missing or incomplete supporting information will not receive full credit.

Class Changes: Enter exhibits in the appropriate class based on the medium(s) used or theme. Supporting information may provide evidence or justification for the piece being entered in a specific class.

Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hvisualarts>.

Division 260 – Visual Art Mediums

Pay

Category #4

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

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/51

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

Division 261 – Visual Art Themes

Pay Category #5

Exhibits may utilize any medium or combination of mediums on any surface. All

exhibits shall be appropriately presented and ready to be professionally displayed. Artwork should depict the artist's own interpretation of the theme. Include an explanation of how the piece reflects the theme and what ideas or thoughts the artist was attempting to express or communicate.

Resources: https://4hcurriculum.unl.edu/index.php/main/program_project/51

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