

Home Environment

General Guidelines

- A. HOME ENVIRONMENT EXHIBITS are evaluated by these criteria:
- Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.)
 - 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.
 - Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used along with simple explanation of how they designed their project with their exhibit. Information on the element and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads.
 - Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
 - 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, but still needs to include hanger. Make sure hangers are strong enough to support the item!! Command strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.
 - Items that focus on technology and science for the home are acceptable.
 - Items should *not* be made for beginning level or other projects (ex: Sewing for Fun pillows/ simple (10 minute) table runners or woodworking).
- B. 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.
- C. **SUPPORTING INFORMATION - Supporting information is required for ALL Home Environment exhibits. Information must include the elements and principles of design used and steps taken to complete project. Exhibits without supporting information will be dropped a ribbon placing. This form may be found at sw3.unl.edu**

Division 251 – Design My Place

CLASS

C251901 – Needlework Accessory – Made with yarn or floss.

C251902 – Simple Fabric Accessory - Pillow, laundry bag, pillowcase, table runner, etc.

C251903 – Batik or Tie Dyed - Accessory for the home made with original batik or tie dye.

C251904 – Metal Tooling or Metal Punch – Item for room or home.

C251905 – Storage Item Made or Recycled

C251906 – Simple Home Accessory – Item made by 4-H'er using wood, plastic, glass, clay, paper or leather.

C251907 – Bulletin or Message Board

C251908 – Painted Ceramic

C251909 – Problem Solved – Use creative method to show how you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)

C251910 – Video – Showing how to make a bed or organize a room.

Division 257 – Design Decisions

CLASS

- C257001 - 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.
- C257002 - Problem solved, Energy savers OR Career exploration** – Identify a problem (as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) OR *explore and 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.*
- C257003 - Solar, wind, or other energy alternatives for the home** – Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home.
- C257004 – 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.
- C257005 - 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.
- C257006 - Window Covering** - May include curtains, draperies, shades, shutters, etc.
- C257007 - Floor covering** – May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).
- C257008 – Bedcover** - May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits).
- C257009 - Accessory - Original Needlework/Stitchery**
- C257010 - Accessory – Textile – 2D** - Table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets or beginning/10 minute table runners.
- C257011 - Accessory – Textile – 3D** - Pillows, pillow shams, fabric bowls, etc. No fleece tied exhibits.
- C257012 – Accessory – 2D**
- C257013 – Accessory – 3D** - String art, wreaths, etc.
- C257014 - Accessory – Original Floral Design** - Arranged by 4-H member.

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

- C257015 - Accessory – Original made from Wood** - Burn, cut, shape, or otherwise manipulate.
- C257016 - Accessory – Original made from Glass** - Etch, mosaic, stain, molten or otherwise manipulated.
- C257017 - Accessory – Original made from Metal** - cut, shape, punch, sculpt, reassemble, or otherwise manipulate.
- C257018 - Accessory – Original made from Ceramic or Tile** - Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
- C257019 - Accessory – Recycled/Upcycled Item for the home** - 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.
- C257020 – 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.
- C257021 – Furniture - Wood Opaque finish** - Such as paint or enamel.
- C257022 - Furniture – Wood Clear finish** - Showing wood grain.
- C257023 - Furniture - Fabric Covered** - May include stool, chair seat, slipcovers, headboard, etc.
- C257024 - Furniture – Outdoor Living** - Furniture made/refurbished suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information.
- C257025 - Accessory – Outdoor Living** – Accessory made/refurbished by 4-H member suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information.

Division 260 – Sketchbook Crossroads - Use techniques from manual or comparable techniques. Attached information to explain steps taken. Information must also include element or principle of design used. (p. 8-9)

CLASS

C260001 - Original pencil or chalk drawing (ready to hang)- Scratch art accepted here. (pgs. 10 - 21)

C260002 - Original ink drawing (ready to hang) (pgs. 22 - 28)

C260003 – Home accessory made with fiber (p. 29)

C260004 - Home accessory made with felted wool (pgs.29-33)

C260005 - Home accessory made with cotton linter (pgs. 34-36)

C260006 - Home accessory using batik (pgs. 37-39)

C260007 - Home accessory made by weaving on a loom (pgs. 40-47)

C260008 - Home accessory made with fabric exhibitor has dyed (pgs. 48- 50)

C260009 - Original sculpted or thrown, home accessory made with clay (no purchased items) (pgs. 53-62)

C260010 – Nebraska Life Exhibit - An art exhibit using one of techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example- a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska.

Division 261 – Portfolio Pathways - Use techniques from manual or comparable techniques.

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

CLASS

C261001 - Original acrylic painting - Based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (p. 12-13)

C261002 - Original oil painting - Based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (p. 26-33)

C261003 - Original watercolor – Based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (p. 14-17)

C261004 - Original sand painting - Based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (p. 20-21)

C261005 - Original encaustic painting - Based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (p. 34-35)

C261006 - Home accessory made with any printing technique - in Pathways Unit II. (p. 36-56)

C261007 – 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 or graphite)

C261008 – Nebraska Life Exhibit - An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example- a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska.

Division 256 – Heirloom Treasures/Family Keepsakes - This project area is for items with historic, sentimental, or antique value that are restored, repurposed or refinished to keep their original look and value. It is not for “recycled” items. For example, a bench would be considered an heirloom if the original finish is restored, but if decorated by painting it would be considered recycled. Entering highly valuable items (especially small ones) is discouraged, as exhibits are not displayed in closed cases. NOTE: new resources to support this project area are on the 4-H website.

Attach information including:

1. List of steps taken to complete your project. Before and after pictures are encouraged.
2. Keepsakes documentation: how you acquired the item, and the history of the item may be written, pictures, audio or video tape of interview with family member, etc.

CLASS

C256001 – Trunks - Including doll-sized trunks or wardrobes.

C256002 – An Article - Either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection.

C256003 – Furniture - Either a repurposed "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.

C256004 – Cleaned and Restored heirloom assessor or furniture - A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles, G1682 for information on textiles. This publication can be found in the Digital Commons at: <https://go.unl.edu/gcnh> (Refinished items go in classes 2 – 3.) This class is for situations where it may be best to do very little to the item to maintain its antique value.

Item or article should be of complexity suited to an advanced project.

Division 901 – You Design It -The exhibits in You Design It are essential educational exhibits.

Exhibitors may use whatever means is most effective in showing what they have accomplished in a project they have planned themselves. Photographs, slides, posters, charts, drawings or articles used or made may be utilized in telling the story of the exhibitor's You Design It project. The exhibit should include sufficient explanation so that viewers understand what was done. **Do Not** include Legos in "You Design It". All exhibits that are hangable must have a secure wire hanger. There is a maximum size limit of 24" x 24". **4-H Record Books are not allowed as exhibits in You Design It.**

CLASS

C901901 - Beginning Self-Determined Project

C901902 - Advanced Self-Determined Project

C901903 - Home Environment Pinterest Exhibit - This class is for 4-H members enrolled in Design My Place, Heirloom Treasures, Design Decisions, Sketchbook Crossroads, and/or Portfolio Pathways. Items must have started from an idea obtained from Pinterest. A label with the exhibitor's name and county should be attached to each separate piece of the exhibit.

Supporting information is required on all exhibits in this class: 1) copy of Pinterest instructions for the exhibit, and 2) on a 4" x 6" card, list three things you learned in the construction of the exhibit. Exhibits without the required supporting information and/or fail to meet class requirements will be dropped one ribbon placing.

Consumer Management

General Information – Posters should be on 14" x 22" poster board. Three-ring binders should be 8 ½"x 11"x 1". Videos should be less than 5 minutes in length and be able to be played on a PC using Windows Media Player, Real Player, or QuickTime Player.

Division 224 - Shopping in Style - only ages 10-18 eligible for State Fair

CLASS

C240001 - Best Buy for Your Buck- (ages 10-13 as of Jan 1 of current year) Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters. See general information above. Do not include the Shopping In Style Fashion Show Information Sheet in in your entry. Although both entries do share some information, there are differences in content and format for this.

Provide details about wardrobe inventory which indicates the following:

- Why you selected the garment you did

- Clothing budget
- Cost of garment
- Conclusion or summary statement your final comments on why you selected your “best buy for your buck”.
- Provide 3 color photos of you wearing the garment (one each of front, side and back views).

C240002 - Best Buy for Your Buck- (ages 14-18 as of Jan 1 of current year) Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters. See general information above. Do not include the Shopping In Style Fashion Show Information Sheet in in your entry. Although both entries do share some information, there are differences in content and format for this.

Provide details listed for those ages 10-13 plus include the following additions:

- Body shape discussion
- Construction quality details
- Design features that affected your selection
- Cost per wearing
- Care of garment and conclusion or summary statement your final comments on why you selected your “best buy for your buck”
- Provide 3 color photos of you wearing the garment (one each of front, side and, back views).

C240003 – Revive your Wardrobe - Take at least two items in your wardrobe that still fits 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).

C240004 - 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).

C240005 - Clothing 1st Aid Kit - Refer to page 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and brief discussion of why each was included. Put in appropriately sized box or tote with a lid. No larger than a shoe box.

C240006 - Mix, Match, & Multiply - Using this concept from page 32 of the manual take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks (i.e. on a 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 – Entries should be typed and then attached to a piece of colored card stock or colored poster board no bigger than 14”x22”. You may use the front and back of the poster board.

CLASS

C247001 – Smart Financial Goals – Write 3 SMART financial goals for yourself (one should be short term, one intermediate, and one long term). Explain how you intend to reach each goal you set

C247002 – 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.

C247003 – 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.

C247004 – 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.

- C247005 – “What Does It Really Cost?”**- Complete activity 8 “What Does It Really Cost?” on pages 39-40.
- C247006 – 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? Where there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?
- C247007 - Interview** – 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.
- What are some benefits of receiving your pay the way you do (salary, commission or hourly wage?)
 - What are some negative outcomes for getting paid the way you do?
 - Does your pay keep pace with inflation? Why do you think this?
 - Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.
- C247008 – The Cost of Not Banking** – Type your answers to the questions about Elliot on page 50.
- C247009 – Evaluating Investment Alternatives** – complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.
- C247010 – Understanding Credit Scores** – Watch the video and read the resources listed on page 71. Answer the following questions.
- Name 3 prudent actions that can reduce a credit card balance.
 - What are the main factors that drive the cost of credit?
 - List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.
- C247011 – You Be the Teacher** – 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 5 of the terms.

Citizenship

Division 120 - Citizenship

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

Displays should be no larger than 22"x28" wide. If the size need to be a different size because the item is larger than 22"x28" please contact the Extension Office for approval. Display collections securely in an attractive container no larger than 22"x28".

Project Materials – The official reference for the citizenship projects is Citizenship Public Adventures Kit (MI7329) and Citizen Guide's Handbook (BU7330). Other helpful citizenship references include Citizenship Washington Focus guide, Character Counts! And Service Learning Information.

Supporting Material - All entries must have a statement explaining the purpose of the exhibit. Exhibitors are encouraged to show evidence of their personal experiences, study or observations that relate to their exhibit. This helps the judges understand what the 4-H'er did and learned in the process that led to the exhibit.

References - All exhibitors should reference material sources or supporting information used in exhibits (i.e., if questions from a game were taken from an outside source, they must be referenced).

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

Scoring – Score sheets can be found on the web or are available from your county extension office.

CLASS

A120001 - Care Package Display- This exhibit is a display about the PROCESS of creating and giving a care package, not the actual care package. You may use a poster, Power Point (should be saved to a USB/thumb drive) or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. You need to answer the following questions in your exhibit.

1. *How did you select the organization?*
2. *What items did you include in your care package?*
3. *Why did you select those items?*
4. *How did it feel to present your care pack to the organization?*
5. *What did you learn from this experience?*
6. *Other information that you feel is important about the care package or organization.*
7. *Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc.*

A120002 - Citizenship Game - which could include but is not limited to symbol flash cards, question and answer board or stimulation with props. Clear instructions on how to play the game and what the game hopes to accomplish must be included.

A120003 - Patriotic or Cultural Fine Arts - can be made of any art media but should tie in the relevance of the artwork to citizenship.

A120004 - Public Adventure Scrapbook - should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".

A120005 - 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".

A120006 - 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; use a USB/thumb drive will be accepted.

A120007 - Written Citizenship Essay - is designed to promote good citizenship and patriotism. This essay is open to all age groups. All essays should be 300 - 400 typewritten words.

A120008 - 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 wave 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.

A120009 - 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.

A120010 - 4-H Club Exhibit should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item, care package or Quilt of Valor.

Division 130 – Seeing i2i

CLASS

A130001 – Cultural Fine Arts – can be made of any art media but should symbolize what makes them unique.

A130002 – 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.

A130003 – 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.

A130004 – 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.)

- A130005 – Exhibit Depicting A Cultural Food** – a food that is special to your family. Can be a story or essay.
- A130006 – “This is Who I Am” poem** – a poem written by the 4-H'er that reflects who they are.
- A130007 – Poster** – poster that depicts what you have learned through the i2i Project.
- A130008 – Biography** – about an historical figure who has made a positive impact on our society or who has made a difference in the lives of others.
- A130009 – Play Script** – written about a different culture.

Heritage

The purpose of the 4-H Heritage project is to acquire knowledge, develop a connection to the past and share the story of a 4-H member's heritage and history around them. An exhibit may include items, pictures, maps, charts, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history. 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. Use the current entry form. Display collections securely in an attractive container no larger than 22" x 28". Exhibits must include NAME – COUNTY, AGE & PAST EXPERIENCE (years in Explore Your Heritage projects) on back of exhibit. All entries must have documentation included.

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

CLASS

- A101001 - Heritage poster or flat exhibit** - Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation.
- A101002 - 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.
- A101003 - Local History Scrapbook/Notebook** - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- A101004 - Framed family groupings** - (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
- A101005 - 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.
- A101006 - 4-H History Scrapbook** - A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H'er - no club project. If multiple books included in exhibit, only bring book with most current year's work.
- A101007 - 4-H History Poster** - Poster relating 4-H history of local club or county or individual.
- A101008 - Story or illustration** - about a historical event.
- A101009 - Book review** - about local, Nebraska or regional history.
- A101010 - Other historical exhibits** - Attach an explanation of historical importance.
- A101011 - Family Traditions Book** - Exhibitor scrapbook depicting family traditions of the past.
- A101012 - Family Traditions Exhibit** - Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.
- A101013 - 4-H Club/County Scrapbook** - Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- A101014 - 4-H Member Scrapbook** - Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- A101015 - Special Events Scrapbook** - A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.
- A101901 – Any Theme Scrapbook** – a scrapbook relating to any theme including news reporter book, club secretary book.

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

- A102001 - Heritage poster or flat exhibit** - Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.
- A102002 - Family Genealogy/History Notebook** – Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year.
- A102003 - Local History Scrapbook/Notebook** - Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage. If multiple books included in exhibit, only bring book with most current year's work.
- A102004 - Framed family groupings** - (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
- A102005 - 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.
- A102006 - 4-H History Scrapbook** - A scrapbook relating 4-H history of local club or county. Must be work of individual 4-H'er - no club project. If multiple books included in exhibit, only bring book with most current year's work.
- A102007 - 4-H History Poster** - Poster relating 4-H history of local club or county or individual.
- A102008 - Story or illustration** - about a historical event.
- A102009 - Book review** about local, Nebraska or regional history.
- A102010 - Other historical exhibits** - Attach an explanation of historical importance.
- A102011 - Exhibit** depicting the importance of a community or Nebraska historic landmark.
- A102012 - Community Report** - documenting something of historical significance from past to present.
- A102013 - Historic collection** - (displayed securely and attractively in a container no larger than 22" x 28").
- A102014 - Video documentary** - of a family or a community event. Must be produced and edited by 4-H member. Must be entered as a DVD or USB.
- A102015 - 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.
- A102016 - 4-H Member Scrapbook** - Scrapbook relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- A102017 - Special Events Scrapbook** - A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

Entrepreneurship – ESI

Division 531 – Entrepreneurship

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. Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being transported will be removed by the superintendent for evaluation and display.

ESI Unit 1 - Discover the E-Scene

CLASS

F531001 - 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)

ESI Unit - The Case of ME

F531002 - 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 with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for ideas.

ESI Unit 3 - Your Business Inspection

F531003 - 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.

F531004 - 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?

F531005 – Photos of an Original Product- (mounted on a 14' x 22' poster) must include three photos of developed product and mounted information sheet answering the following questions. If exhibiting in both Class F531004 and Class F531005 products must be entirely different products. 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 the next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5. How much would you earn per hour? Show how you determined this figure.
6. What is unique about this product?

F531006 – Entrepreneurship Challenge – Entrepreneurship Challenge is open to 4-H'ers enrolled in any of the three units of ESI. Complete 5 or more of the challenges from the following list. The exhibit will include highlights from these 5 challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video, report or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned. Select your 5 challenges from the list below:

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

Miscellaneous Projects

Division 901 - Miscellaneous

General Information

- A. **Show What You Did & Learned** - All exhibitors are encouraged to show evidence of their personal field experiences, study, or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
 - B. **Proper Credit** - Show proper credit by listing the sources of plans or other supporting information used in exhibits.
 - C. **Who's Exhibit?** - The exhibitor's name, address, and parent or guardian's name must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.
 - D. **Board Display** - These are displays that show educational information about a topic of interest. Board exhibits can hold objects thicker than the board. Mount all board exhibits on ¼" plywood, Masonite, or similar panel no larger than 24" high by 24" wide.
 - E. **Poster Exhibits** - Poster exhibits should be on regular poster sheets measuring 22" x 28" or 14" x 22.
 - **Purpose:** The purpose of a poster is to call attention to a subject. Every poster must be crafted to catch the viewer's attention quickly. Each must present only one specific message clearly. The poster should clearly feature some aspect of 4-H.
 - **Exhibit Guidelines:** All posters submitted to the State Fair must represent a level of excellence which is demonstrated by having won purple or blue ribbons at county fair. Posters will be judged on the following criteria. Posters will be judged on the following criteria:
 - **Idea:** simple, clear message, appropriate for a poster
 - **Lettering:** readable from a distance, appropriate size in proportion to art.
 - **Art:** one dominate, eye-catching element: art relates to written message.
 - **Arrangement:** makes good use of entire poster space without being too crowded: art and lettering are well balanced.
 - **Color:** use of bold colors that harmonize well: colors used are legible.
 - **Quality of Construction:** neatness: appropriateness of materials used.
 - **Effectiveness:** works well as a poster.
- Entries which do not conform to size, content or material guidelines will be lowered one ribbon placing.
- Posters must be 14" x 22" and must be of a material that can be pinned to a display board. They may be arranged either horizontally or vertically. Those generated by computer must also meet this standard. Computer art generated on an 8 ½" x 11" sheet of paper and mounted on poster board will be disqualified.
- Posters may be in any medium: watercolor, ink, crayon, markers or computer graphics etc. They may not be three-dimensional. Entries with components thicker than paper (such as milk cartons, pencils, pop cans) will be disqualified.
- Posters may not use copyrighted materials, such as cartoon characters or commercial product names, logos or slogans. Avoid using clichés or over-used phrases that do not command the viewer's attention.
- Posters must include the use of the word 4-H or the official 4-H Emblem (clover with the H's on each leaf), it must follow approved guidelines, which can be viewed at http://www.national4-hheadquarters.gov/emblem/4h_name.htm.
- Computer "clip art" will not be scored as positively as original computer art designs.
- The 4-H member's name, address, age, full address and county must be listed on the back of the poster.
- Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being transported will be removed by the superintendent for evaluation and display.

Miscellaneous Projects

CLASS

B901901 - Animal Display/Poster – project for youth who do not own any livestock or horse

B901902 - Junior Leader Display/Poster

B901904 - 4-Wheelin' Display/Poster

Club Exhibit

CLASS

B901905 - Club Exhibit- will be displayed outside on the fairgrounds and not in the 4-H exhibit hall.

Examples of this are decorated and planted flower barrels, decorated trash barrels, etc. Make sure exhibits are weather proof. Attach a weather proof sign on the display indicating the club name and county.

Posters

CLASS

B901907 – 4-H theme Poster should relate to a 4-H project or topic

Lifetime Sports

CLASS

B901915 – Bowling Display/Poster

B901916 – Golf Display/Poster

B901917 – Tennis Display Poster

B901918 – Bicycle Display/Poster

Great Failures

CLASS

B901922 – Flop Class – 4-H project that was not successful. Included a written explanation of what went wrong and what was learned. Examples include a bucket calf that did not make it to fair or the dog laid in the flowers the night before they were to be picked. No pre-registration is necessary. Items may be brought in on entry day of fair. Please check exhibit in with Extension Staff.

Human Development

The term Human Development includes child care, family life, personal development and character development. 4-H online resource: <http://go.unl.edu/ne4hhumandevlopment>

Exhibitors in the Human Development project area will be asked to focus on designing toys that meet the different needs of children. Categories are based on the Early Learning Guidelines in Nebraska which identify the important areas 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.

Information sheets for Classes 1 - 6

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, Toddlers, Preschoolers or Middle Childhood). 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 (Babysitting Kit) 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.

Division 200 – Human Development - 4-H'ers taking "I have what it takes to be a babysitter" may enter the following classes. Toy, game or activity made for a selected and identified age group. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing. 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 our project manual. <http://www.deucation.ne.gov/OEC/elg.html>

CLASS

C200001 – Social Emotional Development

C200002 – Language and Literacy Development

C200003 – Science

C200004 – Health and Physical Development

C200005 – Math

C200006 – Creative Arts

C200007 – 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 childcare or child interactions. May include photos, captions, story, or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er must make scrapbook or poster. No information sheet needed for class 7.

C200008 – Babysitting Kit - Purpose of the kit is for the 4-H'er to take 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. See The Sitter manual (4H266 revised 2002) for appropriate items to include. 4-H'er should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size not larger than 12"x15"x10". All items in kit must be safe for child to handle. Information sheet for Class 8 should include: 1) State which one age group (infant, toddler, preschooler, middle childhood) the kit was prepared for. 2) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age. 3) What will the child learn or what skills will they gain by using the kit? 4) What item(s) were made by the 4-H'er. Most importantly the kit should serve a defined purpose, not just be a catch all for several items.

C200009 – Family Involvement Entry - Scrapbook, poster or story describing an activity the family did together. It might include making something such as a doll house or feed bunk. Items may be exhibited if desired. Other possibilities include a house or farm cleanup project, a family reunion, a celebration of a family milestone, a trip or vacation, moving, a community service project. Photographs are encouraged. Visuals should show family participation. Participation by all family members is important. Include a list of family members and what each person did to participate in the event.

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

C200010 – 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). A school scrapbook showing yourself and your school activities, memories, and special interests.

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