

- Class 908 Exhibit made with Wood
- Class 909 Furniture Project
- Class 910 Recycled/Remade Exhibit
- Class 911 Recycled/Upcycled Exhibit
- Class 912 Miscellaneous: Exhibit that does not fit above.
- Class 913 Miscellaneous: Exhibit that does not fit above.
- Class 914 Miscellaneous: Exhibit that does not fit above.

- 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. Must 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.

VISUAL ARTS

VISUAL ARTS GUIDELINES

- With an emphasis on originality, the purpose of the 4-H Visual Arts projects is to practice using design elements and principles while exploring and experimenting with various mediums and techniques. In addition, youth should practice self-expression and work to communicate their personal voice, through their work.
- Practice drawing, fiber arts, and sculpting; Develop artistic talents and skills; Understand the visual arts in relation to history and culture; Learn painting, printing, and graphic design techniques; Make connections between visual arts and other disciplines; Create original artwork; Practice using design elements and principles; Explore and experiment with various mediums and techniques; Practice self-expression; Learn to communicate a personal voice through artwork.
- Original Work: Items must be the original work of the 4-H member and should show creativity and originality. No copyrighted images or master studies.
- Ready for Professional Display: All exhibits must 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.
- Entries per Exhibitor: 4-H members may enter one exhibit per class.
- 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. Information must include responses to all questions and steps taken to complete the project. Supporting information must be securely attached to the back of the piece. Exhibits with missing or incomplete supporting information will be dropped a ribbon placing.
- **Supporting Information tags**, Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hvisualarts>
- Educational resources can be found at: https://4hcurriculum.unl.edu/index.php/main/program_project/51

SPECIAL AWARDS

- **On-Campus Exhibition Selection:** State Fair visual arts exhibits may be selected for special on-campus exhibitions. Selected pieces will be collected at the end of State Fair and will be returned to county Extension offices following the on-campus exhibition. Youth whose pieces are selected will be contacted directly with additional information including the exhibition and reception dates.

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VISUAL ART MEDIUMS

GENERAL INFORMATION [Scoresheet SF200]:

- Class 1 Original Acrylic Painting
- Class 2 Original Oil Painting
- Class 3 Original Watercolor Painting
- Class 4 Original Pencil Drawing

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VISUAL ART THEMES

GENERAL INFORMATION [Scoresheet SF200]:

Exhibitors may utilize any medium or combination of mediums on any surface. All exhibits must be appropriately presented and ready to be professionally displayed. Artwork should depict the artist's own interpretation of the theme. All exhibits should include an explanation of how the piece reflects the theme and what ideas or thoughts the artist was attempting to express or communicate.

- 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.

HUMAN DEVELOPMENT

HUMAN DEVELOPMENT GUIDELINES

- The term Human Development includes child care, family life, personal development and character development.
- 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 the Child Development project manual. <https://www.education.ne.gov/OEC/early-learning-guidelines/>
- Scoresheets, forms, contest study materials and additional resources can be found at: <https://go.unl.edu/ne4hhumandevlopment>
- Educational Resources can be found at: https://4hcurriculum.unl.edu/index.php/main/program_project/53

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HUMAN DEVELOPMENT

GENERAL INFORMATION [Scoresheets SF30, SF85, SF115]:

- Learn skills and techniques of child care; Find out how to be a caring sitter; Learn to provide a safe environment for children; Explore how people grow and develop; Inspect toddler toys, minimize hazards; Learn about roles in life, handling emotions; Learn about self-care, rules, responsibility and safety; Introduction to babysitting; Gain awareness of common dangers in the world; Explore child development careers; Gain experience as a teacher or coach; Participate in a community service project.

I HAVE WHAT IT TAKES TO BE A BABYSITTER

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 is required or exhibit will be dropped a ribbon placing for Classes 1-6 and 8 (No information sheet needed for Class 7).

- Class 1 Social Emotional Development [SF30]
Class 2 Language and Literacy Development [SF30]
Class 3 Science [SF30]
Class 4 Health and Physical Development [SF30]
Class 5 Math [SF30]
Class 6 Creative Arts [SF30]

Information sheet 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 the exhibit is safe for child to use?
3. What age is this toy, game or activity appropriate for and why? (Infant, Birth-18 months; Toddlers, 18 months-3 years; Preschoolers, 3-5 years or Middle Childhood, 6-9 years). 4-H Members must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see the Child Development project manual).
4. How is the toy, game or activity intended to be used by the child?

Class 7 Activity With a Younger Child [SF115]: Poster or Scrapbook showing 4-H Member working with a child age 0 to 8 years. May show making something with the child or other child care or interactions. May include photos, captions, story, or essay. Size of exhibit is your choice. Other people may take photos so that 4-H Member can be in the photos. 4-H Member must make the poster or scrapbook.

Class 8 Babysitting Kit [SF85]: Purpose of the kit is for the 4-H member 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 member must 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 larger than 12"x15"x10". All items in kit must be safe for child to handle. Most importantly the kit should serve a defined purpose, not just be a catch all for several items.

Information sheet 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. Which item(s) were made by the 4-H member? (It is highly suggested that an inventory list of items in the kit be included).

Class 9 Family Involvement Entry [SF115]: 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.

GROWING ALL TOGETHER

(NOT Eligible for State Fair)

Class 901 Growing on my Own [SF115]: Scrapbook or poster.
EXAMPLES: Home Hazard Hunt; Toy Inspector; How are we all different and the same; How do people express different emotions.

(Eligible for State Fair)

Class 10 Growing with Others [SF115]: 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.

Class 11 Growing in Communities [SF115]: Scrapbook or poster.
Examples: A career study; A photo story about your own growth and development, not only physically but emotionally, socially, spiritually, mentally; A television evaluation (see Child Development 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.

KNITTING & CROCHET

GENERAL GUIDELINES [Scoresheet SF60]:

- The purpose of this category is to establish basic to advanced crochet and knitting skills. In addition, projects in this category require 4-H Members to select adequate yarn and make design decisions.
- Knitting: Learn about types of yarn and yarn weights; Develop basic to advanced knitting skills; Combine knitting with garment making; Knit with double-pointed needles.
- Crochet: Learn basic to advanced crochet stitches; Select yarn/thread for crocheting; Learn about blocking and changing colors; Design a new stitch or pattern; Work with other media such as leather, wood and beads.
- All items will be displayed in the clothing area.
- Criteria for judging: Design and Color, Neatness, Mechanics, Trimmings, and Construction Finishes.
- **Entry Tags:** Every exhibit must be described on the appropriate entry tag accompanying it (for example: blue afghan, yellow sweater, crocheted gray elephant). Attach the entry tag securely to the exhibit using straight pin or safety pins (no paper clips).
- **Identification Labels:** Each item entered as a knitting or crochet exhibit must have a label attached stating: County, Exhibitor's name and age, project name and class in which exhibit is entered, and the number of years enrolled in the project exhibited. Wool entries must have the fiber content listed on the identification label. Attach a label on every component of the 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.
- **Removal of Entries:** Entries may not be removed for use in any other State Fair activity including State Fair Fashion Show.
- **General:** Garments as listed may be made for self (4-H member)