



2022 Fairs of Frontier County 4-H Youth Entry Information

***Frontier County Fair
July 23 – 31, 2022***

***Eustis Fair & Corn Show
August 3 – 6, 2022***



Index

Animal Science

- Beef..... 11-12
- Companion Animal..... 15
- Dairy Cattle..... 13
- Goat..... 13
- Horse..... 15
- Poultry..... 13-14
- Rabbit..... 14
- Sheep..... 12
- Swine..... 13
- Veterinary Science..... 17

Communications & Expressive Arts

- Communications..... 19
- Digital Video..... 21
- Photography..... 18-19
- Presentations..... 20-21
- Theatre..... 20
- Visual Arts..... 20

Consumer & Family Science

- Clothing..... 22-24
- Consumer Management..24-25
- Crocheting..... 25
- Heritage.....27-28
- Home Environment..... 28-29
- Human Development..... 30
- Knitting..... 25
- Quilting..... 30-32

Environmental Education & Earth Science

- Conservation..... 32-34
- Entomology..... 33-34
- Forestry..... 34-36
- Shooting Sports..... 36-38
- Wildlife..... 38-39

Healthy Lifestyles

- Cycling..... 51
- Food & Nutrition..... 39-41
- Food Preservation..... 41-42
- Safety..... 42-43

Leadership, Citizenship & Personal Development

- Citizenship..... 43
- Entrepreneurship..... 44

Plant Science

- Agronomy..... 44-45
- Horticulture..... 45-49
- Range..... 49-50

Science, Engineering & Technology

- Aerospace..... 50-51
- Computers..... 51-52
- Electricity..... 52-53
- Geospatial..... 53-54
- Physics..... 54
- Robotics..... 54-55
- Welding..... 55
- Woodworking..... 55-56

County Only Projects

- Banners..... 56
- Catch-All..... 56
- Booths..... 56
- County Workshop Exhibits...57
- Judging Contest..... 57
- Posters..... 57
- Rope..... 58
- Secretary's Report..... 58
- Tractor..... 58

2022 SCHEDULE FOR FRONTIER COUNTY 4-H FAIRS

July 1 - Friday	Pre-Fair Entries DUE for Clothing Construction, Shopping in Style & Fashion Show
July 1 - Friday	Pre-Fair Entries DUE for Photography Exhibits
July 15 - Friday	Pre-Fair Entries DUE for STOCKVILLE FAIR
July 15 - Friday	Pre-Fair Entries DUE for EUSTIS FAIR
	STOCKVILLE - Late Entries Accepted July 16-22 with a \$25 Late Fee Charge
	EUSTIS - Late Entries Accepted July 16-22 with a \$25 Late Fee Charge
July 15 - Friday	9:00 am 4-H Fashion Show & Clothing Construction (Including all Knitting/Crocheting) & Shopping in Style Judging - Curtis Methodist Church
July 15 - Friday	1:00 p.m. Photography Judging - Curtis Methodist Church
July 23 - Saturday	8:00 a.m. - ALL 4-H Shooting Sports - Archery, Small Bore Rifle & .22 Caliber Contest - Frontier County Fairgrounds
July 23 - Saturday	11:00 a.m. - ALL 4-H Shooting Sports - BB Gun, Air Pistol & Air Rifle Contest - Frontier County Fairgrounds
July 25 - Monday	6:00 p.m. Shotgun Contest - Curtis Gun Club

---2022 Stockville Fair----

July 26 - Tuesday	
4:30 p.m. - 7:00 p.m.	ALL 4-H Static Exhibits Entered & Interview Judged, Including Rockets & 4-H Clover Kid Entries (NO Pets) at North Fair Building
5:30 p.m. - 8:00 p.m.	4-H Bake Sale & Decorated Cake Silent Auction Begins - Open to the Public - Closes July 27 @ 5:00 p.m.
July 27 - Wednesday	
8:00 a.m.	4-H Horse Show - Frontier County Fairgrounds (9:00 a.m. Dummy Roping & Trail)
10:00 a.m. - 5:00 p.m.	4-H Bake Sale & Decorated Cake Silent Auction - Open to the Public - Final Silent Bids Close at 5:00 p.m.
Noon	4-H Livestock Pen Assignments Ready - Can Bring Livestock Tack to Stalls - AT YOUR OWN RISK
4:00 p.m.	4-H Small Animal Show - Followed by 4-H Cat Show - Followed by 4-H Dog Show - Show Ring
4:00 p.m.	Clover Kid Small Animal, Cat & Dog Show - TBA
July 28 - Thursday	
7:00 a.m. - 10:00 a.m.	Enter 4-H Sheep, Swine, Goat, Dairy, Beef, Rabbits & Poultry - Except Stocker-Feeders & Bucket Calves
10:00 a.m.	All Livestock MUST Be In Assigned Pens on the Fairgrounds
7:30 a.m. - 10:00 a.m.	Market Beef Carcass Contest Ultrasound (Optional) - Cost
	Followed by Sheep Carcass Contest Ultrasound (Optional) - Cost
10:30 a.m.	4-H Swine - Check-In, Weigh & Declare if Selling in Auction
To Follow	4-H Beef - Check-In, Weigh & Declare if Selling in Auction (Must Bring Brand Papers)
To Follow	4-H Sheep/Goats - Check-In, Weigh & Declare if Selling in Auction
Noon	4-H Static Exhibit Building Open to the Public
2:00 p.m.	Rocket Launch Expo in Grandstand Arena (If There Are 2 or More Rocket Fair Exhibits)
2:30 p.m. - 4:30 p.m.	Livestock Judging Contest - Show Ring
5:00 p.m.	Llama Show - Show Ring
6:30 p.m.	4-H Robot Expo in 4-H Building (If There Are 2 or More Robot Fair Exhibits)
7:00 p.m.	4-H Families Proof 4-H Livestock Programs for Friday's Shows

July 29 - Friday

7:30 a.m. - 8:00 a.m.	Enter 4-H Stocker-Feeder, Bucket Calf & Clover Kid
9:00 a.m.	4-H Beef Show - Including Cow/Calf Contest - Show Ring (Start with Clover Kids, Followed by Senior Showmanship)
To Follow	Release Stocker-Feeder & Bucket Calf
During Beef Show	4-H Eggs & Posters Will Be Judged Along With Open Class Poultry/Rabbits
1/2 Hour After Beef Show	4-H Poultry Show - Show Ring (Start with Senior Showmanship)
To Follow	4-H Rabbit Show - Show Ring (Start with Senior Showmanship)
2:00 p.m.	4-H Clover Kid Poultry & Rabbit Show - Show Ring

July 30 - Saturday

8:00 a.m.	Enter Stocker-Feeders (Optional)
8:00 a.m.	4-H Swine Show - Show Ring (Start with Senior Showmanship)
To Follow 1/2 Hour	4-H Sheep Show - Show Ring (Start with Clover Kids, Followed by Senior Showmanship)
To Follow	4-H Goat Show - Show Ring (Start with Clover Kids, Followed by Senior Showmanship)
2:00 p.m.	4-H Livestock Sale & Market Beef Carcass Contest Results - Show Ring
5:00 p.m.	4-H Round Robin Contest - Show Ring

July 31 - Sunday

Noon - 1:00 p.m.	Release 4-H Livestock Sold in Auction & All 4-H Animals Going Home (Including Rabbits and Poultry) - A Family Member Must Be Present to Verify Animals Sold
12:30 p.m. - 2:00 p.m.	Release 4-H Static Exhibits from Building

--- 2022 Eustis Fair & Corn Show ---**August 3 - Wednesday**

4:00 p.m. - 5:00 p.m.	Enter Rabbit & Poultry
5:00 p.m. - 6:30 p.m.	ALL 4-H Static Exhibits Entered & Interview Judged, Including Rockets/4-H Clover Kid Entries (NO Pets)
5:30 p.m. - 7:00 p.m.	4-H Bake Sale & Decorated Cake Silent Auction - Closes at 7:00 p.m. - Open to the Public

August 4 - Thursday

8:00 a.m. - 9:30 a.m.	Enter 4-H Sheep, Swine, Goat, Dairy, Beef & Stocker-Feeders
9:00 a.m.	4-H Static Exhibit Room - Open to the Public
9:30 a.m.	4-H Poultry & Rabbit Show - Followed by Small Animal Show - Clover Kids Will Show After Each Species
3:00 p.m.	4-H Olympics
6:00 p.m.	Release Stocker-Feeder & Dairy

August 5 - Friday

8:00 a.m. - 8:30 p.m.	Enter Stocker-Feeder
8:30 a.m.	4-H Swine Show, Followed by FFA
To Follow	4-H Beef Show
To Follow	4-H Sheep Show
To Follow	4-H Goat Show
To Follow	4-H Cow/Calf Contest, Followed by FFA
	Clover Kids will Show BEFORE Each Species
6:00 p.m.	Release Stocker-Feeder

August 6 - Saturday

7:30 a.m.	Pre-Register for Livestock Judging Contest - Start at 8:00 a.m.
To Follow	4-H Livestock Released
11:00 a.m.	Rocket Launch Expo
1:00 p.m.	4-H Fashion & Talent Show (All Other 4-H Exhibits Released after Fashion Show)

4-H EXHIBIT PREMIUMS WILL BE AS FOLLOWS:

Purple	\$5.00
Blue	\$3.00
Red	\$2.00
White	\$1.00

4-H CLOVER KID RULES

The Frontier County 4-H Clover Kid members (ages 5-7 as of January 1 of the current year) **MAY** bring **ONE TO FIVE EXHIBITS** showing something that they have done. Clover Kids can interview with a judge. The exhibits will be displayed in the fair building and released according to the 4-H exhibit release schedule.

Lambs, Bucket Calves, Stocker-Feeders, and small animals will be shown with animal classes. See the 4-H schedule. Animals **MUST** be under 350 lbs. at show time to be age appropriate. For more Clover Kid information, please see <https://4h.unl.edu/policy-handbook/section-16>. Please wear the official county 4-H T-shirt sponsored by Farm Bureau.

The Clover Kids Program is **NON-COMPETITIVE**. 4-H Clover Kids exhibits will receive special Clover Kid ribbons and the premium will be \$1.00. Clover Kids do **NOT** have record books. Clover Kids **MUST PRE-REGISTER** the items to be shown by having entry tags at the extension office by the pre-registration date of **JULY 15, 2022**.

4-H DIVISION

GENERAL SUPERINTENDENT: KATHY BURR

RULES GOVERNING 4-H DIVISION EXHIBITS:

1. An exhibitor **MUST** be a 4-H'er in the Frontier County 4-H Program and enrolled in the project they are exhibiting in.
2. All exhibits **MUST** be pre-registered for the **STOCKVILLE FAIR** by Friday, July 15, and for **EUSTIS FAIR** by Friday, July 15. Exhibits **MUST** be products of the current year's projects. There will be **NO** discrimination because of race, color, sex, or national origin.
3. **All exhibits MUST** be checked in with the superintendent.
4. Premiums checks may be picked up by the 4-H'er or parent at or after 4-H Achievement Day. Cash within 90 days.
5. Ribbons will be awarded for all exhibits using purple, blue, red and white. Purple ribbon awards will be awarded to those exhibits warranting it. A blue ribbon denotes an excellent exhibit; a red ribbon denotes a good exhibit, and a white ribbon denotes an exhibit of not such high quality. All exhibits in a given class will be awarded ribbons based on quality of the exhibit regardless of the number of entries. This does **NOT** necessarily mean that each exhibit will receive an award, however. Grand Champion trophies/plaques will be awarded **ONLY** to purple ribbon exhibits.
6. Disclaimer Of Responsibility For Exhibits At The Fair. The Frontier County Extension Educator and Fair Boards accept the exhibits and will exercise due care to protect them. However, 4-H exhibits are entered and displayed at the risk of the 4-H'er. 4-H'ers who have exhibits of great sentimental and/or monetary value should carefully consider whether such exhibits should be brought to the fair.
7. All Foods exhibits **MAY** be made with **ANY** recipe unless specified in fair book. All Family & Consumer Science exhibits **MUST** be made according to the directions given in the 4-H manual for the particular project unless specifically stated otherwise in this fair book or with full approval of the Extension Educator.
8. An exhibitor may have **ONLY** one entry per class unless otherwise indicated in the division or class rules.
9. 4-H families will decide at which fair to display most of their projects. There are a few projects where the location is designated in the listing as Stockville or Eustis. 4-H'ers may **NOT** exhibit in the same sections or classes at both fairs.
10. An * will be used to designate an exhibit which is the same as for the **STATE FAIR**. "S.F." precedes special State Fair instructions.
11. Masonite or other rigid material **MAY** be substituted for plywood in making mounting board, dimensions **MUST** be the same as indicated.
12. All exhibitors **MUST** have paid their membership dues by June 1st or before.
13. **DRESS CODE** – All 4-H exhibitors are **REQUIRED** to wear the official county 4-H T-shirts, sponsored by Farm Bureau Financial Services, for **ALL** 4-H events. Nice shorts can be worn with 4-H shirt for static exhibit interview judging. (Static projects include clothing, photography, food, home environment, gardening, agriculture, etc.) Shooting Sports **MUST** wear official county 4-H T-shirt, jeans and closed toe shoes for contest. Livestock 4-H exhibitors are **REQUIRED** to wear dark blue jeans, hard-soled shoes or boots as well. **NO** hats, caps or other types of headgear are to be worn in the show ring (except for horse). Only 4-H'ers exhibiting in the horse show will **NOT** wear official county T-shirt. Horse Show attire **MUST** follow the dress code requirements found in the current "Nebraska Horse Show & Judging Guide."
14. The use and/or possession of alcohol or tobacco in any form or other mood-altering substances by any exhibitor participating in a Frontier County sponsored 4-H event will result in immediate disqualification of that exhibitor.

FRONTIER COUNTY GRIEVANCE POLICY

The Frontier County Protest Committee (comprised of two 4-H Council members, project superintendent, and the Extension Educator) has the authority to make appropriate decisions on local 4-H disputes. These decisions will be formulated using state policy and national directives as formulated by this policy or as dictated by law.

All protests **MUST** be submitted in writing and signed by the protester to the Extension Educator. The written protest **MUST** include:

- Names of persons involved
- Cause of complaint or appeal
- Situation and documentation
- Recommendations for correction
- Specific action, rule, etc., in question
- Additional persons the committee may contact for further clarification
- Procedures and/or steps carried out by the person involved prior to submission of the protest to the Protest Committee.

Protests will **NOT** be accepted after the exhibit or event/activity is completed/released. The protest will be acknowledged after receiving the written protest and will be responded to in a timely manner. Protests related to judges' integrity, decision, placings or other evaluations will **NOT** be accepted.

The committee will review the written protest. They may call for a face-to-face meeting with affected persons and event leadership to discuss the situation and the official ruling. Recommendations will be developed, followed, and communicated both verbally and in writing to the individual or group affected. Failure of the protester to attend the face-to-face meeting with the Protest Committee will result in **NO** action.

In cases of protest, the 4-H member/parent/leader may continue to participate. Results of participation will be subject to change based on the outcome of the protest process. The Protest Committee and event leadership reserves the right to withhold any award. The 4-H member/parent/leader may be excluded from 4-H if action warrants.





2022 4-H PROJECTS

Visit 4hcurriculum.unl.edu for more information about these projects and their resources. Some counties may offer additional county-level projects. Each county also implements their own enrollment deadlines and may have enrollment fees. Contact your local Extension office for more information.

ANIMAL SCIENCE

Beef

- Bucket Calf ^D
- Breeding Beef ^D
- Feeder Calf ^D
- Market Beef ^D

Companion Animal

- Cat ^D
- Dog ^D
- Other Pet or Small Animal ^D

Dairy Cattle

- Dairy Cattle ^D

Goat

- Breeding Meat Goat ^D
- Dairy Goat ^D
- Meat Goat ^D
- Pygmy Goat ^D

Horse

- Horse ^D

Poultry

- Poultry ^D

Rabbit

- Rabbit ^D

Sheep

- Breeding Sheep ^D
- Market Sheep ^D

Swine

- Breeding Swine ^D
- Market Swine ^D

Veterinary Science

- The Normal Animal ^A
- Veterinary Science ^{A/B}
- Animal Disease ^{B/C}
- Animal Health & its Relationship to Our World ^C

COMMUNICATIONS & EXPRESSIVE ARTS

Communications

- Module 1 ^A
- Module 2 ^B
- Module 3 ^C

Digital Video

- Digital Video Pro ^D

Photography

- Photography Basics ^A
- Next Level Photography ^B
- Mastering Photography ^C

Presentations

- Posters ^D
- Presentations ^D

Theatre

- Theatre Arts 1 ^A
- Theatre Arts 2 ^B
- Theatre Arts 3 ^C

Visual Arts

- Portfolio Pathways ^{B/C}
- Sketchbook Crossroads ^{B/C}

Consumer & Family Science

Clothing

- STEAM Clothing: Beyond the Needle ^D
- STEAM Clothing 1: Fundamentals ^A
- STEAM Clothing 2: Simply Sewing ^{A/B}
- STEAM Clothing 3: A Stitch Further ^{B/C}

Consumer Management

- Shopping in Style ^D
- My Financial Future ^{A/B}
- My Financial Future ^{B/C}

Crocheting

- Crochet ^D

Heritage

- Heritage ^D

Home Environment

- Design My Place ^{A/B}
- Design Decisions ^{B/C}
- Preserving Heirlooms ^{B/C}

Human Development

- I Have What It Takes to be Your Babysitter ^D
- Kids on the Grow 1 ^A
- Kids on the Grow 2 ^B
- Kids on the Grow 3 ^C

Knitting

- Knitting ^D

Quilting

- Quilt Quest ^{B/C}

Environmental Education & Earth Science

Conservation

- Outdoor Skills ^D
- 4-H Geology ^D
- Environment 1 ^A
- Environment 2 ^B
- Environment 3 ^C
- Outdoor 1: Hiking Trails ^A
- Outdoor 2: Camping Adventures ^B
- Outdoor 3: Backpacking Expeditions ^C

Entomology

- Insectigator ^D
- Entomology 1 ^A
- Entomology 2 ^A
- Entomology 3 ^A

Forestry

- Tree Identification ^D

EE&ES (cont)

Shooting Sports

- 22 Rifle ^D
- Air Pistol ^D
- Air Rifle ^D
- Archery ^D
- BB Gun ^D
- Hunting Skills ^D
- Muzzleloader ^D
- Shotgun ^D
- Smallbore Pistol ^D

Wildlife

- Amphibians ^D
- Bird Behavior ^D
- Taxidermy ^D
- Wildlife Habitat Evaluation ^D
- Fishing for Adventure 1 ^A
- Fishing for Adventure 2 ^B
- Fishing for Adventure 3 ^C
- Wildlife Conservation 1 ^A
- Wildlife Conservation 2 ^B
- Wildlife Conservation 3 ^C

Healthy Lifestyles

Cycling

- Bicycle Adventures 1 ^A
- Bicycle Adventures 2 ^B
- Bicycle Adventures 3 ^C

Food & Nutrition

- Cooking 101 ^A
- Cooking 201 ^B
- Cooking 301 ^B
- Cooking 401 ^C

Food Preservation

- Unit 1 Freezing Project Manual ^D
- Unit 2 Drying Project Manual ^D
- Unit 3 Boiling Water Canning Project Manual ^D
- Unit 4 Pressure Canning Project Manual ^D

Physical Education

- YOUth in Motion ^D

Safety

- Fire Safety ^A
- Safety ^{A/B}
- All-Terrain Vehicles (ATV) ^{B/C}
- Tractor Safety ^{B/C}

Leadership, Citizenship & Personal Development

Citizenship

- Citizenship: Public Adventures ^D
- Seeing i2i ^D

Entrepreneurship

- Discover the E-Scene ^{B/C}
- The Case of ME ^{B/C}
- Your Business Inspection ^{B/C}
- Blueprint ^C

Leadership

- Serving as Junior Leader ^D
- Step Up to Leadership 1 ^A
- Step Up to Leadership 2 ^{B/C}
- Step Up to Leadership 3 ^C

Plant Science

Agronomy

- Special Agronomy Project ^D
- Field Crops 1 ^A
- Field Crops 2 ^B
- Field Crops 3 ^C

Horticulture

- Annual Flowers ^D
- Everyone a Gardener ^D
- Houseplants ^D
- Special Gardening Project ^D
- The World of Flowers ^D
- Gardening A ^A
- Gardening B ^B
- Gardening C ^B
- Gardening D ^C

Range

- Weed Science ^D
- Reading the Range ^B
- Using Nebraska Range ^C

Science, Engineering & Technology

Aerospace

- Aerospace 2 ^A
- Aerospace 3 ^B
- Aerospace 4 ^C

Computers

- Computer Mysteries 1 ^A
- Computer Mysteries 2 ^B
- Computer Mysteries 3 ^C

Electricity

- Electric Excitement 1 ^A
- Electric Excitement 2 ^{A/B}
- Electric Excitement 3 ^B
- Electric Excitement 4 ^C

Gear-Tech-21

- Gear-Tech-21 Year 1 ^B
- Gear-Tech-21 Year 2 ^B

Geospatial

- Geospatial ^D

Physics

- 4-Wheelin' Physics Fun ^A
- The Power of Wind ^B

Robotics

- Junk Drawer Robotics 1 ^D
- Junk Drawer Robotics 2 ^D
- Junk Drawer Robotics 3 ^D
- Robotics Platforms ^D

Welding

- Arc Welding ^{B/C}

Woodworking

- Woodworking Wonders 1 ^A
- Woodworking Wonders 2 ^A
- Woodworking Wonders 3 ^B
- Woodworking Wonders 4 ^C

^A = Beginner; ^B = Intermediate; ^C = Advanced; ^D = All Levels

ANIMALS

GENERAL SUPERINTENDENT KATHY BURR

FRONTIER COUNTY FAIR – STOCKVILLE LIVESTOCK POLICIES

Animal ID Tags

April 1 – **ALL** Market Beef **MUST** be ear tagged and ID papers submitted to county extension office.

June 1 – **ALL** Market Sheep, Market Goats, Market Swine, Breeding Beef, Stocker/Feeder, Dairy, Breeding Swine, Breeding Sheep & Breeding Goats **MUST** be ear tagged and ID papers submitted to county extension office. (Includes all tattoos for the State Fair breeding.)

If an animal was not at county tagging day; then, when submitting ID papers, a photo of the 4-H animal with the tag in the ear **MUST** be submitted on June 1st deadline to the county extension office. This includes **ALL** breeding beef/swine/sheep/goat, market swine/sheep/goat, bucket calves. Stocker feeders need ID papers, but a photo is not required.

If the tags are lost before the fair, the 4-H'er **MUST** notify the extension office about the loss ASAP and get a replacement. Animals at the fair without a tag will **NOT** be eligible to show or sell.

Stockville Fair – 4-H members may choose to either have livestock tagged at one of the scheduled county ear tagging/weigh-in dates or may come in and get a tag from the extension office. If an animal was not at county tagging day; then, when submitting ID papers, a photo of the 4-H animal with the tag in the ear **MUST** be submitted on June 1st deadline to the county extension office. This includes **ALL** breeding beef/swine/sheep/goat, market swine/sheep/goat, and bucket calves.

*There are **NO** County Fair show weights requirements for any livestock.

Rate-of-Gain Market Beef & Market Lambs – Stockville Fair Market Beef Rate-of-Gain – Market Beef **MUST** be present at the official rate-of-gain weigh-in date(s) to be announced. Stockville Fair Market Lamb Rate-of-Gain – Market Lambs **MUST** be present at the official rate-of-gain weigh-in date to be announced. Pen of 3 lambs can be in rate-of-gain contest.

Livestock Quality Assurance currently called Youth for Quality Care of Animals (YQCA) – June 1 deadline for all livestock 4-H'ers, including rabbits and poultry, **MUST** have their YQCA training completed and have their certificate submitted to the extension office.

2022 GENERAL HEALTH REQUIREMENTS FOR ALL ANIMALS

Stockville Fair – In order to have a safe fair, all animals must be trained to safely lead. All animals **MUST** be in reasonable health and condition. Animals should be fit for consumption and represent the livestock industry in a positive manner.

The same animal shown as 4-H in Stockville or Eustis CANNOT be shown as FFA in Eustis or any other county or vice versa.

HERDSMANSHIP - *All exhibitors of livestock **MUST** care for or make provisions for the care of their animals. Each exhibitor shall be responsible for the action of his/her animal. Barns **MUST** be cleaned before 9:30 a.m. and the alleys kept clean.

Stockville Fair Herdsmanship Contest – to be announced in newsletter.

ROUND ROBIN SHOWMANSHIP CONTEST – At Stockville Fair – to be announced in newsletter.

SHOW ETHICS & STATEMENT OF DISCLOSURE & GROOMING AFFIDAVIT – All 4-H'ers exhibiting Beef, Sheep, Goats, Swine or Dairy **MUST** complete the Frontier County Livestock Show Ethics and Statement of Disclosure and Grooming Affidavit. This **MUST** be signed by the exhibitor and their parents and **turned in during fair livestock check-in**. By signing this affidavit, 4-H'ers and parents will abide by the rules of competition included in the National Code of Show Ring Ethics. (This document is mailed to all 4-H livestock exhibitors and is also available at the extension office and online at <https://go.unl.edu/08br>).

FRONTIER COUNTY 4-H LIVESTOCK SHOW ETHICS AFFIDAVIT AND STATEMENT OF DISCLOSURE

As a livestock exhibitor, I understand that I have an obligation to be a responsible producer. All market animals will enter the food chain and become edible food products for the consuming public. This subjects every exhibit animal to all state and federal regulations involving proper drug usage and all Food & Drug Administration, Animal Plant Health Inspection Service, Food Safety Inspection Service and Environmental Protection Agency regulations.

We, the undersigned, certify that

- We have read, and in consideration for being permitted to exhibit at the event, agree and consent to abide by the rules of competition including the National Code of Show Ring Ethics. We agree to the condition that these entries (identified below) and/or the milk from these entries may be screened for volatile residues.
- These animals were produced in accordance with applicable USDA and FDA regulations for drug residues and withdrawal periods, are free of drug residues not in compliance with applicable USDA and FDA regulations, and have not been supplied drugs in a form or at levels not approved by the FDA and USDA. This means the animals have not received any non-approved drug(s); and that our entries are not within any withdrawal time relative to the administration of any legal drug, vaccine, or other substance UNLESS NOTED BELOW.
- That to the best of our knowledge, while under our ownership, possession or direct control, none of the livestock are adulterated within the meaning of the Federal Food, Drug and Cosmetic Act, i.e. none of the cattle or other ruminants have been fed any feed containing ruminant derived meat and bone meal.
- We certify these animals did not originate from a herd under quarantine.
- We certify that these animals were born and raised exclusively in the United States.
- That we have completed the requirements for a Food Animal Quality Assurance program or test for this year.

If violations are detected, we will not challenge the validity of testing or sampling procedures, and we will be subjected to penalties determined by show management.

GROOMING OF LIVESTOCK

Stockville Fair – All livestock grooming for Frontier County Fair in Stockville will be “Blow and Go”, which shall be washing and drying only. Only fly spray

and non-color altering shampoo can be used. Nothing else is permitted. Dropped a ribbon placing for every class there is a violation. Grooming at the fair is only by 4-H'ers, immediate members of a 4-H'ers family (parents, brothers and/or sisters), and leaders. A parental figure in the household can help if ok'd by the superintendents. 4-H'er should be present and assisting.

SHOWMANSHIP

4-H'er **MUST** be in Showmanship Class in order to show a species of any animal, unless the 4-H'er is injured and has told the Extension Educator.

Showmanship Class will be held for beef, dairy, swine, sheep, goat, llama, rabbit and poultry exhibitors. Awards will be on the basis of preparation of animals for show and the manner in which the animal is displayed before the judge. **The animal can be shown only once in any showmanship contest.**

Substitute Showman – An animal **MUST** be shown by the 4-H'er who entered it unless the exhibitor is excused by the general superintendent because of serious illness, or disability due to an injury (e.g. broken arm or leg) then a substitute can show the animal. Substitutes **MUST** belong to Frontier County 4-H. An exhibitor who has more than one animal in a class need **NOT** secure approval for another 4-H'er to show the additional animal in the class.

Champion and Reserve Champions – The first and second place purple ribbon animals of each class within the department will compete for Champion and Reserve Champion honors when the show warrants it.

4-H LIVESTOCK SALE RULES AT FRONTIER COUNTY FAIR IN STOCKVILLE

As directed by the Frontier County 4-H Council, Fair Boards have the option of conducting a 4-H Livestock Sale according to the following rules:

1. Each 4-H member may sell a total of **THREE** head; **NO** more than **TWO** head of any species.
2. Exhibitors **MUST** show an individual hog in a **QUALITY** class in order to exhibit a Pen of Three hogs. A member having only four hogs exhibited **MUST** sell the individual hog before they may sell one from the Pen of Three. The Frontier County Swine Show is a **NON-TERMINAL** swine show.
3. All market hogs **NOT** consigned to the sale **MAY** be shipped for slaughter. They will receive local market price for that weight and quality.
4. Only animals meeting the weight ranges may sell at auction. A lamb weighing over 160 lbs. may sell in the 4-H Sale but cannot receive a price per pound payment for over 160 lbs. Hogs and sheep outside the weight ranges will receive local market price for that weight and quality. All animals may show regardless of their weight. **Weight ranges are: Hogs 230-300; Sheep 90-160, Goat 50+, and Beef none. NO re-weights will be permitted to qualify for the sale.** Hogs weighing over 300 pounds will sell at a 300-pound sale weight. Sheep weighing over 160 pounds will sell at a 160-pound sale weight.
5. Weigh-in weight will be sale weight.
6. Grand Champion animals will sell first at the beginning of each species, followed by the Reserve Champion. Then a drawing will decide the remaining sale order. Each name shall be drawn once, proceeding through the entire group of consignors. Second-round sale order will be the same as the first. A drawing will be held for each species.
7. Sale order will rotate among species. Beef will start the sale in 2022, followed by sheep/goats and swine.
8. Exhibitors **MUST** consign animals to the species superintendent at check-in.
9. **Market Beef: If selling, must present brand papers** at beef check-in at the fair.
10. 4-H Dress Code is required.
11. **NO** breeding animals or Stocker/Feeder animals to be sold.
12. When the sale is completed, **4-H MEMBERS** are responsible for their own animals until check-out time.
13. A bid **MUST** be a market competitive bid. **NO** "No Sale" in the sale ring. The fair board involved in the sale will guarantee the base bid to the 4-H member.
14. All Market Sheep, Breeding Sheep, Meat Goat, and Dairy Goat **MUST** be ear tagged and paperwork with photo submitted by deadlines. Market Swine **MUST** be tagged and paperwork with photo submitted to the extension office on or before June 1. If the tags are lost before the fair, the 4-H members **MUST** notify the extension office about the loss. Animals at the fair without a tag will **NOT** be eligible to show or sell.

EUSTIS FAIR AND CORN SHOW LIVESTOCK POLICIES

Animal ID Tags

April 1 – **ALL** Market Beef **MUST** be ear tagged and ID papers submitted to county extension office.

June 1 – **ALL** Market Sheep, Market Goats, Market Swine, Breeding Beef, Stocker/Feeder, Dairy, Breeding Swine, Breeding Sheep & Breeding Goats **MUST** be ear tagged and ID papers submitted to county extension office. (Includes all tattoos for the State Fair breeding animals.)

If an animal was not at county tagging day; then, when submitting ID papers, a photo of the 4-H animal with the tag in the ear **MUST** be submitted on June 1st deadline to the county extension office. This includes **ALL** breeding beef/swine/sheep/goat, market swine/sheep/goat and bucket calves. Stocker feeders need ID papers, but a photo is not required.

If the tags are lost before the fair, the 4-H'er **MUST** notify the extension office about the loss ASAP and get a replacement. Animals at the fair without a tag will **NOT** be eligible to show.

Rate-of-Gain Market Beef & Market Lambs – Eustis Fair and Corn Show Market Beef Rate of Gain – Market Beef **MAY** be weighed at any of the three Frontier County weigh dates to qualify. **NO** Market Lamb Rate of Gain. *There are **NO** County Fair show weights requirements for any livestock.

Livestock Quality Assurance currently called Youth for Quality Care of Animals (YQCA) – June 1 deadline for all livestock 4-H'ers, including rabbits and poultry, **MUST** have their YQCA training completed and have their certificate submitted to the extension office.

2021 GENERAL HEALTH REQUIREMENTS FOR ALL ANIMALS

Only animals **NOT** showing signs of infectious or contagious diseases will be allowed to show. Animals that have active ringworm, visible warts, fungus, or abscesses will **NOT** be allowed entry to the Eustis Fair and Corn Show for exhibition. The inspecting veterinarian may judge the ringworm to be inactive if the lesion is **NOT** encrusted and hair has begun regrowth in the area. Animals with warts that are visible by a hands-off inspection will **NOT** be

allowed to remain on the premises. Animals that have visible abscesses will **NOT** be allowed to exhibit and will **NOT** be allowed to remain on the premises. **Sheep Check-in Inspection:** All sheep exhibits (breeding and market) will be inspected by a veterinarian for evidence of club lamb fungus. Exhibits determined to have "active" club lamb fungus will **NOT** be eligible to show and will be sent home.

The same animal shown as 4-H in Stockville or Eustis CANNOT be shown as FFA in Eustis or any other county or vice versa.

HERDSMANSHIP - *All exhibitors of livestock **MUST** care for or make provisions for the care of their animals. Each exhibitor shall be responsible for the action of his/her animal. Eustis Fair and Corn Show Herdsmanship Contest will be determined by the Eustis Ag Society.

SHOW ETHICS & STATEMENT OF DISCLOSURE & GROOMING AFFIDAVIT – All 4-H'ers exhibiting Beef, Sheep, Goats, Swine or Dairy **MUST** complete the Frontier County Livestock Show Ethics and Statement of Disclosure and Grooming Affidavit. This **MUST** be signed by the exhibitor and their parents and **turned in during fair livestock check-in.** By signing this affidavit, 4-H'ers and parents will abide by the rules of competition included in the National Code of Show Ring Ethics. (This document is mailed to all 4-H livestock exhibitors and is also available at the extension office.)

FRONTIER COUNTY 4-H LIVESTOCK SHOW ETHICS AFFIDAVIT AND STATEMENT OF DISCLOSURE

As a livestock exhibitor, I understand that I have an obligation to be a responsible producer. All market animals will enter the food chain and become edible food products for the consuming public. This subjects every exhibit animal to all state and federal regulations involving proper drug usage and all Food & Drug Administration, Animal Plant Health Inspection Service, Food Safety Inspection Service and Environmental Protection Agency regulations.

We, the undersigned, certify that

- We have read, and in consideration for being permitted to exhibit at the event, agree and consent to abide by the rules of competition including the National Code of Show Ring Ethics. We agree to the condition that these entries (identified below) and/or the milk from these entries may be screened for volatile residues.
- These animals were produced in accordance with applicable USDA and FDA regulations for drug residues and withdrawal periods, are free of drug residues not in compliance with applicable USDA and FDA regulations and have not been supplied drugs in a form or at levels not approved by the FDA and USDA. This means the animals have not received any non-approved drug(s); and that our entries are not within any withdrawal time relative to the administration of any legal drug, vaccine, or other substance UNLESS NOTED BELOW.
- That to the best of our knowledge, while under our ownership, possession or direct control, none of the livestock are adulterated within the meaning of the Federal Food, Drug and Cosmetic Act, i.e. none of the cattle or other ruminants have been fed any feed containing ruminant derived meat and bone meal.
- We certify these animals did not originate from a herd under quarantine.
- We certify that these animals were born and raised exclusively in the United States.
- That we have completed the requirements for a Food Animal Quality Assurance program or test for this year.

If violations are detected, we will not challenge the validity of testing or sampling procedures, and we will be subjected to penalties determined by show management.

GROOMING OF LIVESTOCK

Eustis Fair and Corn Show - GROOMING AT THE FAIR IS ONLY BY EXHIBITORS, IMMEDIATE MEMBERS OF AN EXHIBITOR'S FAMILY (PARENTS, BROTHERS AND/OR SISTERS), AND LEADERS. Any Frontier County 4-H'er may help and is encouraged to do so. 4-H'ers may also request grooming assistance from beyond their immediate family if it is needed due to special family circumstances. This request **MUST** be directed to the Livestock Superintendent at entry time. 4-H'ers are encouraged to clip all livestock at home. All beef grooming for Frontier County will be "Blow & Go" which shall be washing and drying only. Beef will be shown without any cosmetic grooming supplies. This includes adhesives, waxes, coloring agents, coat dressing compounds, and compounds normally applied to hooves and horns, natural or synthetic fibers, or any other items that would change or enhance the normal appearance of the animal. Any grooming material that adds artificial color to any livestock species will **NOT** be allowed at the show. This includes oil, powder or any other coat dressing compounds. Pigs **MUST** be shown without hairdressing compounds. Only unadulterated water is permitted. **Any animal found in violation of this rule will be disqualified. AN OFFICIAL APPOINTED BY THE 4-H COUNCIL SHALL MONITOR AND ENFORCE THESE RULES. EXHIBITORS WILL BE ASKED TO SUBMIT A SIGNED AFFIDAVIT CERTIFYING THEY KNOW, UNDERSTAND, AND WILL ABIDE BY THESE RULES.**

4-H'er MUST be in Showmanship Class in order to show a species of any animal, unless the 4-H'er is injured and has told Extension Educator.

Showmanship Class will be held for beef, dairy, swine, sheep, goat, llama, rabbit and poultry exhibitors. Awards will be on the basis of preparation of animals for show and the manner in which the animal is displayed before the judge. The animal can be shown only once in any showmanship contest.

Substitute Showman – An animal **MUST** be shown by the 4-H'er who entered it unless the exhibitor is excused by the general superintendent because of serious illness, or disability due to an injury (e.g. broken arm or leg) then a substitute can show the animal. Substitutes **MUST** be a Frontier County 4-H'er. An exhibitor who has more than one animal in a class need **NOT** secure approval for another 4-H'er to show the additional animal in the class.

Champion and Reserve Champions – The first and second place purple ribbon animals of each class within the department will compete for Champion and Reserve Champion honors when the show warrants it.

ANIMAL 4-H PROJECTS AT BOTH FAIRS

DEPARTMENT G - SHOWMANSHIP

ALL **STOCKVILLE** ANIMAL SHOWMANSHIP DIVISIONS

JUNIOR (8-10), INTERMEDIATE (11-13), & SENIOR (14 & over) Showmanship Classes. All intermediate division entries will be put in the senior divisions if

there are **LESS THAN THREE** (3) entries in that division but will be judged only against those in the intermediate division.

DIVISION 901

JUNIOR DIVISION (8-10)

<u>Class</u>	
901.	Dairy
902.	Swine
903.	Sheep
904.	Goats
905.	Beef

DIVISION 902

INTERMEDIATE DIVISION (11-13)

<u>Class</u>	
906.	Dairy
907.	Swine
908.	Sheep
909.	Goats
910.	Beef

DIVISION 903

SENIOR DIVISION (14 & Over)

<u>Class</u>	
911.	Dairy
912.	Swine
913.	Sheep
914.	Goats
915.	Beef

ALL EUSTIS ANIMAL SHOWMANSHIP DIVISIONS

DIVISION 901

JUNIOR DIVISION (8-12)

<u>Class</u>	
901.	Dairy
902.	Swine
903.	Sheep
904.	Goats
905.	Beef

DIVISION 903

SENIOR DIVISION (13 & Over)

<u>Class</u>	
911.	Dairy
912.	Swine
913.	Sheep
914.	Goats
915.	Beef

DEPARTMENT G - BEEF

A 4-H'er is limited to a maximum number of three (3) animals in each of the following divisions: Breeding Heifer, Stocker-Feeder or Market Beef. **NO** more than a total of seven (7) beef (not including the Cow/Calf Project) may be shown. **NO** individual animal may be shown in more than one quality class. Weight classes on beef steer and heifer entries will be made as the show warrants. If other divisions are necessary to facilitate judging, classes will be divided according to weight, sex or age. Market Steer and Heifer Breeds with less than five (5) animals in a class will be shown with crossbred and other animals. This minimal number rule does **NOT** apply to Home Raised Beef classes. **Home Raised MUST be owned and raised by 4-H'er or immediate family (parents)**. If animal is home raised, 4-H'er can show in breed class **OR** home raised class. Whether Market Beef is home raised or purchased will be declared at weigh/tagging day.

Rate of Gain – see above.

BUCKET CALF - DIVISION 904

A Bucket Calf can be an orphan or newborn calf; male or female; dairy, beef, or cross; hand-fed on bucket or bottle. Select and/or purchase a calf born between January 1 and June 1 of current project year within two weeks of birth. The animals will be judged on (a) health and condition of calf; (b) showmanship, which includes how clean the animal is; (This is **NOT** a fitting contest) (c) knowledge of project; and (d) tameness of the calf. All calves will be shown at halter and 4-H'ers **MAY NOT USE A SHOW STICK**. Dairy and Beef calves of either sex may be shown together. If shown, calf should probably be at least 90 days old. Project is limited to 4-H'ers 8-11 year-olds. **A bucket calf record form MUST be filled out and presented to the superintendent at check-in.** These forms are at the extension office. Bucket calf must be on ID sheet with a county 4-H tag or ranch tag, & photo for county fair turned into Extension Office by June 1st deadline.

Class

901. **Bucket Calf**

STOCKER-FEEDER CALF - DIVISION 905

Calves born between January 1 and June 1 of current year. Calves will be judged as for their intended purpose. Stocker Feeder calves must be on ID sheet with a ranch tag or 4-H county tag turned into Extension Office by June 1st deadline. No photo required.

Class

901. **Replacement Heifer Calves**
 902. **Market Heifer Calves**
 903. **Bull Calves**
 904. **Market Steer Calves**

MARKET BEEF - DIVISION 11

Market Beef must be on ID sheet with a county 4-H tag or EID tag and a photo for county fair turned into Extension Office by April 1st deadline. Photo required if not weighed at county designed weigh dates.

Class

Home Raised (MUST be owned and raised by 4-H'er or immediate family)

901. **Home Raised Steer**
 902. **Home Raised Heifer**
 903. **Purchased Steer**
 904. **Purchased Heifer**

BREEDING HEIFERS - DIVISION 906

January 1 of previous year maximum age. Any breed having five or more head will have their own class. If class break down is needed, classes will be divided by age. Age breaks will be in two-month increments, i.e. January - February will be one class. Breeds with less than 5 head will be shown as all other breeds (AOB). Registration papers and readable tattoos will be **REQUIRED** to be shown as a purebred. **NO** photocopies will be accepted. Any heifers without registration papers will be shown as crossbred. Breeding must be on ID sheet with a county 4-H tag or ranch tag, & photo for county fair turned

into Extension Office by June 1st deadline. Tattoo is REQUIRED to show at State Fair.

Class

- 901. Hereford/Polled Hereford
- 902. Angus
- 903. Shorthorn
- 904. Purebred - All other breeds (AOB)
- 905. Crossbred

COW/CALF - DIVISION 907

This is a 3-year cow herd building project, that needs to go in order. Year 1: 2 Stocker Feeder Calves; Year 2: 2 Breeding Heifers; Year 3: 2 cows, with calves.

Judging Criteria: 50% record bookkeeping, 30% livestock knowledge, and 20% livestock quality.

All past and new record books **MUST** be turned in to the extension office by fair time.

REQUIREMENTS: 4-H'er **MUST** be 12-18 years of age (4-H age). ID sheets **MUST** be filled out and returned to the extension office by June 1st. Animals **MUST** be halter broke to tie. Range condition (unclipped) females retained for herd replacement.

Class

- 901. **Stocker Feeder Replacement Heifers:** Maximum of two per exhibitor; record books and picture of animal required. Unclipped range condition. Animals ineligible for 4-H show.
- 902. **Breeding Heifers:** Maximum two per exhibitor. **MUST** have been exhibited prior year as Cow/Calf stocker feeder ID from previous year. Record books **MUST** have additional information of current year's project added to prior year's project and current picture of animal. Unclipped range condition. Animals ineligible for 4-H show.
- 903. **Cow/Calf Pairs:** Maximum 2 pairs per exhibitor. **MUST** have completed previous two stages of cow/calf project to be eligible. Record books **MUST** have additional information of previous two years with current pictures. Cow **MUST** have natural born calf (ungrafted) by side with obvious bonding qualities. Both animals will be unclipped range condition. Animals ineligible for 4-H show.

CARCASS CONTEST (STOCKVILLE ONLY) – DIVISION 908

Class

- 901. Market Beef

DEPARTMENT G - SHEEP

A 4-H'er is limited to exhibiting a maximum of six (6) sheep which includes a pen of three. **NO** individual animal may show in both breeding, market classes, and pen of three. See sale rules for other details.

To be eligible to show, the 4-H'er **MUST** have cared for the individual animal starting **NO** later than June 15. All sheep **MUST** be identified with USDA official ID (part of scrapie eradication program) All market sheep and "meat breed" breeding sheep **MUST** be completely slick shorn, including belly, to within ¼" **PRIOR** to arrival at show. Wool may be left on the legs **ONLY** below the knees and hocks. All "wool breed" sheep may be shown in the fleece.

Rate of Gain – see above.

CATCH-A-LAMB RULES: 4-H'er **MUST** be 8, 9, or 10 years old January 1, of the current year. The current year **MUST** be the first year they will show a lamb, excluding Cover Kid experience. They **MUST** be enrolled in 4-H in Frontier County by April 15, of the current year. Application **MUST** be picked up, filled out, and returned to the extension office by March 1, of the current year for both fairs. Must make arrangements for boarding or have a place to keep the animal before application deadline. Lambs **MUST** be picked up end of March/first of April. **TWO** letters must be sent to the sponsor between picking up the lamb and showing the lamb. The 4-H'er **MUST** complete the Catch-A-Lamb Record Book and bring to the fair. The lamb **MUST** be shown at one of the two fairs in Frontier County the current year. Must sell the market lamb and return 25% of the sale price to the Frontier County 4-H Council to further project. May keep ownership of breeding catch-a-lamb but must pay 25% of market price of weight at time of fair to the Frontier County 4-H Council to further project.

Judging criteria: 20% record book 4-H F93 submitted on entry day; 20% two letters to program sponsor – one at the beginning thanking the sponsor, and a progress letter to the sponsor (include a story about your project and what you have learned this year about sheep from this lamb); 20% rate of gain; 20% class placing and/or ribbon (20 pts – purple, 15 pts – blue, 10 pts – red, and 5 pts – white); 20% Showmanship ribbon (20 pts – purple, 15 pts – blue, 10 pts – red, and 5 pts – white).

MARKET LAMB

Class

- 901. Market Lambs (Born **after** Jan 1 of current year)

BREEDING EWES

DIVISION 32

Class

- 901. Breeding Ewes (Born **before** Jan 1st of previous year)
- 902. Breeding Lambs (Born **after** Jan 1 of current year)
- 903. Yearlings (Born **before** Jan 1 of current year)

CATCH-A-LAMB DIVISION 31

DIVISION 33

Class

- 901. Catch-a-Lamb

PEN OF THREE - DIVISION 34

Class

- 901. Pen of Three Market Lambs-Judged in the show ring. Exhibitor **MUST** also show in individual market or breeding sheep class.

CARCASS CONTEST (STOCKVILLE ONLY) – DIVISION 36

Class

- 901. Market Sheep

DEPARTMENT G - MEAT GOAT

Minimum weight requirement is 50 lbs with a recommendation of 70 - 100 lbs being optimal. Goats meeting the minimum requirements will be eligible for the livestock auction. Market Goats **MUST** have horns blunted. Dehorning is acceptable and preferred. All goats **MUST** have scrapie tags for ID. Goats are to be shown with neck chains or smooth collars only.

DIVISION 58

Class

- *10. Market Meat Goat – may be either doe or wether (Born **after** Dec 1st of previous year)
- 901. Meat Type Breeding Does (1 year old and under) (Born **after** Dec 1st of previous year)
- 902. Meat Type Breeding Does (Over 1 year old) (Born **before** Dec 1st of previous year)

Goat Costume Contest (participation ribbon will be awarded)

- 903. Dress your goat in her Sunday best. Use your imagination to dress her to match her personality. You may dress up as well.

DEPARTMENT G - SWINE

A 4-H'er is limited to exhibiting a maximum of six (6) animals including the pen of three. This means they can only show two Market Swine. Animals will be put into classes on a weight basis. See sale rules for other details. All water containers must be secured in pens to decrease spilling.

MARKET HOGS - DIVISION 35

Class

- 901. **Market Hogs** (barrows and gilts).
- 902. **Pen of Three** (Market hogs) - Exhibitor **MUST** also show an individual market hog or breeding hog.
- 903. **Breeding Gilts** – Less than 1 year old.

DEPARTMENT G - DAIRY CATTLE

All 4-H'ers showing Dairy **MUST** have their Youth for Quality Care of Animals (YQCA) certification. All dairy classes will be divided according to entries listed in the State Fair 4-H premium list. Contact the office for list.

DEPARTMENT G - DAIRY GOATS

All 4-H'ers showing Dairy Goat **MUST** have their Youth for Quality Care of Animals (YQCA) certification. All does **MUST** be identified with USDA official ID (part of scrapie eradication program).

DIVISION 50

Class

- 901. Under 2 years - Milking Doe
- 902. 2 years and over - Milking Doe

DEPARTMENT G - POULTRY

All 4-H'ers showing Poultry MUST have their Youth for Quality Care of Animals (YQCA) certification. Poultry exhibitors MUST wear official county 4-H T-shirt. Exhibitors are encouraged to wear long sleeve shirt or tube socks under the county 4-H T-shirt for safety but NOT mandatory.

A 4-H'er is limited to 10 bird entries per exhibitor. An individual bird may **NOT** be shown in more than one class.

All poultry will be judged according to breed standards listed in the American Standard of Perfection. The minimum weights for exhibition birds will be as stated in the American Standard of Perfection and the Bantam Standard. The minimum weights for production birds will be 3 lbs. for females and 4 lbs. for males of light breeds and 4 lbs. for females and 5 lbs. for males of heavy breeds. Young means current year hatch. A pen of broilers shall consist of three male or three female birds 6-9 weeks of age, a pen of hybrids, crossbred or purebred egg production birds shall consist of 3 sexually mature females. Pens of broilers or egg production females will be judged for production qualities only and need **NOT** necessarily conform to breed standards. The rules for standard size chickens apply equally to bantams, waterfowl and turkey where applicable. All poultry exhibited **MUST** be grown in a 4-H'er's project. All poultry exhibited **MUST** be grown in a 4-H'er's project. Proper paperwork is required for exhibiting game birds.

Basis for judging showmanship is based on grooming and training of the bird and the appearance and behavior of the exhibitor. The exhibitor **MUST** vocally explain the steps in their routine and the merit of the bird, primarily showmanship is the skill of the exhibitor in presenting and explaining the bird before the judge. Showmanship is required in order to show a species of any animal.

Each exhibitor MUST present a brief description of their project or animal with a picture of the exhibitor and poultry. The size of the display should be NO larger than 10"x12" and be available in some close location or attached to the cage in some manner. This is only needed for showmanship animal.

STOCKVILLE SHOWMANSHIP - DIVISION 70

All Intermediate Division entries will be put in the Senior Division if there are **LESS THAN THREE** (3) entries in that division but will be judged only against those in the Intermediate Division. **Exhibitors within the same age division should be out of ear shot of 4-H'er being judged for showmanship. Use of the microphone will be optional.** Showmanship maximum is 5 minutes.

Class

- 901. **Junior Poultry Showmanship** (8-10 yrs.)
- 902. **Intermediate Poultry Showmanship** (11-13 yrs.)
- 903. **Senior Poultry Showmanship** (14 -18 yrs.)

EUSTIS SHOWMANSHIP – DIVISION 72

Class

- 901. Junior Poultry Showmanship (8 – 12 years)
- 902. Senior Poultry Showmanship (13 – 18 years)

EGGS - DIVISION 71

- *22. **Egg Class – Eustis Fair & Corn Show** Check-in will be at the show. **Stockville** Check-in will be during the Beef Show. 1 dozen eggs judged on quality and consistency. Eggs can be of any color (white, brown, other). Eggs will be destroyed immediately after the show.

STANDARD SIZE - DIVISION 912

<u>Class</u>		<u>Class</u>	
901.	Cockerel	903.	Cock
902.	Pullet	904.	Hen

BANTAMS - DIVISION 913

<u>Class</u>		<u>Class</u>	
901.	Cockerel	903.	Cock
902.	Pullet	904.	Hen

CROSSBRED - DIVISION 914

<u>Class</u>		<u>Class</u>	
901.	Cockerel	903.	Cock
902.	Pullet	904.	Hen

PET POULTRY - DIVISION 915

<u>Class</u>	
901.	Pet Poultry

DUCKS - DIVISION 916

<u>Class</u>	
901.	Young Drake
902.	Young Duck
903.	Adult Duck

GOOSE - DIVISION 917

<u>Class</u>	
901.	Young Gander
902.	Young Goose

TURKEY - DIVISION 918

<u>Class</u>	
901.	Young Tom
902.	Young Hen

PRODUCTION - DIVISION 919

<u>Class</u>	
901.	Pen (Broilers)
902.	Pen (Egg Production)

GAME BIRDS - DIVISION 920

<u>Class</u>	
901.	Young Ring-neck Pheasant
902.	Young Quail
903.	Guinea

MISCELLANEOUS - DIVISION 921

Poultry Collage - Check-in will be at the show. Create a photo collage consisting of pictures of your poultry. Mount photos to 12"x18" black or white poster board.

<u>Class</u>		<u>Class</u>	
901.	Junior	902.	Senior

Poultry Poster - Check-in will be at the show. Photo and questionnaire (available at extension office) mounted on poster board. 4"x6" photo of 4-H'er with their birds they are going to show. All answers **MUST** be in paragraph form and legibly handwritten.

<u>Class</u>		<u>Class</u>	
903.	Junior	904.	Senior

DEPARTMENT G - RABBIT

All 4-H'ers showing Rabbit MUST have their Youth for Quality Care of Animals (YQCA) certification. Rabbit exhibitors MUST wear official county 4-H T-shirt. Exhibitors are encouraged to wear long sleeve shirt or tube socks under the county 4-H T-shirt for safety but NOT mandatory. A carpet square MUST be provided by the 4-H'er for showing their rabbit.

All rabbits will be judged according to breed standards using the American Standard of Perfection.

Limited to SIX (6) rabbit entries per exhibitor. Rabbits MUST be raised in a 4-H'er's 4-H Rabbit Project. Any 4-H'er enrolled in the rabbit project may enter competition. The participant may use any rabbit they choose, so long as it was raised and trained by the 4-H'er. Basis for judging - showmanship is based on grooming and training of the rabbit and the appearance and behavior of the exhibitor. Information on the basis for judging Rabbit Showmanship is found in your 4-H Rabbit Project Manual. State Fair rules have additional requirements for 4-H'er planning to exhibit at the State Fair. Each exhibitor MUST present a brief description of their project or animal with a picture of the exhibitor and rabbit(s). The size of the display should be NO larger than 10"x12" and be available in some close location or attached to the cage in some manner. Need only for showmanship animal.

STOCKVILLE SHOWMANSHIP - DIVISION 80

All Intermediate Division entries will be put in the Senior Division if there are **LESS THAN THREE (3) entries in that division but will be judged only against those in the Intermediate Division. Exhibitors within the same age division should be out of ear shot of 4-H'er being judged for showmanship. Use of the microphone will be optional.** Showmanship maximum is (4) minutes.

<u>Class</u>	
901.	Junior Rabbit Showmanship (8-10 yrs.)
902.	Intermediate Rabbit Showmanship (11-13 yrs.)
903.	Senior Rabbit Showmanship (14-18 yrs.)

EUSTIS SHOWMANSHIP - DIVISION 82

<u>Class</u>	
901.	Junior Rabbit Showmanship (8-12 yrs. old)
903.	Senior Rabbit Showmanship (13 - 18 yrs.)

MARKET CLASSES - DIVISION 81

<u>Class</u>	
901.	Small Fryer (up to 5 lbs.)
902.	Large Fryer (5 lbs. & above)

BREEDING CLASSES - DIVISION 922

<u>AGE</u>	<u>DOES</u>	<u>BUCKS</u>
Junior (under 6 months)	Class 901.	Class 904.
Intermediate (6, 7 & 8 months)	Class 902.	Class 905.
Seniors (over 8 months)	Class 903.	Class 906.

PET DIVISION - DIVISION 923

<u>Class</u>		<u>Class</u>	
901.	Junior Doe (8 months & under)	903.	Junior Buck (8 months & under)
902.	Senior Doe (over 8 months)	904.	Senior Buck (over 8 months)

DEPARTMENT G - COMPANION ANIMALS

An exhibit is composed of the animal(s) and the cage or tank. The exhibit can contain from one to five animals. The exhibit will be judged as a whole; both animal(s) and the facility in which they are displayed will be considered during the judging of the exhibit. **NO** animal with babies will be allowed. In the judging of exhibits, the following criteria will be considered: health of animal, condition of cage, safety of display, appropriate environment, proper food and water facilities, visual aids describing the display, general knowledge of 4-H'er. Exhibitors are required to be present during the judging of their exhibit. All pets **MUST** be displayed in a cage or a tank. The exhibitor is required to furnish their own cage or tank. **4-H exhibitors MUST wear official county 4-H T-shirt.**

DIVISION 924

Class

901. Guinea Pigs, Hamsters, Gerbils, & Other Mammals
 902. Birds
 903. Reptiles, Fish and Amphibians

ANIMAL 4-H PROJECTS ONLY AVAILABLE AT THE FRONTIER COUNTY FAIR IN STOCKVILLE

DEPARTMENT G - HORSES (Stockville ONLY)

Horse show rules will be the same as set for the Nebraska 4-H Horse Show Rule Book and Judging Guide of the current year. **DRESS CODE** - See Rule 13. All classes will be divided into Junior, Intermediate and Senior Divisions based on official 4-H age. All intermediate division entries of the Horse Show will be put in the senior divisions if there are **LESS THAN THREE (3)** entries in that division. Scoring for the high point awards in each division are as follows: Grand Champion 6 pts; Reserve Champion 5 pts; Purple 4 pts; Blue 3 pts; Red 2 pts; White 1 pt. Dummy Roping will **NOT** be included in Overall High Point scoring. In the event of a tie, the placing in showmanship will be the deciding tie-breaker.

DIVISION 909

JUNIOR DIVISION (8-10)

Class

901. Showmanship
 902. Western Pleasure
 903. Western Horsemanship
 904. Reining
 905. Trail
 906. Barrel Racing (timed)
 907. Pole Bending (timed)
 908. Working Ranch Horse (Single Cow)
 909. Dummy Roping

DIVISION 910

INTERMEDIATE DIVISION (11-13)

Class

901. Showmanship
 902. Western Pleasure
 903. Western Horsemanship
 904. Reining
 905. Trail
 906. Barrel Racing (timed)
 907. Pole Bending (timed)
 908. Working Ranch Horse (Single Cow)
 909. Dummy Roping

DIVISION 911

SENIOR DIVISION (14 & Over)

Class

901. Showmanship
 902. Western Pleasure
 903. Western Horsemanship
 904. Reining
 905. Trail
 906. Barrel Racing (timed)
 907. Pole Bending (timed)
 908. Working Ranch Horse (Single Cow)
 909. Dummy Roping

DUMMY ROPING RULES: Junior Division will rope the stationary dummy steer from the ground. Intermediate and Senior Divisions will rope the stationary dummy steer from horseback. All participants will be allowed five (5) throws at the head. **There will be a three-minute time limit on Dummy Roping for all divisions.** Junior Division will be judged on the position they rope from (standing) and the way they handle the rope (coiling, building the loop, swing, etc.) 5 points possible. Intermediate and Senior Divisions will be judged on the way they use their reins and legs, the handling of their horse, and proper position of their horse for the throw. 5 points possible. Participants will also be judged on the way they handle the rope (coiling, building the loop, swing, dally, etc.) 5 points possible. All participants will also receive points for the catches made on the dummy head according to the following system: POINTS: Miss (0) Half-head (1) Neck Catch (2) Clean Horns (3). There are 20 points possible in the Junior Division (5 from judging and 15 from the catch values). There are 25 points possible in the Intermediate and Senior Divisions (10 from the judging and 15 from the catch values).

DEPARTMENT G - CAT

Pre-enter all cats. Exhibitor **MUST own** the cat. The entries in the 4-H Cat Show are **NOT** judged according to breed standards. Kittens **MUST** be at least four months old in order to be eligible to be shown.

All cats **MUST** be immunized with Distemper and Rabies **at least** two weeks before the fair. Proof of vaccination **MUST be** shown before the show starts. Cats shall be free of parasites and infectious diseases. Females in heat, pregnant or nursing will **NOT** be permitted to show. Claws **MUST be** clipped. Carrier, collar, and leash will be **required.**

The judge will check the carrier to make sure it adequately meets the cat's needs, (proper ventilation, food, water, etc.). Showman will present cat to the judge, tell them what they do to care for their cat, what shots have been given, etc. The judge will ask a few questions of the showman. **4-H exhibitors MUST wear official county 4-H T-shirt.**

DIVISION 690

Class

901. Junior Cat Showmanship (8-10 yrs.)
 902. Intermediate Cat Showmanship (11-13 yrs.)
 903. Senior Cat Showmanship (14 & 18 yrs.)

DEPARTMENT G - DOG

Exhibitor should provide primary care and training for the dog. The dog should reside with the exhibitor or be cared for by the exhibitor the majority of the year.

Experienced handlers are those showing for the second year or more at any dog show, including AKC, fun matches, etc. Handlers and beginning dogs may show **ONLY** one year in Class 10. The following year, they **MUST** advance to Class 20 or higher. A youth will move up to a 'transition year', after they receive 1 purple in a specific class at county or state level competition. Youth do **NOT** have to move up in the middle of a 4-H year. Youth will then have the option to stay in their current class for one additional year (after receiving 1 purple ribbon) called the 'transition year'. During the transition year, youth will practice the more advanced class (gaining skills such as off leash work) but may compete in their same level. Youth entering the 4-H program as experienced handles may be placed in appropriate level by 4-H Dog leaders.

Baiting with food or a toy is **NOT** permitted and is cause for disqualification. Handlers may use baiting action without food or toys. The judge has the authority to disqualify violators.

All dogs MUST be immunized with Distemper, Hepatitis, Parvo, and Rabies. Bring a photocopy of the current rabies vaccination certificate for each dog to the show. Females in season will **NOT** be permitted to show. Overly aggressive dogs may be disqualified at the discretion of the judge or superintendent. Lame or crippled dogs will **NOT** be permitted to show if it is determined by superintendent that it is affecting the health of the dog. Dog **MUST** be 6 months or older. Dogs may be substituted if it is injured or dies following the entry deadline. A substitute can be selected from the exhibitor's household family or from the household where the originally entered dog resides. Dog(s) may be substituted only if a superintendent is directly consulted prior to the show date.

It is the dog exhibitor's responsibility to pick up after their dogs at all times. Dogs soiling in the show ring (during a class) will be lowered one ribbon placing. During contest, dogs are never unattended. They must always be on a leash or in a crate.

Showmanship will be judged on handler's appearance "10%", grooming and conditioning "20%", coordination of the dog and handler "50%", and general knowledge "20%". **4-H exhibitors MUST wear official county 4-H T-shirt.** A show lead **MUST** be used in all showmanship classes.

SHOWMANSHIP - DIVISION 700

Class

- 901. **Junior Dog Showmanship** – (8-10 yrs.)
- 902. **Intermediate Dog Showmanship** – (11-13 yrs.)
- 903. **Senior Dog Showmanship** – (14-18 yrs.)

OBEDIENCE - DIVISION 701

Beginning Novice and Sub-Novice - All exercises **MUST** be performed on a six-foot (6) long leash. Dogs **MUST** heel including figure 8; stand for examination; come on recall; long sit for one minute and long down for three minutes. The leash may lie on the floor in front of the dog or be held by the handler.

Class

- *10. **Beginning Novice** – Handler and the dog being shown are both in their first year of competition.
- *20. **Sub-Novice** – Handler or dog is beyond first year of competition.
- *30. **Novice** – Dogs **MUST** heel on leash including figure 8; stand for examination off leash, heel free; come on recall off leash, long sit for one minute off leash and long down for three minutes off leash.
- *40. **Graduate Novice** – Dogs **MUST** heel on leash; stand for examination off leash; heel free including figure 8; drop on recall; long sit for three minutes and long down for five minutes both with handler out of sight.

AGILITY CHALLENGE - DIVISION 702

Class

- 901. **Beginners** – The dogs will be on a leash for safety purposes. Including a table at 12" for all dogs, Pipe Tunnel, and Six Obstacles. The standard course time shall be 60 seconds.
- 902. **Intermediate** – The dogs will be on a leash for safety purposes. For handler's beyond first year's experience. The course will include all of the obstacles from the beginners' division as well as the tunnel, dog walk, weave poles, and "A-frame".
- 903. **Advanced** – Will perform all of the obstacles listed in the intermediate division but will be done off leash. Exhibitors must have received a purple ribbon in the intermediate division in order to move on to the advanced division.

DEPARTMENT G - LLAMA/ALPACA - STOCKVILLE ONLY

Members will be involved in their care and training. Llamas will **NOT** be judged on confirmation. All Intermediate Division entries will be put in the Senior Division if there are **LESS THAN THREE** (3) entries in that division but will be judged only against those in the Intermediate Division.

DIVISION 925

Class

- 901. **Obstacle Course**
- 902. **Junior Showmanship** (8-10 year olds)
- 903. **Intermediate Showmanship** (11-13 year olds)
- 904. **Senior Showmanship** (14-18 year olds)

- Public health or safety
- Proper animal management to ensure food safety & quality
- Efficient and safe livestock working facilities
- Or a topic of the exhibitor's choosing relating to veterinary medicine or veterinary science

DEPARTMENT H - VETERINARY SCIENCE

The purpose of the Veterinary Science exhibit is to inform the public about a common health problem of animals, a veterinary science principle or public health/zoonotic diseases. Do **NOT** confuse veterinary science exhibit topics with animal husbandry, history, or production topics.

A **Veterinary Science exhibit may consist of a poster, notebook, or a display**. The exhibit may represent material from any of the Veterinary Science projects including entry level exhibits from Unit I.

If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will **NOT** be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are **NOT** appropriate. For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown; for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.

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

Veterinary Science Poster: This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should **NOT** exceed 22"x28" and may be either vertical or horizontal.

Veterinary Science Display: A display may include but is **NOT** limited to: a 3-dimensional exhibit, a scale model, the actual product (for example: skeleton; teeth; samples of leather, fur, or dried skin damaged by disease or parasites) or a notebook. A display is **NOT** a poster. A display may be mounted on poster board **NOT** to exceed 22"x28" or on 1/4" plywood or equivalent that does **NOT** exceed 24" high x 32" wide or in a three-ring binder or another bound notebook format. Each display **MUST** be identified with name, address and county on the back.

Appropriate Veterinary Science Topics:

- Maintaining Health
- Specific Disease Information
- Photographic Display of Normal and Abnormal Characteristics of Animals
- Animal Health or Safety
- Public Health or Safety
- Proper Animal Management to Ensure Food Safety & Quality
- Efficient and Safe Livestock Working Facilities
- Or a Topic of the Exhibitor's Choosing Relating to Veterinary Medicine or Veterinary Science

****Remember, Since these are science displays, all references and information need to be properly cited.** Proper sources include but are **NOT** limited to: Professional journals and publications, professional AVMA accredited websites, interviews with veterinarians and excerpts from veterinary educational literature. **Plagiarism will result in disqualification. Please study your topic and present the information to your audience in your own words.**

DIVISION 480

Class

- *1. 4-H Veterinary Science Large Animal Poster, Notebook or Display
- *2. 4-H Veterinary Science Small Animal/Pet Poster, Notebook or Display

COMMUNICATIONS & EXPRESSIVE ARTS

DEPARTMENT B - SPEECH CONTEST

A speech contest will be held with divisions based on age as of January 1 of the calendar year. Clover Kid (5-7), Novice (8-9), Junior (8-10), Intermediate (11-13), and Senior (14-18) Division. **Speeches MUST be 4-H related except for Clover Kids and Novices who may read a poem, favorite story, or tell of a favorite place they have visited.** The 4-H'er **MUST** acknowledge source information in the speech. Visual aids are **NOT** allowed.

The top three in each class win a cash award from the 4-H Council at the county level.

The top five purples in classes 904, 905 & 906 are eligible to go on to the State Speech/PSA Contest.

DIVISION 902

Class

- 901. **Clover Kid (non-competitive) Age 5-7** – This class is non-competitive and is **NOT** eligible for State Competition. **NO** longer than 2 minutes.
- 902. **Novice Division Speech Age 8-9** - This division is for first time speakers that did **NOT** participate as a Clover Kid in past years. This class is **NOT** eligible for State Competition. **NO** longer than 2 minutes.
- 903. **Junior Division Speech Age 8-10** - 1-3 minutes. This class is **NOT** eligible for State Competition.
- 904. **Intermediate Division Speech Age 11-13** - 3-5 minutes
- 905. **Senior Division Speech Age 14-18** - At least 5 minutes and **NOT** more than 8 minutes.
- 906. **Public Service Announcements - All PSA's** will use the state theme as the basis for the PSA. The **2021 PSA theme is "Opportunity 4 All" and should be incorporated in the PSA.** All radio PSA's **MUST** promote 4-H and be general enough to be used anywhere in Nebraska at any time of the year. All 4-H PSA's **MUST** include the following tag line within the last ten seconds of the PSA: **"Learn more about the Nebraska Extension 4-H Youth Development Program at 4h.unl.edu."** The tag line is included in the 60 second time limit. Sound effects and public domain music may be used. Copyrighted material may **NOT** be used. All PSA's **MUST** be the original work of the presenter. Contestants may **NOT** use PSA's written and provided by the state or national staff. **NO** team PSA's are allowed. Please use .wav or .mp3 audio formats when recording your PSA.

DEPARTMENT B – PHOTOGRAPHY

The purpose of this project area is to establish basic to advanced knowledge of and abilities in using photographic equipment, lighting, and composition to capture images, express feelings, and communicating ideas. Participants can work through the three project levels, progressing from basic to advanced photography skills and technique.

- A. 4-H'ers are allowed to exhibit in only one photography level. Individuals may enter one entry per class. Once 4-H'er has exhibited in a higher level, he/she cannot exhibit in lower level.
- B. An image may only be used on one exhibit with the exception of Portfolios, which may include images entered in other classes.
- C. **Cameras:** Photos be taken with any type of film or digital camera, including phones, tablets, and drones.
- D. Photos **MUST** be shot by the 4-H member during the current project year with the exception of Portfolios which may include images captured and/or exhibited in previous years.
- E. Securely attach photos, mats, backing, and data tags. Exhibits that are poorly attached will be disqualified. Do **NOT** use photo corners, borders or place coverings over the exhibits.
- F. **Portfolios:** All portfolios **MUST** include the following information: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each photo. When writing reflections, youth should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image. Portfolios may be presented in either print or digital formats: 1) Printed portfolios should be presented in a 8½"x 10" 3-ring binder or similar book format. Recommended photo size is 8"x10". Matting is not necessary. 2) Digital portfolios may be present online and must be exhibited along with a single 8½"x11" flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
- G. **Display Exhibits Level I or Level 11**—Three 4"x6" photos mounted on a single **horizontal** 11"x14" black (preferred) or white poster or mat board. accepted. **NO** foam board backing should be used. Each photo in the display **MUST** be numbered using a no. 2 lead pencil below (for judge's reference only). Numbers should be readable but **NOT** detract from the overall display. **NO** titles, captions, or stick-on numbers will be allowed. Photos **MAY** be mounted vertically or horizontally. **The appropriate Data Tags** are required. Attach securely to the back. (see rule regarding Data Tags).
- H. **Print Exhibits:** All exhibit prints are 8"x10" prints mounted in 11"x14" (outside size) cut matting (no frames) with a sandwich mat board backing. No foam board should be used for matting or backing. Mat openings may be rectangular or oval. Place photos horizontally or vertically as appropriate. No frames allowed. **The appropriate Data Tags** are required. Attach securely to the back. (see rule regarding Data Tags). Exhibits **NOT** following these rules will be dropped one ribbon placing.
- I. **Entry Tags:** Entry tags should be securely attached to the upper right-hand corner of the exhibit.
- J. **Data Tags** are required on all print and display exhibits and are available at the Extension Office or county website. Make sure tags are the most current. Data tags are not required for portfolios. Each exhibit must have the appropriate number and level of data tags. Data tags should be securely attached to the back of the exhibit.

Level I - DIVISION 900 – Photography Basics

Rules: Level I photographers should be utilizing all the skills and techniques covered in Unit I "Photography Basics" manual.

Class

901. **Challenging Photo Exhibit: Telling a Story Display:** An entry will include three photos which tell a story without words. Photos may show something being created, destroyed, consumed, moving, or growing. Photos should capture the beginning, middle, and end of a single story, project, or event. See 'G' above for further instructions. Imagination and variety are encouraged. (Activity 14)
902. **Get in Close Display or Exhibit Print:** Photo(s) should capture a close-up view of the subject or object. (Activity 8)
903. **Fun With Shadows Display or Exhibit Print:** Photos(s) should capture interesting or creative use of shadows. (Activity 4)
904. **Tricks & Magic Display or Exhibit Print:** Photo(s) should capture visual trickery or magic. Trick photography require creative compositions of objects in space and are intended to trick the person viewing the photo. For example, if someone is standing in front of a flowerpot, the pot might not be visible in the image, making it look as if the flowers are growing out the person's head. (Activity 11)
905. **Black & White Display or Exhibit Print:** Photos should create interest without the use of color. Photos should show strong contrast and/or textures. Photos may be captured in black and white or captured in color and edited to black and white. (Activity 15)
906. **Exhibit Print:** An entry will consist of black and white or color 8"x10" photograph of any subject mounted in an appropriate color 11"x14" (outside size) cut matting with sandwich backing. Encourage originality and creativity.

Level II - DIVISION 181 – Next Level Photography

Rules: Level II photographers should be utilizing all the skills and techniques they have developed thus far in their photography careers, especially topics covered in Level I "Photography Basics" manual and Level II "Next Level Photography" manual.

Class

- *10. **Level II Portfolio:** Portfolio should represent the photographer's best work and must include 5-7 different images from the 4-H'er's photography career. At least 2 images **MUST** have been taken during the current year. The remaining images may have been taken at any time during the 4-H'er's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Unit II classes during the same year.
- *20. **Creative Techniques & Lighting Display or Exhibit Print:** Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections or another lighting technique covered in "Next Level Photography" manual (Activity 3, 4, 5)
- *30. **Creative Composition Display or Exhibit Print:** Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle, or another composition technique covered in "Next Level Photography" manual. (Activity 6, 7, 8, 9)
- *40. **Abstract Photo Display or Exhibit Print:** Photos should be abstract capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer's attention. (Activity 11)
- *50. **Candid Photography Display or Exhibit Print:** Candid photos should capture a special moment or meaningful interaction. Photos should be unposed. (Activity 10)

- *60. **Expression Through Color Display or Exhibit Print:** Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary, or tertiary. (Activity 13)
901. **Exhibit Print:** Any subject (Not eligible for State Fair)
902. **Photo Taken in Frontier County:** Must include a short narrative including the location and date the photo was taken.

Level III - DIVISION 182 - Mastering Photography *NOTE: Manual adjustments are strongly encouraged for Level III Exhibits.*

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

Class

- *10. **Level III Portfolio:** Entry will consist of 9-11 photos that represent the 4-Her's best work. At least 3 of the photos should be from the current year. The remaining photos may have been taken at any time during the 4-Her's experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Unit III classes during the same year. See Guideline F for details.
- *20. **Advanced Techniques & Lighting Exhibit Print:** Photos should show an experimentation or exploration of advanced lighting, such as low-light or silhouette photography or another advanced photography technique, such as astrophotography, underwater photography, or infrared photography. (Activity 3, 4, 5, or 12)
- *30. **Advanced Composition Print:** Photos should show advanced compositions, such as using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewers eye through a scene; breaking the rule of thirds to compose a discordant image; or another advanced composition technique covered in "Mastering Photography" manual. (Activity 6, 7)
- *40. **Portrait Exhibit Print:** A great portrait captures not only a person's physical image, but also something of the person's character or personality. Photos may be either formal or informal but must be of one or more human subjects. (Activity 9)
- *50. **Still Life Exhibit Print:** Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)
- *60. **Freezer/Blur the Moment Exhibit Print:** Photos should capture a subject in motion. Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)
901. **Exhibit Print:** Any subject (Not eligible for State Fair)
902. **Photo Taken in Frontier County:** Must include a short narrative including the location and date the photo was taken.

DEPARTMENT B - COMMUNICATIONS

Exhibits in this division will be evaluated on clarity of purpose/message in relation to communications, accuracy of information, originality, creativity, evidence of 4-H'ers learning in this area, and educational value of exhibit to viewers.

DIVISION 154

Level 1: Communications Module 1

Use one or a combination of the experiential activities in the Communications Module 1 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include, but are **NOT** limited to: (1) Verbal, non-verbal communication forms; (2) Identifying different communication types; (3) Business letter vs friendly letter.

Class

901. **Poster** - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area.
902. **Essay** - Write an essay (3-5 pages) that showcases what was learned in this project area.

Level 2: Communications Module 2

Use one or a combination of the experiential activities in the Communications Module 2 curriculum to create an educational poster or essay sharing with others what you have learned. Topics may include but are **NOT** limited to: (1) Identifying cultural differences in communications; (2) Developing guidelines for internet etiquette; (3) Evaluating another person's presentation; (4) Identifying communication careers; (5) Preparing a presentation using a form of technology.

Class

- *1. **Poster** - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area.
- *2. **Essay** - Write an essay (3-5 pages) that showcases what was learned in this project area.

Level 3: Communications Module 3

Use one or a combination of the experiential activities in the Communications Module 3 curriculum to create an educational poster, essay, or digital media sharing with others what you have learned. Topics may include, but are **NOT** limited to: (1) Composing a personal resume; (2) Completing research on a speech or presentation topic; (3) Identifying ways to reduce risks online; (4) Evaluating own cell phone usage and etiquette; (5) Critiquing advertisements; (6) Job shadowing a communication professional.

Class

- *3. **Poster** - Create a poster, measuring either 22"x28" or 24"x36", that showcases what was learned in this project area.
- *4. **Essay** - Write an essay (3-5 pages) that showcases what was learned in this project area.
- *5. **Digital Media** - Design a form of digital media (advertisement, flyer, short video or presentation, social media or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (web site, Dropbox, Google Drive, YouTube, Flickr, etc.) and using the web address of the digital media file, create a QR code (using any free QR code creator, ex. Qr-code-generator.com). Print the following on an 8.5"x11" sheet of cardstock: (1) the QR code, (2) 1-3 sentences about what viewers will see when they access the QR code on their mobile device.

DEPARTMENT B - THEATER ARTS

DIVISION 905

Class

901. Article Made

DEPARTMENT B – VISUAL ARTS

The purpose of the Visual Arts projects is to learn design principles and develop design techniques. In addition, youth should work to communicate a personal voice, with intention, through their work. Be sure to take note of the rules section to develop a successful project. By completing supporting documentation, youth will examine their choices and demonstrate an understanding of the elements of art and principles of design.

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. **Display** – Items should be ready for display, framed, ready to hang, etc. No single mat board or artist canvas panels allowed. Wrapped canvas (if staples not visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command Strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing. Entries per Exhibitor: 4-H members may enter up to three exhibits but no more than one exhibit per class. **Entry Descriptions:** Entry tags should include a clear, visual description of the exhibit, such as colors, size or subject to aid in identification. **Supporting Information:** Supporting Information is required for all Visual Arts exhibits. Information must include responses to at least two reflection questions and steps to be taken to complete the project. Supporting Information tag templates can be found at <https://go.unl.edu/ne4hvisualarts>. Exhibits without supporting information will be dropped a ribbon placing.

PORTFOLIO PATHWAYS - DIVISION 261

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

Class

- *1. **Original Acrylic Painting** (SF200) – Framed and ready to hang (Portfolio Pathways, p. 12-13)
- *2. **Original Oil Painting** (SF200) Framed and ready to hang (Portfolio Pathways, p. 26-33)
- *3. **Original Watercolor Painting** (SF200) – Framed and ready to hang (Portfolio Pathways, p. 14-17)
- *4. **Original Sand Painting** (SF200) – Framed and ready to hang (Portfolio Pathways, p. 20-21)
- *5. **Original Encaustic Painting** (SF200) – Framed and ready to hang (Portfolio Pathways, p. 34-35)
- *6. **Original Print** (SF200) – Framed and ready to hang (Portfolio Pathways, p. 36-56)
- *7. **Original Mixed Media Accessory** (SF200) – An art exhibit using a combination of two or more different media or materials.
- *8. **Nebraska Life Exhibit** - An art exhibit using one of the techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example: solar printing; making prints using shed snakeskin or plant; an acrylic, oil, or watercolor painting of scenes of your community or the surrounding area; or using objects from nature to make the painting. Include the required information listed above and how this project represents Nebraska life.

SKETCHBOOK CROSSROADS - DIVISION 260

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

Class

- *1. **Original Pencil Or Chalk Drawing** (SF200) – Framed and ready to hang. Scratch art is accepted here. (Sketchbook Crossroads, p. 10-21)
- *2. **Original Ink Drawing** (SF200) – Framed and ready to hang (Sketchbook Crossroads, p. 22-28)
- *3. **Original Fiber Art (SF200)** – (Sketchbook Crossroads, p. 29)
- *4. **Original Felted Wool Art** (SF200) – (Sketchbook Crossroads, p. 29-33)
- *5. **Original Cotton Linter Art** (SF200) – (Sketchbook Crossroads, p. 34-36)
- *6. **Original Batik Art** (SF200) – (Sketchbook Crossroads, p. 37-39)
- *7. **Original Weaved Art** (SF200) – (Sketchbook Crossroads, p. 40-47)
- *8. **Original Dyed Fabric Art** (SF200) – (Sketchbook Crossroads, p. 48-50)
- *9. **Original Sculpture Or Potter** (SF200) – (Sketchbook Crossroads, p. 53-62)
- *10. **Nebraska Life Exhibit** (SF200) – An art exhibit using one of the techniques in the above classes to show how art can define a sense of place, or life in Nebraska. For example: a pencil or ink drawing depicting life in Nebraska; using natural resources such as native grasses to make a weaving; using natural fibers for felting; or using roots, nuts, plants or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska.

DEPARTMENT B - PRESENTATIONS

TEAMS (two 4-H'ers) or individuals may compete. Participants may be penalized if they exceed 8 minutes for individual and 10 minutes for team presentations in any class. Judges **ONLY** are permitted to ask questions in competition. A 4-H'er need **NOT** be enrolled in the project area in which they are making a presentation. All classes require the presence of the 4-H'er. Each 4-H'er is **REQUIRED** to wear the official 4-H chevron. Presentations using live animals and/or requiring a show arena need to advise the extension office in advance. Presentations using live animals are required to produce health papers. Presenters are responsible for all care and handling of animals. A PC compatible computer containing Microsoft PowerPoint 2013, an LCD projector and speakers will be provided for the participants. Presentations may be brought on a CD-ROM or a USB drive that is PC formatted. Participants may also provide their own computer or other equipment as needed. Participants using a different version of Microsoft PowerPoint are encouraged to bring their own computer, to ensure the slide transitions and animations work as intended.

Presentations should include an introduction (the “why” portion of the topic), a body (the “show and tell” portion of the topic), and a conclusion/summary (the “what” portion of the topic). All 4-H presentations should be related to how the 4-H'er is learning about science, healthy living, citizenship, and agricultural literacy.

Premier Presenter Contest at the NE State Fair - Each county can nominate one 4-H'er or one two-person team presentation (top purple or Grand Champion Presentation in the county contest) from the Illustrated Presentation Class to the Premier Presenter Contest at the NE State Fair. Participants **MUST** be 10 years old on January 1 of the current year. Participants in the Premier Presenter Contest may **NOT** participate in Class 113, or 114 at the State

Fair. A team presentation, consisting of two (2) may be given. There is **NOT** a separate class for team presentations. In the event of a team award receiving an outstanding award, each presenter will receive the cash award and a ribbon. This will be a special contest for the best of the best. A \$100 cash award will be given to the top four (4) outstanding presentations in the class.

4-H'ers **MUST** receive a purple ribbon in the county contest to compete at the NE State Fair. Top three in each class win cash awards from the 4-H Council at the county level.

DIVISION 151

Class

- *113. **Illustrated Presentation (10 years old on January 1, of the current year)** - Time limit is 6-8 minutes for individual or 8-10 for team. This is a live presentation with a formal talk where 4-H'er will use visual aids (such as props, posters, computer-based visuals handouts, video, etc.) to show and tell others how to do something. A computer using Microsoft PowerPoint 2013 and a large screen will be provided, along with an LCD projector and speaker. The participant may bring their own computer which may have different software programs besides Microsoft PowerPoint. The participant may also use Adobe Flash and other programs to enhance their presentation if the program is on their personal computer. If participating in Class 113, the 4-H'er **CANNOT** participate in Class 114.
- *114. **Illustrated Presentation, Special Topic: Nebraska Agriculture (10 years old on January 1, of the current year)** - Same rules as Class 113 with the exception of topic. If participating in Class 114, 4-H'er **CANNOT** participate in Class 113 or Class 115.
- *115. **Illustrated Presentation, Special Topic: Nebraska Agriculture, Food Preparation (10 years old on January 1, of the current year)** - Same rules as Class 113 with the exception of topic. If participating in Class 115, 4-H'er **CANNOT** participate in Class 113 or Class 114.
- 901. **Clover Kid (Non-Competitive)**
- 912. **County Only Illustrated Presentation (8 & 9 years old on January 1, of the current year)** - description same as Class 113.

DIVISION 152

Class

- *1. **Teaching Presentation (10 years old on January 1, of the current year)** - This is a live, interactive, trade show style presentation given by one (1) individual 4-H'er where 4-H'er will continuously engage a constantly changing/moving audience for 30 minutes by showing and telling them how to do something while answering questions. Judge will occasionally stop presenter(s) to view presentation, ask questions, and observe audience engagement. Communications Modules can be found in the 4-H Pick Your Project found at <https://4hcurriculum.unl.edu/index.php/main>. Video examples of the contest can be found at <https://4h.unl.edu/presentation-contest>. The following will be provided: one table, one easel, electricity. Contact the extension office with any other requests for equipment.
- *2. **Teaching Presentation Contest, Special Topic: Nebraska Agriculture (10 years old on January 1, of the current year)** - description same as Class 1 but **MUST** pertain to Nebraska agriculture.

DIVISION 153

The 4-H Digital Video class is for digital videos that show the recording, reproducing, and broadcasting of moving visual images. Digital videos may be created by one (1) individual or a team of two (2) individuals. 4-H'er will provide a 1-minute oral introduction (name, background/goal of presentation, intended audience, where presentation could be shared, etc.) followed by the showing of their digital video. The following digital videos may be entered in the Presentations Contest:

- **Video Public Service Announcement:** A short video that communicates an educational message focused on a cause, activity, or event (Length: 60 seconds).
- **Narrative:** A video that tells a fact or fiction story (Length: 3-5 minutes).
- **Documentary:** A video that presents factual information about a person, event, or process (Length: 3-5 minutes).
- **Animation:** A video created by techniques that simulate movement from individual images (Length: 3-5 minutes).

The judge will view the videos live and engage in a question and answer session with the video producer(s). The 4-H'er(s) will be on stage for a formal introduction and then seated in the audience for viewing of video.

Communication Modules for 4-H'ers participating can be found in the 4-H Pick a Project found at <https://4hcurriculum.unl.edu/index.php/main>.

Video examples of the contest can be found at <https://4h.unl.edu/presentation-contest>.

TOPIC: Should engage the audience and teach them about something the 4-H'er is learning about science, healthy living, citizenship, or agricultural literacy. Enrollment in the project area in which the participant is making a video is **NOT** required.

Class

- *1. **4-H FilmFest (Digital Video) (10 years old on January 1, of the current year)** - The video may include photos, clip art, animation, text, and/or audio/sound. Any freeware/software program may be used to create the presentation. However, the only film formats that will be accepted include: .meg, .wmv, .mp4, .mov, .ppt, .pptx, or .avi.

CONSUMER & FAMILY SCIENCE

DEPARTMENT C - CLOTHING

ALL clothing projects will be judged at the **UNITED METHODIST CHURCH, CURTIS** on July 15. **IDENTIFICATION LABELS:** Each item entered as a clothing, knitting, or crochet exhibit **MUST** have a label attached stating: county, exhibitor's name and age, project name and class in which garment is entered, and number of years enrolled in project exhibited. **Wool entries MUST have the fiber content listed on the identification label.** Attach a label on every component of the outfit using safety pins or by basting. You may pick up your **LABELS** at the Extension Office or make your own. Garments as listed may be made for self (4-H member) or another person. Once you have exhibited in a higher level, you are **NOT** eligible to exhibit in a lower level. Example: Once you exhibit in STEAM Clothing 3, you are **NOT** eligible to exhibit in STEAM Clothing 2.

BEYOND THE NEEDLE - DIVISION 221

4-H'ers in all levels may exhibit in this area. Beginning Level is a county only exhibit. Intermediate and Advanced Levels are eligible for State Fair. See project manual for levels.

4-H'ers **MUST** show their own original creativity. Exhibit may be made for self (4-H member) or another person.

Class

- *1. **Design Portfolio** - A portfolio consisting of at least three different design samples or activities. Refer to the project manual for activity ideas. The portfolio should be placed in an 8½"x11", 3-ring binder. Include an appropriate cover. (Additional pages can be added each year but should be dated.) See pages 14-16 for portfolio formatting.
- *2. **Color Wheel** - Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in the project manual. The exhibit may be a notebook, poster, or small display. Exhibits should **NOT** exceed 22"x30".
- *3. **Embellished Garment with Original Design** - Create a garment using intermediate or advanced techniques as defined in the project manual. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement.
- *4. **Original Designed Fabric Yardage** - Fabric yardage is designed using techniques such as those found in the manual. Other embellishments may be added. Exhibit consists of at least one yard of finished fabric. Include information on how the fabric was designed – describe the process and materials used and how the fabric will be used. If additional information is **NOT** included, exhibit will be lowered one ribbon placing.
- *5. **Item (garment or non-clothing item) Constructed From Original Designed Fabric** - Fabric yardage is designed first, then an item is constructed from that fabric. Other embellishments may be added. Include information on how the fabric was designed – describe the process and materials used. If additional information is **NOT** included, exhibit will be lowered one ribbon placing.
- *6. **Textile Arts Garment or Accessory** - A garment or accessory constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape. A description of the design process **MUST** accompany the exhibit. If additional information is **NOT** included, exhibit will be lowered one ribbon placing.
- *7. **Beginning Fashion Accessory** - An accessory designed and/or constructed using elements and principles of design and basic skills; can be textile or non-textile based. Examples: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, etc. A description of the design process **MUST** accompany the exhibit. If additional information is **NOT** included, exhibit will be lowered one ribbon placing.
- *8. **Advanced Fashion Accessory** - An accessory designed and/or constructed using elements and principles of design and advanced skills; can be textile or non-textile based. Examples: peyote stitch, bead embroidery, advanced design on tennis shoes, metal stamping, riveting, resin, etc. A description of the design process **MUST** accompany the exhibit. If additional information is **NOT** included, exhibit will be lowered one ribbon placing.
- *9. **Wearable Technology Garment** - Technology is integrated into the garment in some way. Examples: LEDs, charging capabilities, sensors, etc.
- *10. **Wearable Technology Accessory** – An accessory constructed integrating technology into the accessory. Examples: Charging Backpack, Fitness Tracker, etc.
- *901. **Embellished Garment** - Any surface embellishment that is applied to a purchased or constructed garment such as ribbon, lace, embroidery, appliqué, braid, buttons, fabric pieces. May use patterns or ideas from magazines. Commercial iron-on appliques or any prepackaged item where the materials are predetermined by the manufacturer will **NOT** be accepted. This will include tie dye shirts.
- *902. **Extra Garment** – A garment to complement 1st garment or be extra item.
- *903. **Extra Accessory**
- *904. **Other Garment**

GENERAL CLOTHING – DIVISION 220

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

Class

- *1. **Clothing Portfolio** – Complete at least four different samples/activities from Chapters 2, 3 OR 4 of the project manual. The Portfolio should be placed in an 8½"x11" 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.
- *2. **Textile Science Scrapbook** – Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8½"x11" 3-ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year but should be dated.) See project manual for fabric suggestions.
- *3. **Sewing For Profit** – Using page 161-167 in STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your product. The exhibit may be a notebook, poster, or small display. Exhibits should **NOT** exceed 22"x30".

SEWING FOR FUN - DIVISION 901 (Novice Unit)

The recommended age is 8-10 years old. 4-H'ers who have enrolled in or completed middle or advanced projects are **NOT** eligible. "Sewing for Fun" is a beginning sewing project for young 4-H'ers who want to learn how to sew. In the project, 4-H'ers have learned to use a sewing machine, sewing tools, measure, sew with fabric and press. Project exhibits **MUST** be made from instructions and patterns from "Sewing for Fun" packet.

Class

- 901. **Needle Book and Pincushion**

- 902. **Bags (tote, everything,)**
- 903. **Pillows (straight, square, diagonal, rail fence)**
- 904. **Pillowcase**
- 905. **Other Bag**
- 906. **Other Pillow**

STEAM CLOTHING 1 - FUNDAMENTALS - DIVISION 902 (Beginning Unit)

Exhibits will be simple articles requiring minimal skills. Follow suggested skills in project manual. Exhibits **MUST** be made from medium weight woven fabrics that will sew and press smoothly - flannel/fleece is acceptable. Solid color fabrics or those having an overall print are acceptable. **NO PLAIDS, STRIPES, NAPPED or JERSEY KNIT**. Patterns should be simple without darts, set-in sleeves, and collars. Raglan and kimono sleeves are acceptable. 4-H'ers who have enrolled in or completed STEAM Clothing 2 – Simply Sewing or STEAM Clothing 3 – A Stitch Further are **NOT** eligible. Entry is just a single garment - either a simple top **OR** bottom.

Class

- 901. **Simple Top**
- 902. **Simple Bottom** – pants, shorts or skirt
- 903. **Simple Dress**
- 904. **Extra Top**
- 905. **Extra Bottom**
- 906. **Other garment/accessory** – Using skills learned in project manual. (apron, vest, bag, etc.)

STEAM CLOTHING 2 - SIMPLY SEWING - DIVISION 222 (Middle Unit)

Exhibits entered in this project **MUST** reflect at least one new skill learned from this manual. (See project manual skill-level list.) Garments 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'ers enrolled in STEAM Clothing 2 may enter an exhibit sharing a learning experience from pages 17-20 in the project manual. Include answers to questions found on page 20 of the manual. The exhibit may be a notebook, poster, or small display. Exhibits should **NOT** exceed 22"x30".
- *2. **Pressing Matters** - 4-H'ers enrolled in STEAM Clothing 2 may enter a ham or sleeve roll from pages 21-25 "A Pressing Matter" in the project manual. Exhibit should include answers to lesson questions that are most appropriate to include.
- *3. **Upcycled Garment** - Create a garment from used textile-based items. The original used item **MUST** be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment **MUST** reflect at least one skill learned in this project. A "before" picture and a description of the redesign process **MUST** accompany the entry.
- *4. **Upcycled Clothing Accessory** - A wearable accessory made from a used item. The item used **MUST** be changed in some way in the redesign process. The finished accessory **MUST** reflect at least one skill learned in this project. A "before" picture and a description of the redesign process **MUST** accompany the entry.
- *5. **Textile Clothing Accessory** - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. Entry examples include hats, bags, scarves, gloves. **NO** metal, plastic, paper or rubber-base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)
- *6. **Top** - (vest acceptable)
- *7. **Bottom** - (pants or shorts)
- *8. **Skirt**
- *9. **Lined or Unlined Jacket**
- *10. **Dress** - (not formal wear)
- *11. **Romper or Jumpsuit**
- *12. **Two-Piece Outfit**
- *13. **Alter Your Pattern** - Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. *Include information sheet that describes:* (1) How the pattern was altered or changed. (2) Why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining).
- *14. **Garment Constructed from Sustainable or Unconventional (natural or synthetic) Fibers** – Fabric/fibers used in this garment have to be manufactured/purchased; for example: bamboo, banana, cornhusk, and recycled fibers. Garments constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.
- 901. **Other Complete Outfit**
- 902. **Extra Garment**

STEAM CLOTHING 3 - A STITCH FURTHER - DIVISION 223 (Advanced Unit)

Exhibits entered in this project **MUST** reflect at least one new skill learned from this manual. (See project manual skill-level list.) Garments as listed may be made from any pattern or any fabric and should demonstrate sewing skills beyond STEAM Clothing 2. Entry consists of complete constructed garments only. **Wool entries MUST have the fiber content listed on the identification label.**

Class

- *1. **Upcycled Garment** - Create a garment from used textile-based items. The original used item **MUST** be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment **MUST** reflect at least one skill learned in this project. A "before" picture and a description of the redesign process **MUST** accompany the entry.
- *2. **Upcycled Clothing Accessory** - A wearable accessory made from a used item. The item used **MUST** be changed in some way in the redesign process. The finished accessory **MUST** reflect at least one skill learned in this project. A "before" picture and a description of the redesign process **MUST** accompany the entry.
- *3. **Textile Clothing Accessory** - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 3. Entry examples include hats, bags, scarves, gloves. **NO** metal, plastic, paper or rubber-base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)

- *4. **Dress or Formal**
- *5. **Skirted Combination** - (skirt with shirt, vest or jacket **OR** jumper and shirt)
- *6. **Pants or Shorts Combination** - (pants or shorts with shirt, vest or jacket)
- *7. **Romper or Jumpsuit**
- *8. **Specialty Wear** - (includes swim wear, costumes, hunting gear or chaps)
- *9. **Lined or Unlined Jacket** - (non-tailored)
- *10. **Coat, Blazer, Suit Jacket or Outerwear** - A tailored blazer or suit jacket or coat. **Wool entries MUST have the fiber content listed on the identification label to be considered for the *Make It With Wool* award.**
- *11. **Alter/Design Your Pattern** - Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. *Include information sheet that describes:* (1) How the pattern was altered or changed. (2) Why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 3 include: moving darts, adding a zipper, merging two patterns together, altering a pattern for a woven or knit material, adding a lining, designing your own pattern).
- *12. **Garment Constructed from Sustainable or Unconventional (nature or synthetic) Fibers** - Fabric/fibers used in this garment have to be manufactured/purchased; for example: bamboo, banana, cornhusk, and recycled fibers. Garments constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

DEPARTMENT C - CONSUMER MANAGEMENT

Consumer management helps participants learn more about how to make smart fiscal decisions and how to improve financial literacy. The different exhibits provide a variety of learning experiences for 4-H'ers. Participants in this category will emphasize setting smart goals and keeping a spending plan. For more resources and materials in this category refer to the resource section at the bottom of the page.

ATTENTION SHOPPERS - DIVISION 244

Age:10 & under - **ALL** exhibits will be judged at the Fashion Revue & Clothing Construction Judging before fair. Posters should be on 14"x22" poster board. Three-ring binders should be 8½"x11"x1". 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.

Class

- 901. **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, a written story, or an audio tape.
- 902. **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, audio tape, or video tape with explanation. etc.
- 903. **Experience Buying a Complete Wardrobe Outfit for less than \$75** - Your entry **MUST** include the hang tags (if available), information from fiber content and care labels, and a story about what you considered when you purchased the outfit. Consider creativity and style in explaining your story. Do **NOT** include the clothing as part of your entry. Your buying entry may be a picture poster, a video tape, a written story, or an audio tape.

MY FINANCIAL FUTURE - DIVISION 247

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"x22" or smaller). You may use the front and back of the poster board.

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.
- *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: (1) What were your income sources? (2) Were there any steady income sources? (3) What did you do with the income you received? Include your income inventory in the exhibit.
- *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: (1) What did you spend most of your money on? (2) What did you learn about your spending habits? (3) Will you make any changes in your spending based upon what you learned? Why or why not? Include your chart in your exhibit.
- *4. **Money Personality Profile** - Complete the money personality profile found on pages 21-22. Answer the following questions: (1) What is your money personality? (2) How does your money personality affect the way you spend/save money? (3) 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.
- *5. **Complete Activity 8 "What Does It Really Cost?" on pages 39-40.**
- *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: (1) What did you find most interesting about these jobs? (2) Were there any positions you might want to pursue as your career? Why/Why not? (3) What careers interest you at this point in your life? (4) What are three steps you need to do now to prepare for this career?
- *7. **Interview** someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have: (1) What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)? (2) What are some negative outcomes for getting paid the way you do? (3) Does your pay keep pace with inflation? Why do you think this? Summarize: Based upon your interviews, which payment method would suit you the best? Discuss your answer.
- *8. **The Cost of Not Banking** - Type your answers to the questions about Elliot on page 50.
- *9. **Evaluating Investment Alternatives** - Complete the case study of Jorge on page 64. Answer all three questions found at the bottom of the page.
- *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. Discuss possible consequences that might happen with improper use of credit for your purchase.
- *11. **You Be The Teacher** - Create an activity, story board, game or display that would teach another youth about “Key Terms” listed on page 62. Activity/display **MUST** include at least five (5) of the terms.

SHOPPING IN STYLE - DIVISION 240

4-H'ers **MUST** be 10 years old or older and enrolled in the **Shopping in Style Project** to enter in this division. **ALL exhibits will be judged at the Fashion Revue & Clothing Construction Judging before fair on July 16, 2021.**

Posters should be on 14"x22" poster board. Three-ring binders should be 8½"x11"x1". 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.

Class

- *1. **Best Buy for Your Buck (Ages 10-13 before January 1 of the current year)** - Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year and dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video. **NO** posters. Provide details about wardrobe inventory which indicates why you selected the garment you did, clothing budget, cost of garment along with a conclusion or summary statement(s) stating your final comments on why you selected your “best buy for your buck”. Provide 3 color photos of you wearing the garment – front view, side view and back view.
- *2. **Best Buy for Your Buck (Ages 14-18 before January 1 of the current year)** - Provide details of the best buy you made for your buck this year. Consider building the ultimate wardrobe by adding to this entry each year and dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video. **NO** posters. 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 along with a conclusion or summary statement(s) stating your final comments on why you selected your “best buy for your buck”. Provide 3 color photos of you wearing the garment – front view, side view and back view.
- *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(s) 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).
- *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).
- *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 appropriately sized box or tote with a lid. **NO** larger than a shoebox.
- *6. **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 clothesline, in a tree, on a mannequin). Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video (see general information).

KNITTING & CROCHETING

ALL EXHIBITS WILL BE JUDGED AT CLOTHING JUDGING JULY 15, 2022.

Criteria for judging knitting and crochet: Design and Color, Neatness, Knitting Mechanics or Crochet Mechanics, Trimmings, and Construction Finishes.

DIVISION 225 - KNITTING

Information Sheet-Each knitting exhibit **MUST** include the following information on a half sheet of 8½"x11" paper or exhibit will be lowered one ribbon placing: (1) What was your goal(s) in making this exhibit? (Example: Learn how to block a garment or learn how to use two different yarn(s). (2) What steps did you take as you worked toward your goal(s)? (3) What were the most important things you learned as you worked toward your goal(s)? (4) Gauge—Number of rows per inch; number of stitches per inch. (5) Size of needles, finger knitted, arm knitted, loom or machine knitted. (6) Kind of yarn – weight and fiber content. (7) Names of stitches used. (8) Copy of directions.

ANY item may be entered by those enrolled in the knitting project. Home environment and clothing exhibits will be judged at clothing judging.

BEGINNING UNIT

Class

901. **Level 1 Knitted Clothing or Home Environment Item**
902. **Other Comparable Article**

MIDDLE & ADVANCED UNITS

Class

- *1. **Level 2 Knitted Clothing** - 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.
- *2. **Level 2 Knitted Home Environment Item** - Knitted item 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.
- *3. **Arm or Finger Knitted Item** (Clothing or Home Environment Item)
- *4. **Loom Knitted Item** (Clothing or Home Environment Item)
- *5. **Level 3 Knitted Clothing** - Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle. Made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
- *6. **Level 3 Knitted Home Environment Item** - Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.

*7. **Level 3 Machine Knitting****DIVISION 226 - CROCHETING**

Information Sheet - Each crocheting exhibit **MUST** include the following information on a half sheet of 8½"x11" paper or exhibit will be lowered one ribbon placing: (1) What was your goal(s) in making this exhibit? (Example: Learn how to block a garment or learn how to use two different yarn(s). (2) What steps did you take as you worked toward your goal(s)? (3) What were the most important things you learned as you worked toward your goal(s)? (4) Gauge and size of hook. (5) Kind of yarn – weight and fiber content or other material used. (6) Names of stitches used. (7) Copy of directions.

ANY item may be entered by those enrolled in the crochet project.

BEGINNING UNIT**Class**

901. **Crocheted Item**
902. **Other Comparable Article**

MIDDLE & ADVANCED UNITS**Class**

- *1. **Level 2 Crocheted Clothing** - Crocheted garment using basic stitches (including chain, single, double, half-double, treble) to form patterns.
*2. **Level 2 Crocheted Home Environment Item** - Crocheted item using basic stitches (including chain, single, double, half-double, treble) to form patterns.
*3. **Level 3 Crocheted Clothing** - Crocheted garment using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.
*4. **Level 3 Crocheted Home Environment Item** - Crocheted item using stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, and multiple pattern stitches.

DEPARTMENT C - FASHION SHOW

(Judged - Curtis)

(Public Show - Eustis)

4-H'ers can participate in the following projects with **ONLY** one entry per project. **GARMENTS MUST BE JUDGED FOR CONSTRUCTION TO BE MODELED EXCEPT SHOPPING IN STYLE. Garments should be age appropriate. Narrative form is due the day of judging. Ribbons and premium money will be awarded ONLY for those who participate in the Public Fashion Show at the Eustis Fair & Corn Show.**

SEWING FOR FUN - DIVISION 905: (Novice Unit)

4-H'ers who have enrolled in or completed middle or advanced clothing projects are **NOT** eligible.

Class

901. **Bag (tote, everything, quick tote, sleeping, gym)**

BEYOND THE NEEDLE - DIVISION 410

4-H'ers **MUST** show their own original creativity.

Class

- *10. **Modeled "Beyond the Needle" Embellished Garment(s) with an Original Design** - Garment is created using **intermediate or advanced techniques** as defined in the project manual. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement.
*15. **Modeled "Beyond the Needle" Garment Constructed From Original Designed Fabric** - Fabric yardage is designed first, then a garment is constructed from that fabric. Other embellishments may be added.
*20. **Modeled "Beyond the Needle" Textile Arts Garment(s)** - Garment is constructed using new unconventional materials. Examples: rubber bands, plastic, duct tape.
*25. **Modeled "Beyond the Needle" Wearable Technology Garment** - Garment has integrated technology into its design.
901. **Modeled "Beyond the Needle" Embellished Garment(s) with an Original Design** - Garment is created using **BEGINNING techniques** as defined in the project manual. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement.
902. **Modeled Embellished Fashion Accessory(s)** - Item to which surface embellishment has been applied.

STEAM CLOTHING 1 - FUNDAMENTALS - DIVISION 906: (Beginning Unit)

4-H'ers who have enrolled in or completed middle or advanced clothing projects are **NOT** eligible.

Class

901. **Modeled Simple Top, Simple Bottom, Simple Dress or a Combination Outfit** (Can Only Model 1 Time)
902. **Other Garment/Accessory** – Using skills learned in project manual. (apron, vest, bag, etc.)

STEAM CLOTHING 2 - SIMPLY SEWING - DIVISION 410: (Middle Unit)

4-H members who have enrolled in or who have completed STEAM Clothing 3 – A Stitch Further are **NOT** eligible. A purchased top can be worn to complete a skirt, pants or shorts outfit with a vest or unlined jacket outfit. Nightshirts, flannel lounging pants or any other type of loungewear **CANNOT** be modeled.

Class

- *30. **Modeled Constructed STEAM 2 Garment(s)** - Possible types of garments include: Dress; **OR** Romper or Jumpsuit; **OR** Two-Piece Outfit Combination (skirt with top, vest, or lined/unlined jacket; jumper and top; pants or shorts outfit (pants or shorts with top, vest, lined/unlined jacket). A purchased top can be worn to complete a skirt, pants, or shorts outfit with a vest or lined/unlined jacket.
903. **Other Garment**

STEAM CLOTHING 3 - A STITCH FURTHER - DIVISION 410: (Advanced Unit)

Nightwear or loungewear can **NOT** be modeled.

Class

- *40. **Modeled Constructed STEAM 3 Garment(s)** - Possible types of garments include: Dress or Formal; **OR** Skirted Outfit Combination (skirt with top, vest, lined/unlined jacket OR Jumper and shirt); **OR** Pants or Shorts Outfit Combination (pants or shorts with top, vest or lined/unlined jacket). A purchased top can be worn to complete a skirt, pants or shorts outfit with a vest or lined/unlined jacket; **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.
904. **Other Garment**

KNITTED OR CROCHETED CLOTHING - DIVISION 410**Class**

- *50. **Modeled Knitted or Crocheted Clothing (Level 2 or 3)** - Knitted garment using pattern stitches such as diamond, block, twist or seed/moss stitches or advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle. Crocheted garment using pattern stitches such as texture, shell, cluster or mesh stitches or advanced crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches. Garment can be a sweater, cardigan, dress, coat, a top and bottom, or two-piece ensemble.
905. **Combine a Knitted or Crocheted Clothing (Level 1) with a Purchased Item** to make a complete wearable outfit. Both items **MUST** be modeled.
906. **Other Garment**

SHOPPING IN STYLE FASHION SHOW - DIVISION 410

4-H'ers **MUST** be enrolled in the Shopping in Style 4-H Project to enter. This curriculum is developed and designed for 4-H'ers ages 10 and older to help them strengthen their consumer skills when purchasing clothing. Attention Shoppers is the curriculum designed for 4-H'ers under age 10. Participants **MUST** model a complete outfit. 4-H Shopping in Style written report SF184 is **DUE** at Clothing Judging, July 16, 2021. 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. The Form SF184 is available at: <http://4h.unl.edu/fairbook/consumer-family-science/fashion-show> under Scoresheets & Forms at the bottom of the page in Box or at the extension office.

Class

- *60. **Model Shopping in Style Purchased Outfit and Written Report SF184** - all parts of the outfit **MUST** be purchased.

DEPARTMENT A - 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, recordings, 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"x28" wide. If the size needs to be a different size because the historical item is larger than 22" x28", please contact the educator for approval. Display collections securely in an attractive container **NO** larger than 22"x28". Exhibits **MUST** include NAME, COUNTY, AGE & PAST EXPERIENCE (years in Explore Your Heritage) on back of the exhibit. All exhibits **MUST** have documentation included.

DIVISION 101**Classes 1-15 - Level 1 Beginning (1-4 yrs in project)**

- *1. **Heritage Poster or Flat Exhibit (SF71)** – Entries may be pictures, posters, items that depict family heritage. Exhibits **MUST** be supported by a written explanation.
- *2. **Family Genealogy/History Notebook (SF71)** – Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.
- *3. **Local History Scrapbook/Notebook (SF71)** – Scrapbook or notebook that depicts history of local community or Nebraska that helps 4-H'er appreciate their heritage.
- *4. **Framed Family Groupings (or individuals) (SF71)** – Pictures showing family history. Pictures **MUST** be supported by a written explanation.
- *5. **Other Exhibits Depicting the heritage of the member's family or community (SF71)** – Exhibit **MUST** be supported by a written explanation. May include biographical album of themselves or another family member, family cookbooks, etc.
- *6. **4-H History Scrapbook (SF71)** – A scrapbook relating 4-H history of local club or county. **MUST** be work of individual 4-H'er--no club projects. If multiple books included in exhibit, only bring book with most current year's work.
- *7. **4-H History Poster (SF71)** – Poster relating 4-H history of local club or county or individual.
- *8. **Story or Illustration (SF71)** – About a historical event.
- *9. **Book Review (SF71)** – About local, Nebraska or regional history.
- *10. **Other Historical Exhibits (SF71)** – Attach an explanation of historical importance.
- *11. **Family Traditions Book (SF71)** – Exhibitor scrapbook depicting family traditions of the past.
- *12. **Family Traditions Exhibit (SF71)** – Story or illustration of a family tradition or event. Exhibits **MUST** be supported by a written explanation.
- *13. **4-H Club/County Scrapbook (SF71)** – Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- *14. **4-H Member Scrapbook (SF71)** – Scrapbook relating to individual 4-H member's 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- *15. **Special Events Scrapbook (SF71)** – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

DIVISION 102**Classes 1-17 - Level 2 Advanced (over 4 years in project)**

- *1. **Heritage Poster or Flat Exhibit** (SF71) – Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits **MUST** be supported by a written explanation.
- *2. **Family Genealogy/History Notebook** (SF71) – Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.
- *3. **Local History Scrapbook/Notebook** (SF71) – Scrapbook or notebook that depicts history of local community or Nebraska that helps the 4-H'er appreciate their heritage.
- *4. **Framed Family Groupings (or individuals)** (SF71) – Pictures showing family history. Pictures **MUST** be supported by a written explanation.
- *5. **Other Exhibits Depicting the heritage of the member's family or community** (SF71) – Exhibit **MUST** be supported by a written explanation. May include biographical album of themselves or another family member, family cookbooks, etc.
- *6. **4-H History Scrapbook** (SF71) – A scrapbook relating 4-H history of local club or county. **MUST** be work of individual 4-H'er--no club projects. If multiple books included in exhibit, only bring book with most current year's work.
- *7. **4-H History Poster** (SF71) – Poster relating 4-H history of local club or county or individual.
- *8. **Story or Illustration** (SF71) – About a historical event.
- *9. **Book Review** (SF71) – About local, Nebraska or regional history.
- *10. **Other Historical Exhibits** (SF71) – Attach an explanation of historical importance.
- *11. **Exhibit** (SF71) – Depicting the importance of a community or Nebraska historic landmark.
- *12. **Community Report** (SF71) – Documenting something of historical significance from past to present.
- *13. **Historic Collection** (SF71) – Displayed securely and attractively in a container **NO** larger than 22"x28".
- *14. **Video Documentary of a family or a community event** (SF71) – **MUST** be produced and edited by 4-H member. (**MUST** be entered as a DVD or USB)
- *15. **4-H Club/County Scrapbook** (SF71) – Scrapbook relating 4-H history of local club or county compiled by club historian. If multiple books included in exhibit, only bring book with most current year's work.
- *16. **4-H Member Scrapbook** (SF71) – Scrapbook relating to individual 4-H member's 4-H history. If multiple books included in exhibit, only bring book with most current year's work.
- *17. **Special Events Scrapbook** (SF71) – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

DEPARTMENT C - HOME ENVIRONMENT

The purpose of Home Environment is to learn design principles and develop graphic design techniques. In addition, activities in this category encourage well-thought-out design plans and diverse artistic techniques.

Exhibits may NOT use copyrighted materials, such as cartoon characters or commercial product names. 4-H members may exhibit **ONLY** in classes under projects carried this year.

Exhibits are evaluated by these criteria: (1) Items **MUST** be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.) (2) Accessories should be of high quality (as compared to quick, simple crafts), **suitable for use in the home several months throughout the year. Holiday-specific items are discouraged. Exhibits made from kits are also discouraged as kits limit decision making in the design process.** (3) Items should show creativity and originality, along with the application of design elements and principles. 4-H'ers are required to include the design elements and principles they used along with simple directions for how they made their project with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads. (4) Entered in the correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from? (5) Items should be ready for display in the home: pictures framed, wall hangings and pictures ready to hang, etc. **NO** single mat board or artist canvas panels allowed. Wrapped canvas (if staples **NOT** visible on edge) is accepted without framing. Make sure hangers are strong enough to support the item. Command strips are **NOT** adequate hangers. Items **NOT** ready for display will be dropped one ribbon placing. (6) Exhibits, such as a 10-minute table runner, from the beginning level are exhibited in Division 251, Design My Place.

Exhibits may be no taller than 7 feet and no wider than 6 feet. All exhibits must be able to be easily lifted by two 4-H staff. A label with the exhibitor's name should be attached to the back of each separate piece of that exhibit.

Supporting Information - Supporting information is REQUIRED for all Home Environment exhibits. Information MUST include the elements or principles of design used and steps taken to complete project. Tag templates can be found at <https://go.unl.edu/ne4hhomeenvironment.com>. Exhibits without the supporting information will be dropped a ribbon placing.

DESIGN MY PLACE - DIVISION 251 (Beginning Level) (County only)

- Class**
- 901. **Needlework Item** - made with yarn or floss
 - 902. **Simple Fabric Accessory** - pillow, laundry bag, pillowcase, table runner, etc.
 - 903. **Accessory** - made with original batik or tie dye
 - 904. **Simple Accessory Made with Wood**
 - 905. **Simple Accessory Made with Plastic**
 - 906. **Simple Accessory Made with Glass**
 - 907. **Simple Accessory Made with Clay**
 - 908. **Simple Accessory Made with Paper**
 - 909. **Simple Accessory Made Using Metal Tooling or Metal Punch**
 - 910. **Storage Item – Made or Recycled**
 - 911. **Bulletin or Message Board**
 - 912. **Problem Solved** – use a creative method to show you solved a problem (air quality, water, sound, temperature, lighting, fire escape plan, etc.)
 - 913. **Video** – showing how to make a bed, organize a room, or the steps you used to make your simple accessory.
 - 914. **Exhibit Made with Leather**

- 915. **Exhibit Made with Metal** (NOT Welded)
- 916. **Exhibit Made with Corn Shucks or Other Natural Items**
- 917. **Other Articles**

HEIRLOOM TREASURES/FAMILY KEEPSAKES - DIVISION 256

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

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

Class

- *1. **Trunks** (SF206) – Including doll-sized trunks or wardrobes.
- *2. **An Article** (SF205) – 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.
- *3. **Furniture** (SF205) – Either a repurposed “treasure” from an old item or an old “treasure” refinished or renovated. May include doll-sized furniture.
- *4. **Cleaned and Restored Heirloom Accessory or Furniture** (SF205) – A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would **NOT** be refinished or repainted but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles for information on textiles. This publication can be found in the Digital Commons at: <https://go.unl.edu/gcnh> (Refinished items go in Class 2 or 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.

DESIGN DECISIONS - DIVISION 257

Attach information to explain steps taken. Information **MUST** also include elements or principles of design used (*p. 9-12*).

Class

- *1. **Design Board for a Room** (SF201) – Include color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22”x28”, or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.
- *2. **Problem Solved, Energy Savers OR Career Exploration** (SF201) – Identify a problem (as problem windows, storage needs, inconvenient room arrangement, cost comparison, energy conservation, waste management, etc.) OR explore a career related to home environment (what would it be, what education is needed, what would you do, etc.). Using poster, notebook, multimedia presentation (on CD) or other method, describe the problem and how it was solved OR your career exploration. (*p. 74-93*)
- *3. **Solar, Wind, or Other Energy Alternatives for the Home** (SF201) – 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. (*p. 74-93*)
- *4. **Technology in Design** (SF200) – Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.
- *5. **Window Covering** (SF200) – May include curtains, draperies, shades, shutters, etc.
- *6. **Floor Covering** (SF200) – May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation (on CD).
- *7. **Bedcover** (SF200) – May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No tied fleece blankets.) (*p. 50-53*)
- *8. **Accessory - Original Needlework/Stitchery** (SF200)
- *9. **Accessory - Textile - 2D** (SF200) – Table cloth or runner, dresser scarf, wall hanging, etc. (No tied fleece blankets or beginning/10-minute table runners.)
- *10. **Accessory - Textile - 3D** (SF200) – Pillows, pillow shams, fabric bowls, etc. **NO** Sewing For Fun Pillows or fleece tied exhibits.
- *11. **Accessory - 2D** (SF200)
- *12. **Accessory - 3D** (SF200) – String art, wreaths, etc.
- *13. **Accessory - Original Floral Design** (SF200)

For Classes 14-17, determine entry by what medium was manipulated.

- *14. **Accessory: Original made from Wood** (SF200) – Burn, cut, shape or otherwise manipulate.
- *15. **Accessory: Original made from Glass** (SF200) – Etch, mosaic, stain, molten or otherwise manipulate.
- *16. **Accessory: Original made from Metal** (SF200) – Cut, shape, punch, sculpt, reassemble, or otherwise manipulate.
- *17. **Accessory: Original made from Ceramic or Tile** (SF200) – Treatment to exhibit **MUST** go through process that permanently alters the medium. Painting alone is **NOT** sufficient.
- *18. **Accessory: Recycled/Upcycled Item** (SF207) – Made 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.
- *19. **Furniture - Recycled/Remade** (SF207) – 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.
- *20. **Furniture - Wood Opaque** (SF203) – Finish such as paint or enamel.
- *21. **Furniture - Wood Clear** (SF203) – Finish showing wood grain.
- *22. **Furniture - Fabric Covered** (SF200) – May include stool, chair seat, slipcovers, headboard, etc.
- *23. **Furniture - Outdoor Living** (SF200) – Furniture made/refurbished suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information.
- *24. **Accessory - Outdoor Living** (SF200) – Accessory made/refurbished by the 4-H'er suitable for outdoor use. Include description of what was done to recycle or reuse item in your attached information.

DEPARTMENT C - HUMAN DEVELOPMENT

The term Human Development includes childcare, family life, personal development, and character development. 4-H'ers taking "I Have What It Takes To Be a Babysitter", "Kids on the Grow 1", "Kids on the Grow 2", and "Kids on the Grow 3" may enter.

Additional resources may be found at <http://go.unl.edu/ne4hhumandevlopment>.

Exhibits may **NOT** use copyrighted materials, such as cartoon characters or commercial product names. 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/?s=early+learning+guidelines>

Classes 1-6 **MUST** be items made by the 4-H'er. Possible purchased parts are acceptable such as dice for a grade-schooler to play a game, but the significant part of the exhibit **MUST** be **MADE** by the 4-H'er. **NOT** acceptable: items for display in child's room (which is a home environment item), container but **NOT** the contents made by the 4-H'er, or group of items assembled for a purpose but **NOT** made by the 4-H'er. Games **MUST** include instructions for playing the game. **Information sheets for Classes 1-6 MUST** include the **following supporting information on paper**: 1) Where did I get the idea for this exhibit? 2) What decisions did I make to make 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 mos; Toddlers, 18 mos – 3 yrs; Preschoolers, 3-5 yrs; or Middle Childhood, 6-9 yrs.) 4-H'ers **MUST** give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals). 4) How is the toy, game, or activity intended to be used by the child?

DIVISION 200

Class

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 4-H'er learn language and literacy skills would be an exhibit for Class 2. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for Classes 1-6.

- *1. **Social Emotional Development**
- *2. **Language and Literacy Development**
- *3. **Science**
- *4. **Health and Physical Development**
- *5. **Math**
- *6. **Creative Arts**
- *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 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 poster or scrapbook. **NO information sheet needed for Class 7.**
- *8. **Babysitting Kit** - Purpose of kit is for the 4-H'er to take this with them when they babysit in someone else's home. Do **NOT** make kit for combination of ages or for your own family to use. 4-H'er should make one or more items in the kit, but purchased items are also allowed. A list of items in the kit is suggested to be included. Display in box or bag suitable for what it contains. Approximate size **NOT** larger than 12"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 that show how the kit would be appropriate for children this age. (3) What will the child learn or what skills will they gain by using the kit. 4) What item(s) were made by the 4-H'er.

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

- *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:

- *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). A school scrapbook showing yourself and your school activities, memories, and special interests.
 - *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, 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.
901. **Other Toy**

DEPARTMENT C - QUILT QUEST

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

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

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 up of (up to) 40 different strips of 2½" wide fabric laying on top of one another and rolled up to look like a jelly roll. The fabric

is created by one designer or fabric line and compliments each other. In many cases, less skilled 4-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 Jelly Rolls with 1½" strips of fabric.
- **Layer Cakes** are 10" squares of fabric from a manufactured designer or fabric line with different pieces of fabric "layered" on top of one another to look like a piece of cake.
- **Charm Packs** are made of 5" squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- **Candies** are made of 2½" squares of fabric from a manufactured designer or fabric line.
- **Turnover** is a collection of coordinating fabrics that are cut in 6" triangles.
- **Fat Quarters** are ½ yard cuts of fabric which are cut in half to make a rectangle that is approximately 18"x21" (one half yard of fabric yields 2 fat quarters). The "fat" quarter can be more economical to purchase for a smaller quilt because the purchaser does **NOT** have to buy the entire yardage width.
- **Fabric Kit** is a collection of fabrics cut in large pieces to accommodate the requirements of a particular quilt pattern. The 4-H'er **MUST** cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.

After fabric selection, 4-H'er 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 3 layers. Exhibits **MUST** be quilted or tied through all layers.
- Fleece blankets are **NOT** eligible in this division.
- Quilts **MUST** have a permanent label on the back in the bottom right corner with quilter's name and date of completion.

DIVISION 229

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"x22" poster, notebook, CD, PowerPoint, Prezi, DVD, YouTube, or other technique. All items in an exhibit **MUST** be attached together and labeled. **NO** quilted items should be entered in this class.
- *30. **Computer Exploration** - Notebook or poster 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 Designs Other Than Fabric

- *20. **Quilt Designs 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. Supporting information is required for this exhibit. Information **MUST** also include elements or principles of design used and steps taken to complete project. **NOTE:** Use the Home Environment information sheet found at <https://extension.unl.edu/statewide/frontier/Home%20Environment%20Tag-1.pdf> or in the extension office. Exhibits without supporting information will be dropped a ribbon placing.

Barn Quilts A barn quilt is a large piece of wood that is painted to look like a quilt block. Supporting information is required for this exhibit. Information **MUST** also include elements or principles of design used and steps taken to complete project **NOTE:** Use the Home Environment information sheet found at <https://extension.unl.edu/statewide/frontier/Home%20Environment%20Tag-1.pdf> or in the extension office. Exhibits without supporting information will be dropped a ribbon placing.

- *21. **Barn Quilt created that is less than 4'x4'.**
- *22. **Barn Quilt created that is 4'x4' or larger.**

Quilted Exhibits

- *40. **Wearable Art** - Quilted clothing or clothing accessory which **MUST** have a recognizable amount of quilting and may include fabric manipulation. Quilting **MUST** be done by 4-H'er. On a half sheet of 8½"x11" paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.
- *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 8½"x11" paper, include explanation answering the following questions: (1) How was the quilt planned and who did what in the construction of the quilt? (2) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? (3) What did you learn that you can use on your next project?
- *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 8½"x11" paper, include an explanation answering the following questions: (1) Why was the quilt was constructed and who will receive the donated quilt? (2) How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc.? (3) What did you do and what was done by others? (4) What did you learn that you can use on your next project?

Guidelines for entries in Classes 50-83

Please note the description of classes. They denote the degree of difficulty in construction and **NOT** the number of years in the project.

All quilts **MUST** be clean and finished for intended purpose. A quilted exhibit consists of three or more layers. All quilted exhibits **MUST** be quilted (hand or machine) or tied. All quilt piecing and finishing **MUST** be the sole work of the 4-H'er. Quilting, whether machine or hand quilted, may be done by another individual except for the Premier Quilt Class. **NO** pre-quilted fabric may be used. Wall quilts **MUST** have a hanging sleeve on the back of the quilt, or some method for hanging. All quilted exhibits **MUST** have a permanent label on the back in the bottom right corner with quilter's name and date of completion. On a half sheet of 8½"x11" paper, include an explanation answering the following questions: (1) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? (2) What did you do and what was done by others? (3) What did you learn you can use on your next project?

Quilted Exhibits - Pieced quilts are made up of squares or rectangles.

Class

- *50. **Small** - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items **MUST** be quilted. Pillows **MUST** have a quilted top, **NOT** just pieced patchwork.
- *51. **Medium** - length + width = 61" to 120".
- *52. **Large** - length + width over 120".

Quilted Exhibits - In addition to any of the methods in Classes 50-52, quilts may have triangles, and/or may be embroidered.

- *60. **Small** - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items **MUST** be quilted. Pillows **MUST** have a quilted top, **NOT** just pieced patchwork.
- *61. **Medium** - length + width = 61" to 120".
- *62. **Large** - length + width over 120".

Quilted Exhibits - In addition to any of the methods in Class 50 or 62, quilts may have curved piecing, applique, Celtic style, stained glass style, paper piecing, art quilt style. An art quilt style 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 pushed quilt world boundaries, or other non-traditional styles.

- *70. **Small** - length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placemats (4), and pillows. All items **MUST** be quilted. Pillows **MUST** have a quilted top, **NOT** just pieced patchwork.
- *71. **Medium** - length + width = 61" to 120".
- *72. **Large** - length + width over 120".

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

- *80. **Hand Quilted**
- *81. **Sewing Machine Quilted**
- *82. **Long Arm Quilted** - non computerized/hand guided
- *83. **Long Arm Quilted** - computerized

ENVIRONMENTAL EDUCATION/EARTH SCIENCE

DEPARTMENT D - CONSERVATION AND WILDLIFE & SHOOTING SPORTS

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

(1) **Show What You Did & Learned** - All exhibitors will show evidence of their personal field experiences, study or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit. (2) **Proper Credit** - Show proper credit by listing the sources of plans or other supporting information used in exhibits. (3) **Whose Exhibit?** - The exhibitor's name, county, and age **MUST** be on the back or bottom of all displays. (4) **Wildlife & Wildlife Laws** - "Animal" or "wildlife" in the following classes includes wild fish, amphibians, reptiles, birds or mammals. Please make sure you are following all wildlife laws. (5) **Project Materials** - Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior (EC 59381), Fishing for Adventure Project Manuals, Wildlife Conservation (4-H125), Geology, and Outdoor Adventure. Other resources include: Outdoor Skills: Learning Science in the Outdoors series (Science Signature Outcome Program) outdoornebraska.gov/afterschool/ and www.whep.org. (6) **Board and Poster Exhibits** - Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on ¼" plywood, Masonite, or similar panel **NO** larger than 24" x 24". Poster exhibits should be on regular poster sheets, **NO** larger than standard size (22" x 28") but half size, 22" x 14", is recommended.

DIVISION 343 - HARVESTING EQUIPMENT

Class

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

DIVISION 361 – Other Natural Resources Including projects related to Conservation, Geology or Ecology**Class**

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

DIVISION 341 – OUTDOOR ADVENTURES LEVEL 1 – Hiking Trails & Backpacking

901. **Poster** – Create a poster or display no larger than 22" X 28". Topics may include one of the following, but not limited to: trail map(s) you have hiked, hiking essentials, your hiking adventures, wildlife, or plants observed while hiking (birds, animal prints, butterflies, etc.), plan a hike, explain "Leave No Trace" and how this was followed during hiking, collection of photos from your hikes.
902. **Journal/Binder** – Written report of actual, virtual, or imagined trail(s) hiked with observations, OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping trip diary. Feathers/leaf/flower pressings must be securely attached if included. Photos or drawings of observations encouraged. Exhibits measure no larger than 16" X 16".
903. **Hiking Safety** – Must include explanation of use of item, why selected/purpose of item and how it meets hiking needs. May include, but are not limited to, one of the following: a compact hiking safety kit, homemade compass or homemade water purifier. Exhibits measure no larger than 18" X 24".
904. **Hiking Adventure Game** – Create a game of trails of outdoor adventures. Must be educational on one or more aspects of hiking, must include clear instructions as to the purpose and what can be learned by playing the game. Exhibits measure no larger than 18" X 24".
905. **Other Hiking Items** – Must include what inspired the creation of the item and its purpose. May include, but are not limited to one of the following: hiking backpack, nature art, nature poem or story, homemade hiking snack mix displayed in a re-sealable plastic bag. (include why ingredients were selected and nutritional value). Exhibits measure no larger than 18" X 24".

DIVISION 341 – OUTDOOR ADVENTURES LEVEL 2

- *1. **Poster** – Create a poster display no larger than 22" x 28". Topics may include, but not limited to one or more of the following; how to pitch a tent, know tying, cooking over a campfire, how to start a campfire, wildlife and plants identified while camping, how to set up emergency shelter, dealing with weather, collection of photos from camping trips, "Leave No Trace" and how that was followed while camping, plan a camping trip, camping essentials, environmental issues/protecting natural resources, park or trail clean up, sanitization/hygiene while outdoors or use of GPS.
- *2. **Journal/Binder** – Written report of actual, virtual or actual camping/hiking trips with observations OR field journal (notes of actual experiences, sights, sounds, smells, etc.), OR camping or hiking trip diary. Explain growth in project, leading the hikes, planning the camping trip, now being able to identify the wildlife and nature around you and how identified (sight/sound/shape/smell/color). Feathers/leaf/flower pressings must be securely attached, if included. Photos of drawing of observations encouraged. Exhibits measure no larger than 16" x 16".
- *3. **Camping/Hiking Safety** – Must include explanation of use of item and why selected/purpose, how it fits hiking/camping needs. May include, but are not limited to, one of the following: travel sized poisonous plants guide, camping first aid kit, weather/water safety or hand hygiene kit. Exhibits measure no larger than 19" x 24".
- *4. **Digital Media** – Use digital media to show video/slideshow/presentation of setting up a tent (include why site is chosen) or protecting natural resources or environmental issues or computer video camping/hiking game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- *5. **Other Camping Items** – Must include what inspired the creation of the item, and its purpose. May include, but are not limited to, one of the following: nature art, nature haiku poem, spider web sketches or knot display. Exhibits measure no larger than 18" x 24".

DIVISION 341 – OUTDOOR ADVENTURES LEVEL 3

- *6. **Poster** – Create a poster display, no larger than 22" X 28". Topics may include but not limited to one of the following: Topographic map, backpacking trip plan, camp layout, plan an expedition (can be dreamed or lived), collection of photos from your expedition, trails hiked, cost comparison of rental vs purchase or using GPS/compass.
- *7. **Journal/Binder** – Written report of actual, virtual or imagined expeditions/camping/hiking, OR field journal (notes of actual experiences, sights, sounds, smells, etc.). Explain growth in project, challenges in leading a group, teaching others about wildlife and nature identification and "Leave No Trace." Exhibits measure no larger than 16" X 16".
- *8. **Expedition Safety** – Must include an explanation of use of items, why selected/purpose of item, how it meets hiking/camping/expedition needs. May include, but are not limited to, travel sized edible plants, creepy crawly guide, tent repair kit, travel first aid kit or weather/water safety. Exhibits measure no larger than 18" X 24".
- *9. **Digital Media** – Use digital media to show video/slideshow/presentation of one of the following, but not limited to; building a non-tent shelter (include why needed), packing your backpack/equipment and getting it onto you, teaching others about environmental issues or a computer video backpacking expedition game. Submit a USB drive or DVD inside a report cover or notebook. If using a slideshow, include printed slides inside report cover or notebook.
- *10. **Other Expedition Items** – Must include what inspired the creation of the item, and the purpose of the item. May include, but are not limited to; nature art, nature cinquain poem, backpacking food recipes, hiking/expedition conditioning plan, charcoal etching, dehydrated meal or snack (at least 1 cup displayed in a re-sealable plastic bag with ingredients, instructions, and nutritional facts included). Exhibits measure no larger than 18" X 24"

DEPARTMENT H - ENTOMOLOGY

Entomology exhibits give 4-H'ers the opportunity to demonstrate their knowledge about insects and insect displays. This category has multiple exhibits that allows 4-H'ers to progress over numerous years. For help getting started with this project, contact the extension office.

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

DIVISION 800**Class**

- *1. **Entomology Display – First-Year Project (SF186)** – Collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.
- *2. **Entomology Display – Second-Year Project (SF186)** – Collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. At least 25 species **MUST** be present from after July 1 of previous year. Limit 2 boxes.
- *3. **Entomology Display – Third-Year or More Project (SF186)** – Collection to consist of minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. At least 25 species **MUST** be present from after July 1 of previous year. Limit to 3 boxes.
- *4. **Special Interest or Advanced Insect Display (SF187)** – Educational display developed according to personal interests and/or advanced identification capability. This is also an opportunity to highlight favorite insects in a creative arrangement. Insects should conform to pinning and mounting standards as in Classes 1-3 and be protected in an insect box. Each specialty display should include names of the insects, interesting information about them, and why the display was made. Advanced identification collections should have insects grouped with labels that correspond with identification level (e.g. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, scarab beetles, dragonflies, etc.) or by host, subject or habitat (e.g. insect pests of corn, aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators, etc.).
- *5. **Insect Habitats (SF186)** – Habitats consist of any handcrafted objects, made of natural or artificial materials, placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report describing activities **MUST** accompany the exhibit.
- *6. **Macrophotography (SF189)** – Subjects should be insects, spiders, or other arthropods, or any nests, webs or constructions they make. All exhibit prints should be 8"x10" or 8½"x11" and mounted on rigid, black 11"x14" poster or mat board. Either orientation is acceptable. **NO** frames or mat board framing is allowed. A caption of a few sentences should explain the subject, printed on white paper, and glued below the print on the poster or mat board.
- *7. **Insect Poster/Display Exhibits (SF190)** – Exhibits can be posters or 3-dimensional displays, and artistic creativity is encouraged. Posters should be **NO** larger than 22"x28". They should be instructional and can be attractive and have pictures, drawings, charts, or graphs. Posters and displays may show any aspect of insect life, habitat, or related conservation or management. Examples include life history and other facts about an insect; insect anatomy; how to manage insects in a farm, home, lawn, or garden setting; experiences rearing one kind of insect; survey of an important insect; insect behavior (ex. nesting, finding food, mobility, defenses, etc.); habitats (e.g. forests, grasslands, wetlands, rivers, or lakes) and what insects are found there, etc. Three-dimensional displays such as dioramas, sculptures, models or decorative boxes should have a page of explanatory information accompanying them and fit within a 22"x28" area.
- *8. **Reports of Journals (SF191)** – Reports of journals should be in a 3-ring binder. A report may be informational; that is, an original article about a favorite insect, a history of insect outbreaks, diseases caused by insects, insects as food, etc. Or, it may be a research report about an investigation or experiment done in a scientific manner. It then should have a basic introduction of the insect studied, methods used, observations, and results of the project. Tables, graphs and images are helpful to include. A journal is an observational study over a period of time with personal impressions. It may cover watching changes in kinds of butterflies over the summer, rearing a specific insect from egg to adult, managing a beehive, observations of insects in a specific habitat, accounts of insect behavior in a forest or flower garden, etc.

DIVISION 810 – SPECIAL ENTOMOLOGY PROJECT

The insect of the year for 2022 is the tiger beetle.

Class

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

DEPARTMENT D - FORESTRY

This category provides 4-H'ers an opportunity to prepare displays that show their expertise in many aspects of forestry. Involvement in this category will lead to expansion of seed, twig, wood, leaf, and tree knowledge for 4-H'ers. In addition, 4H'ers would learn more about common Nebraska trees.

DIVISION 320

The official reference for all forestry projects is Tree Identification Manual (4H 332). Other helpful forestry references include Trees of Nebraska (EC 921774), Leafing Out (4H431), and Plant a Tree (EC 171180). Display "boards" **MUST** be made from wood or wood composite, i.e., plywood, fiberboard, or Masonite, ¼" to ½" thick and **NO** larger than 24"x24". Display boards **MAY** be coated, e.g., painted or varnished, on both sides to prevent warping. Display "posters" **MUST** be made from a material, e.g. foam board or poster board that will stand upright without buckling and be **NO** larger than 24"x24". Display "books" **MUST** measure **NO** more than 16"x16". At least 5 of the 10 samples in Class 2, 3, 4, and 5 **MUST** be from the list of 60 species described in 4H 332. Samples **MUST** be from 10 different tree species. For example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e. *Acer platanoides*. All samples **MUST** be from trees, **NO** shrubs. If more than 10 samples are included in the display, only the first 10 samples from the current year will be judged. **Due to emerald ash borer infestation, no true ash species (Green Ash, White Ash, Black Ash, or Blue Ash) may be included in any collections. Inclusion of a true ash species will result of the project being disqualified.**

Remember that other general labeling standards apply. For example, scientific names are **ALWAYS** italicized or underlined. Also, the first letter of a Genus name is always capitalized. The first letter of a species name is always lower case. When required, always indicate **COMPLETE** scientific names

(Genus and species) and common names, (e.g. Norway Maple) even when “variety names” are included. For example, the scientific name of Emerald Queen Maple is *Acer platanoides* and the common name is Norway Maple. “Emerald Queen” may be included as the variety name, but variety names are **NOT** required. How well the exhibitor follows written directions is an important factor in judging.

DIVISION 320

Class

- *1. **Design-Your-Own Exhibit** - Prepare an educational exhibit about some aspect of trees, forests, or forestry that is of special interest to you. Possible topics include paper recycling, wildfire, forest products, forest wildlife, or forest pests. The only requirement is that the display **MUST** be **NO** larger than 24” by 24” by 24”. Photographs, drawings, samples, charts, posters, etc. can be used, but include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.
- *2. **Leaf Display** - The leaf display **MUST** include samples of “complete leaves” from at least 10 different tree species. The display **MUST** include at least two samples of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried, and mounted.
Collection: Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. Leaf samples should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection. All collections **MUST** be done by the 4-H'er.
Mounting: Leaves may be displayed in a notebook or on a display board. Any method may be used to mount leaves, e.g. wire, glue, tape, staples, plastic bags, but be sure all their features can be clearly identified.
Labeling: The label for each sample **MUST** include: (1) Common name, (2) Scientific name, (3) Leaf type, (4) Leaf arrangement (for broadleaf trees), (5) Leaf composition (for broadleaf trees), (6) Collector's name, (7) Collection date, (8) Collection location (be specific, state and county at a minimum). If a twig is included with a sample, indicate “twig included” on the label. For example, the twig may be included with an eastern red cedar sample because the leaves are very small and difficult to remove from the twig.
Supplemental Information: e.g. general uses, common products, fall color, etc., may be included to enhance educational value.
- *3. **Twig Display** - The twig display **MUST** include twig samples from at least 10 different tree species. The display **MUST** include at least two samples of opposite and alternate leaf arrangements from broadleaf trees.
Collection: Twig samples should be collected during the dormant season (November – April) when the buds are mature. Twig samples **MUST** be at least 6” long and exhibit buds. Leaves **MUST** be removed and side branches **MUST** be trimmed to less than 1” in length. All collections **MUST** be done by the 4-H'er.
Mounting: Twigs **MUST** be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, etc., may be used to mount twigs, but be sure all features can be clearly identified. The non-terminal end **MUST** be cut at a slant so the pith can be seen.
Labeling: The label for each sample **MUST** include: (1) Common name, (2) Scientific name, (3) Leaf arrangement (for broadleaf trees), (4) Collector's name, (5) Collection date, (6) Collection location (be specific, state and county at a minimum).
Supplemental Information, e.g. general uses, tree characteristics, etc., may be included to enhance educational value.
- *4. **Seed Display** - The seed display **MUST** include seed samples from at least 10 different tree species.
Collection: Tree seeds should be collected at the time of year when they mature, which varies widely depending upon tree species. For example, Silver maple seeds mature in May while red oak acorns do not mature until September. Seed samples should be free of insect or disease symptoms. Remember to display seeds, **NOT** fruit. For example, the seed of honey locust is enclosed in a pod. Remove and display the seed, **NOT** just the pod. It is acceptable to display the fruit with the seed, but clearly label each. All collections **MUST** be done by the 4-H'er.
Mounting: Seeds may be displayed in a variety of ways, e.g. mounted on a display board, displayed in jars in a rack, etc., but they **MUST** be securely mounted and easily viewed. Be as creative as you like.
Labeling: The label for each sample **MUST** include: (1) Common name, (2) Scientific name, (3) Type of fruit, if known (e.g. samara, pod, nut, legume, etc.) (4) Collector's name, (5) Collection date, (6) Collection location (be specific, state and county at a minimum).
Supplemental Information, e.g. maturity date, average number of seed in the fruit, etc., may be included to enhance educational value.
- *5. **Wood Display** - The wood display **MUST** include wood samples from at least 10 different tree species.
Preparation: Samples may be of any shape, e.g. sections from a board, wood cylinders turned on a lathe, horizontal or vertical cross-sections of a small log with bark attached, etc., but all samples should be the same shape, e.g. all wood cylinders or all sections of a board. Each sample can be **NO** larger than 4” by 4” by 4”. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional. All collections **MUST** be done by the 4-H'er.
Mounting: Samples may be displayed in a variety of ways, e.g. mounted on a display board, displayed in a box or rack, etc., but they **MUST** be securely mounted and easily viewed. Be as creative as you like.
Labeling: The label for each sample **MUST** include: (1) Common name, (2) Scientific name, (3) Wood type (softwood or hardwood), (4) Collector's name, (5) Collection date, (6) Collection location (be specific, state and county at a minimum).
Supplemental Information, e.g. common products, wood density, etc., may be included to enhance educational value.
- *6. **Cross Section Display** - A disc cut from a tree species listed in 4H 332. The sample **MUST** be collected by the exhibitor within one year of the fair judging day. The disc **MUST** measure 6” to 12” in diameter and 1” to 3” thick. The bark should be firmly attached, which may be difficult if the tree was dead when the disc was cut. Sand at least one side of the disc so the grain can be easily seen. If the disc is treated with a clear finish, both sides **MUST** be treated to minimize warping. As the disc dries, some cracking or checking can be expected and is allowed.
Labeling: The following parts **MUST** be clearly and accurately labeled on the cross section with pins, paper tags, or some other form of identification: (1) Pith, (2) Heartwood, (3) Sapwood, (4) One growth ring (beginning and end), (5) Cambium, (6) Bark. A separate label attached to the back of the disc **MUST** include: (7) Common name, (8) Scientific name, (9) Tree classification (softwood or hardwood), (10) Age (of the cross section), (11) Collector's name, (12) Collection date, (13) Collection location (be specific, state and county at a minimum).
- *7. **Parts of a Tree** - (This project is only for ages 8 – 11) Prepare a poster, **NO** larger than 24” x 24” that clearly identifies the main external parts of any tree: (1) Trunk, (2) Crown, (3) Roots, (4) Leaves, (5) Flowers, (6) Fruit, (7) Buds, (8) Bark Identifying other internal parts, e.g. phloem, xylem, cambium, annual ring, pith, etc., is optional. Attach a separate label on the back of the poster that includes the exhibitor's name and age.
- *8. **Living Tree Display** - A living tree seedling grown by the exhibitor from seed in the display container. The seed **MUST** be from a species listed in 4-H 332. The seedling **MUST** be 60 days to 1 year old (on fair judging day). The display container **MUST** contain at least 8” of soil (potting mix or suitable natural soil), have drainage hole(s), and a drain pan to catch drainage water.

Labeling: A waterproof label **MUST** be attached and include: (1) Common name, (2) Scientific name, (3) Seed treatments (if any), (4) Planting date, (5) Emergence date. (6) Collector's name.

Supplemental Information About The Tree, e.g. where the seed was collected, growth measurements, uses for that species, etc., may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging.

- *9. **Forest Product Display** - Prepare a visual display and/r collection tracing the origin of one non-lumber product that comes from trees and/or forests. The display must be no larger than 24 inches by 22 inches by 28 inches. Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 22" x 28" and may be either vertical or horizontal. The contestant must identify what species of tree the product is derived from and where the product is harvested, grown, or otherwise collected. The product listed must be partially or fully derived from trees; if partial the approximate percentage should be articulated in the display. The goal of this exhibit is for students to learn that many products come from trees and forests and to explore one of these products through in-depth study. Information about the tree or forest product: e.g. information about harvesting, processing, industry information, and environmental or other benefits may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information. Personal interviews with industry professionals are encouraged as a source of information.
- *10. **Forest Health Display** - Prepare a visual display outlining a specific forest health issue such as a tree disease, insect pest, animal- or human-caused damage, or an abiotic issue such as weather damage. The display must be no larger than 24 inches by 24 inches by 24 inches. Original photographs, drawings, samples, charts, posters, etc. can be used. Actual specimens are strongly encouraged but must be properly preserved, i.e. insects pinned or placed in vials of alcohol, leaves pressed and dried. Posters submitted may be no larger than 24 inches x 24 inches. Explain through the display what species of trees the health issue affects, diagnostic features of the issue (symptoms in trees, identifying features of the pest, etc.), and management options. Include common and scientific names of trees and pests. Supplemental information about the tree or forest health issue: e.g. origin, proliferation in Nebraska/United States, and physiological effects on the tree may be included to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information. Attach a separate label on the back of the display that includes the exhibitor's name and age.
- *11. **Wildfire Prevention Poster** - Prepare a poster, no larger than 24 inches x 24 inches that promotes wildfire prevention strategies. Strategies articulated in the poster can include personal and/or land management actions. Attach a separate label on the back of the poster that includes the exhibitor's name and age. Supplemental information about wildfire prevention should be attached to the poster: e.g. frequency of wildfires in Nebraska/United States, financial costs of wildfires, environmental factors that contribute to wildfires, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
- *12. **Sustainable Landscape Diorama** - Box must be no larger than 24" x 24". The exhibit must show a Nebraska landscape that includes elements such as windbreaks, fields, pastureland, CRP, public lands, community/municipal landscapes. The goal of this exhibit is for students to articulate conservation and sustainability best-practices that can be implemented on a landscape, while addressing landowner and other stakeholder interests. Label point/nonpoint sources of pollution, carbon sequestration, water-wise practices, wildfire prevention strategies, renewable energy sources, and other conservation practices as well as at least 10 species of plants included in the diorama. Attach to the exhibit a brief report including supplemental information describing the diorama, defining conservation practices, and outlining opportunities for landscape improvements to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.
- *13. **Tree Planting Project Display** – Plant a tree in your community. Prepare a visual display where the student articulates proper tree planting techniques, why the individual tree species was chosen, as well as steps taken to continue care for the tree after initial planting. The display must be no larger than 24 inches by 24 inches by 24 inches. Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 24 inches x 24 inches. The tree must have been planted 60 days to 1 year before State Fair judging day. Students must obtain permission from necessary authorities and property owners before planting any trees. Labeling: the following information about the tree must be included in the display: 1. common name 2. scientific name 3. planting location 4. planting date 5. tree source 6. planter's name 7. proper tree planting steps 8. tree care (after planting). Supplemental information about the tree: e.g. why the species was chosen, growth measurements, uses for that species, etc., may be included in an attached notebook, poster, etc. to enhance educational value. Supplemental information will be an important factor in judging but should not exceed three printed pages of text. Cite sources of information.

DEPARTMENT H - SHOOTING SPORTS

To participate in these competitions, a 4-H'er **MUST** have been enrolled in a Frontier County 4-H Shooting Sports project during the current year and **MUST** have attended **AT LEAST** 4 practices and the safety meeting offered by the Sharp Shooters 4-H club in each discipline to be able to compete in the county contest in that discipline.

Matches will be held in all six disciplines for 4-H'ers enrolled in the respective disciplines. Participants will be judged on shooting ability, safety and handling of equipment. **COMPETITION DRESS CODE- At all contests, the official county 4-H T-shirt MUST be worn along with jeans, closed-toe shoes and other required safety gear. Hats may be worn for shotgun contest & small bore rifle contests only.**

DIVISION 904 – Archery

At the fair contest, 4-H'ers will shoot 8 sets of 5 arrows outdoors (40 total) that will be scored. The distances will be as follows: Juniors – 10 yards, Intermediates – 20 yards, and Seniors – 30 yards.

COMPOUND – LIMITED (Fingers)

Class

904. **Junior Division** 8-10 years old
 905. **Intermediate Division** 11-13 years old
 906. **Senior Division** 14-18 years old

COMPOUND – UNLIMITED (Mechanical Release)

Class

907. **Junior Division** 8-10 years old
 908. **Intermediate Division** 11-13 years old
 909. **Senior Division** 14-18 years old

DIVISION 905 – BB Gun

At the fair contest, 4-H'ers will shoot 10 prone, 10 standing, 10 kneeling, and 10 sitting for a total of 40 shots. All positions will be shot for an overall score. The equipment will consist of BB-guns only that are **NOT** considered BB/pellet guns with rifled barrels. **NO** scopes – only open sights allowed. Distance for this group will be 5 meters.

Class

901. **Junior Division** 8-10 years old
 902. **Intermediate Division** 11-13 years old
 903. **Senior Division** 14-18 years old

DIVISION 906 – Air Rifle – MUST be 10 years old or older.

At the fair contest, 4-H'ers will shoot 10 prone, 10 standing, 10 kneeling, and 10 sitting for a total of 40 shots. All positions will be shot for an overall score. The equipment will consist of a .177 caliber air rifle that shoots pellets; .22 caliber air rifles **WILL NOT** be allowed. **NO** scopes – only open sights allowed. The distance will be 10 meters.

Class

901. **Intermediate Division** 10-13 years old
 902. **Senior Division** 14-18 years old

DIVISION 907 – Air Pistol – MUST be 10 years old or older.

Standing positions only will be used for air pistol with one or two-handed hold allowed. At the fair contest, 4-H'er will shoot 40 shots that will be added to the overall score. The equipment will consist of a .177 caliber air pistol that shoots pellets; .22 caliber air pistols **WILL NOT** be allowed. **NO** scopes – only open sights allowed. The distance will be 10 meters.

Class

901. **Intermediate Division** 10-13 years old
 902. **Senior Division** 14-18 years old

DIVISION 908 – Shotgun – MUST be 12 years or older. Need to have at least 2 years of BB Gun/Air Rifle or Hunter's Safety.

Fair competition for trap will consist of 2 rounds of 25 shots, 5 stations, 5 shots per station, and 1 shot per target. Total competition will consist of 50 shots. Safety glasses and hearing protection required and to be supplied by the 4-H'er. **NO** reload shells. Winners determined by most targets broken. Ammunition for county fair contest will be provided to ensure fairness. **Contest shoots will be held August 2nd at 6:30 p.m. at the Curtis Gun Club and NOT at the county fairgrounds.**

Class

901. **Intermediate Trap Division** 12-15 years old
 902. **Senior Trap Division** 16-18 years old
 903. **Senior Division** 16-18 years old – 5 skeet – 25 targets for contest

DIVISION 909 – Small-Bore Rifle .22 Caliber - Open to all 4-H'ers that have at least 2 years of BB Gun/Air Rifle or Hunter's Safety.

MUST attend the safety training provided specifically for this small-bore rifle to compete in this discipline, along with **AT LEAST** 4 practices. Total fair competition will consist of shooting the following targets from any standing position without artificial support: 10 targets at 40 yards, 10 targets at 60 yards, 10 targets at 80 yards, and 10 targets at 100 yards. You will be required to provide your own single-shot rifle (which will need to be approved by the instructor) and shells for practice. **NO .22 hollow points. ONLY solid nose cartridges.** Club may have a few guns to borrow. Safety glasses and hearing protection required and 4-H'er needs to provide. Ammunition will be provided for county contest.

Class – Open Sights

901. **Intermediate Division** 10-13 years old
 902. **Senior Division** 14-18 years old

Class – Scopes

903. **Intermediate Division** 10-13 years old
 904. **Senior Division** 14-18 years old

DIVISION 347 – 4-H Shooting Sports

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

Class

- *1. **Shooting Aid or Accessory – (SF253)** - Any item which helps the shooter/hunter better perform their sport. Ex: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, plans you adapted, what the item is and used for.
- *2. **Storage Case – (SF254)** - An item with the purpose to safely hold a firearm, bow, ammunition, and/or arrows. Ex: soft-sided shotgun case, quivers, firearm safe. Include your design or plans you adapted. Explain how the storage case is used.
- *3. **Practice Game or Activity – (SF255)** - Invent or adapt an activity to practice or teach a project skill. Include pictures of youth playing the game, testimonials of 4-H'ers who played the game, what skill is being worked on, and the directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.
- *4. **Science, Engineering, Technology Advancements of Shooting Sports, Conservation, or Wildlife Essay or Display – (SF256)** - Choose a specific area of shooting sports and share how it has advanced. Include a timeline and photos or illustrations. Keep your topic narrow and manageable. Essays are limited to 1,000 words and should be on 8½"x11" paper.
- *5. **Healthy Lifestyles Plan – (SF257)** - Include a shooter's (hiker's, camper's, angler's) diet and exercise plan, and how the 4-H'er will benefit or improve from following the plan. Ideally, the 4-H'er would follow the plan and include some journal entries about adaptations or improvements made while following the plan.

- *6. **Citizenship/Leadership Project – (SF258)** - Share a display on a citizenship project or leadership project the 4-H'er took on individually or with a group to improve some aspect related to 4-H Shooting Sports, Conservation, or Wildlife. Ex: range development, conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefited from the project, what the 4-H'er member's role was, and any results
- *7. **Career Development/College Essay, Interview or Display – (SF252)** - Research opportunities for careers related to this area or opportunities for college majors or college activities to help discover using project skills beyond a person's 4-H career. Essays are limited to 1,000 words and should be on 8½"x11" paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.
- *8. **Community Vitality Display – (SF251)** - Explore the difference shooting sports conservation, fishing, and hunting make in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for the public to learn from.
- *9. **Ag Literacy-Value Added Agriculture Interview or Research Project – (SF250)** - Explore how traditional ag producers are adding value to their production agriculture operations through conservation efforts, hunting, raising pheasants, shooting sports related tourism, etc. Present findings in an interesting way for the public to learn from.

DIVISION 346 - TAXIDERMY

Class

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

DEPARTMENT D - WILDLIFE

DIVISION 340 – WILDLIFE & HOW THEY LIVE

Class

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

- *1. **Mammal Display (SF154)** – Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.
- *2. **Bird Display (SF154)** – Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.
- *3. **Fish Display (SF155)** – Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.
- *4. **Reptile Or Amphibian Display (SF156)** - Examples: life history or other facts about one type of wildlife; how to manage wildlife on a farm or in town; managing habitat for one kind of wildlife; life requirements for one kind of wildlife during one season or through the year; wildlife behavior and habitats.
- *5. **Wildlife Connections** - Board or poster exhibit. The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Displays might show how animals interact with other animals, with people, or with their habitat.

Examples:

1. Food chain display. Use pictures, drawings, or other items to illustrate the source of food energy and where it goes - who eats whom or what. Use arrows to show the direction of the energy (food) flow.
 2. Show the role of predators, scavengers, insect eaters, or others in nature.
 3. Show how wildlife numbers (populations) change through the year.
 4. Show predation, competition, or other behavioral interactions of wildlife.
 5. Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.
- *6. **Wildlife Tracks** - Board or diorama-type box exhibit. Make a display of animal tracks using plaster of Paris casts. There are three options. For all options, include a brief description of your experiences in making the tracks so the judge can better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred.
Option 1 should show plaster of Paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. (OR)
Option 2 should show two or more plaster of Paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal. (OR)
Option 3 should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to picture or illustration of the animal.
 - *7. **Wildlife Knowledge Check** - Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife conservation or shooting sports related knowledge. Plan size and shape to fit transportation and display; maximum size 24" x 24".
 - *8. **Wildlife Diorama Exhibit** - Box **MUST** be **NO** larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. Example: show an area interspersed with several habitats such as windbreaks, farm fields, woods, waste areas, ditches, and pastures for edge-adapted species such as white-tailed deer, Northern bobwhite, mourning doves, cottontail rabbits, fox, squirrels, Northern cardinals, or blue jays. Label the habitats displayed and show at least five kinds of wildlife in their proper habitats.
 - *9. **Wildlife Essay** - Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife. You might write about wildlife on a farm, in town, in a backyard, at a backyard feeder, or at other places. You might write about ethics, proper behavior in the outdoors, hunting, or fishing. The essay is between 100 and 1000 words long and typed, double spaced, on 8½" x 11" paper. You might use books, magazines, or personal interviews as resources, but you **MUST** give credit to all sources by listing them.
 - *10. **Wildlife Values Scrapbook** - Make a scrapbook about the various values of wildlife. This would include aesthetic, scientific, commercial, game, genetic and/or ecological. One resource would be the Wildlife Conservation project book (4-H 125).
 - *11. **Wildlife Arts** - The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings, painted duck decoys, or songs or poems written by the exhibitor. Entries **MUST** be appropriate for fair display and **NO** larger than 24" x 24". For example, paintings or photographs should be displayed in notebook format or

mounted on a sturdy display panel. All entries **MUST** include a title and brief explanation of the purpose or message (what is the exhibit meant to show).

DIVISION 342 - WILDLIFE HABITAT

Class

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

HEALTHY LIFESTYLES

DEPARTMENT E - FOOD, NUTRITION & FOOD PRESERVATION

The purpose of Food & Nutrition exhibits is to encourage the knowledge about healthy eating and safe cooking practices. This category has multiple projects that allow 4-H'ers to progress over numerous years. In addition, 4-H'ers will learn different types of cooking methods to improve their knowledge of cuisine.

4-H'ers may exhibit only in the project in which enrolled. One entry per class.

All foods exhibits **MUST** be brought in the whole unit (such as a whole cake or whole loaf of bread) unless otherwise stated. Exhibit should be entered using a disposable pan or plate and covered by a plastic self-sealing bag. Commercially prepared mixes are **ONLY** allowed in the Cooking 201 Creative Mix Class. Prepared baking mixes, biscuit mixes, commercially prepared seasoning mixes for food preservation or other pre-made mixes entered in other categories will be lowered a ribbon placing.

Each entry **MUST** include the recipe. Recipe may be handwritten, photocopied or typed. Attach recipe at the corner of the bag on the outside. Additional information including recipes and supplemental information **MUST** be identified with 4-H'ers name and county. All baked food exhibits **WILL** be sold on entry day during the Bake Sale with all proceeds going to the Frontier County 4-H Council.

Any ingredient that the 4-H'er uses MUST be able to be purchased by the 4-H'er. Ingredients such as beer, whiskey, rum, etc. may **NOT** be used in any recipe file or food exhibit. Exhibits that include alcohol will be disqualified.

Exhibits are on display for several days. Please think **FOOD SAFETY!** Items that require refrigeration will **NOT** be accepted, judged, or displayed as exhibits must be safe to eat when entered, whether they are tasted or not. Glazes, frostings and other sugar-based toppings are considered safe due to their high sugar content. Egg glazes on yeast breads and pie crusts **BEFORE** baking are acceptable. Eggs incorporated into baked goods and crusts and cheese mixed into baked goods are considered safe. The following food ingredients are considered unsafe for fair exhibits and will be disqualified: egg or cream cheese fillings and cream cheese frostings; any meat item including meat jerky, imitation meat bits (bacon bits, pepperoni, etc.); melted cheese on top of food exhibit (cheese mixed into baked goods is considered safe and will be accepted); and uncooked fruit toppings (i.e., fresh fruit tart). These food items may result in an unsafe food product by the time the item is judged due to unpredictable heat and/or weather conditions.

GENERAL DIVISION - DIVISION 350

Class

- *1. **Food Science Explorations (SF152)** - Open to any 4-H'er enrolled in a Foods and Nutrition or Food Preservation project. Show the connection between food and science as it relates to food preparation, food safety, or food production. Exhibit may be a poster or foam core board (not to exceed 22" by 30"); computer-based presentation printed off with notes pages, if needed, and displayed in a binder; an exhibit display; or a written report in portfolio or notebook. Consider neatness and creativity.
- *2. **Foods & Nutrition Poster, Scrapbook, or Photo Display (SF122)** - Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. The project should involve a nutrition or food preparation technique or explore a career related to the food industry (caterer, restaurant owner, food scientist, registered dietitian, etc.). This might contain pictures, captions, and/or report to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22"x30"); a computer-based presentation printed off with notes pages (if needed) and displayed in a binder; an exhibit display; or a written report in portfolio or notebook. Consider neatness and creativity.
- *3. **Physical Activity & Health Poster, Scrapbook, or Photo Display (SF122)** - Open to any 4-H'er enrolled in a Foods & Nutrition or Food Preservation project. The project should involve a physical activity or a career-related to physical activity or health (personal trainer, sports coach, physical therapist, etc.). This might contain pictures, captions, and/or a report to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22"x30"); a computer-based presentation printed off with notes pages (if needed) and displayed in a binder; an exhibit display; or a written report in portfolio or notebook. Consider neatness and creativity.
- *4. **Cooking Basics Recipe File (SF251)** - A collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe is used. An additional 10 recipes may be added each year the 4-H'er is in the project, with year clearly marked on recipes. Display in a recipe file or binder. Be sure to include the number of servings or yield of each recipe. This may be a continued recipe file project from the previously used 4-H curriculum before 2018. Exhibits that include recipes with alcohol (wine, beer, rum, etc.) will be disqualified.

COOKING 101 - DIVISION 401

Class

- 901. **Cookies** - Any recipe, 4 on a paper plate.
- 902. **Muffins** - Any recipe, 4 on a paper plate.

903. **No Bake Cookie** - Any recipe, 4 on a paper plate.
904. **Cereal Bar Cookie** – Any non-baked cereal based recipe made in pan and cut into bars or squares for serving, 4 on a paper plate.
905. **Granola Bar** - Any recipe, 4 on a paper plate.
906. **Brownies** - Any recipe, 4 on a paper plate.
907. **Snack Mix** - Any recipe, at least 1 cup in self-sealing plastic bag.
908. **Table Setting** - One place setting can be exhibited in a space approximately 24"x17". Articles should be attached to the bottom of the display. The exhibit **MUST** be accompanied by a supporting information 5"x7" card stating the occasion in which the table setting will be used and details about the exhibit. If disposable products are used for the table setting, include the itemized cost.

COOKING 201 - DIVISION 410

Class

- *1. **Loaf Quick Bread** (SF123) – Any recipe, at least ¾ of a standard loaf displayed on a paper plate. Quick bread is any bread that does **NOT** require kneading or rising time and does **NOT** include yeast. A standard quick bread loaf measures approximately 8½"x4½" or 9"x5". If mini-loaf pans are used for exhibit, two loaves **MUST** be presented for judging.
- *2. **Creative Mixes** (SF142) – Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Baked item made from a mix (commercial or homemade mixes acceptable). Food product **MUST** have been modified to make a new or different baked item. Examples include poppy seed quick bread from a cake mix, cake mix cookies, sweet rolls made from readymade bread dough, monkey breads from biscuit dough, streusel coffee cake from a cake mix, etc. Write what you learned about making this product using a mix instead of a homemade recipe or recipe "from scratch". Does it make it better or easier to use a convenience product or mix? Why or why not?
- *3. **Biscuits or Scones** (SF136) – Four biscuits or scones on a small paper plate. This may be any type of biscuit or scone: rolled or dropped. Any recipe may be used, but it **MUST** be a non-yeast product baked from scratch.
- *4. **Healthy Baked Product** (SF124) – Any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe **MUST** contain a fruit or vegetable as part of the ingredients (examples include banana bars, cantaloupe quick bread, zucchini muffins, etc.).
- *5. **Coffee Cake** (SF129) – Any recipe or shape, non-yeast product – at least ¾ of baked product on a paper plate or in a disposable pan. Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201 manual.
- *6. **Baking With Whole Grains** (SF134) – Any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe **MUST** contain whole grains as part of the ingredients (examples include whole wheat applesauce bread, peanut butter oatmeal cookies, etc.).
- *7. **Non-Traditional Baked Product** (SF133) – Exhibit **MUST** include a food product prepared using a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.). Entry **MUST** be at least ¾ baked product, or 4 muffins or cookies on a paper plate or in a disposable pan. Entry **MUST** include supporting information that discusses alternative preparation method and how it compares with traditional method.

COOKING 301 - DIVISION 411

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

Class

- *1. **White Bread** (SF138) – Any yeast recipe. At least ¾ of a standard loaf displayed on a paper plate.
- *2. **Whole Wheat or Mixed Grain Bread** (SF138) – Any yeast recipe. At least ¾ of a standard loaf displayed on a paper plate.
- *3. **Specialty Rolls** (SF141) – Any yeast recipe. 4 rolls on a paper plate. May be sweet rolls, bagels, English muffins, kolaches, bagels or any other similar recipe that makes individual portions.
- *4. **Dinner Rolls** (SF138) – Any yeast recipe. 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks, or any other type of dinner roll.
- *5. **Specialty Bread** (SF141) – Any yeast recipe. Includes tea rings, braids, or any other full-sized specialty bread products. **MUST** exhibit at least ¾ of a full-sized baked product.
- *6. **Shortened Cake** (SF137) – Must exhibit at least ¾ of the cake (recipe must **NOT** be from a cake mix). Shortened cakes use fat for flavor and texture. Recipes usually begin by beating fat with sugar by creaming and include leavening agents in the recipe. Cake may be frosted with a non-perishable frosting. **NO** cream cheese or egg white based frostings allowed.

COOKING 401 - DIVISION 412

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

Class

- *1. **Double Crust Fruit Pie** (SF144) – Made with homemade fruit filling. **NO egg pastries or cream fillings. NO** canned fillings or premade pie crusts. May be a double crust, crumb, cutout or lattice topping. Using an 8" or 9" disposable pie pan is recommended.
- *2. **Family Food Traditions** (SF145) – Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Any baked item associated with family tradition and heritage. Entry **MUST** include: (1) recipe, (2) tradition or heritage associated with preparing, serving the food, and (3) where or who the traditional recipe came from.
- *3. **Ethnic Food Exhibit** (SF146) – Any recipe. At least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. The name of the country, culture, or region should be included as part of the supporting information with the recipe, as well as some background information about the country or culture the food item is representing.
- *4. **Candy** (SF147) – Any recipe. 4 pieces of candy on a paper plate or ½ cup. **NO** items containing cream cheese will be accepted (example: cream cheese mints). Candy may be cooked or no-cook; dipped, molded, made in the microwave or other methods of candy preparation. Recipe **MUST** be included.
- *5. **Foam Cake** (SF138) – Original recipe (**NO** mixes) of at least ¾ of the cake. Foam cakes are cakes that have a high ration of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes. Cake may be frosted with a non-perishable frosting. **NO** cream cheese or egg white based frostings allowed.
- *6. **Specialty Pastry** (SF143) – Any recipe, at least ¾ of a baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Baked items

such as pie tarts, puff pastry, phyllo doughs, biscotti, choux, croissants, Danish, strudels. Phyllo dough may be pre-made or from scratch. Pastries made with cream or egg-based fillings will be disqualified.

CAKE DECORATING - DIVISION 906

Recipe NOT required for cake decorating.

- 901. **Frosted and Decorated Cake** - Single layer shaped cake
- 902. **Frosted and Decorated Cake** - 8" or 9" round layer cake
- 903. **Foil Covered Cardboard display** - 8"x11", displaying each of the following: (a) 3 different kinds of borders, (b) 3 different kinds of flowers, (c) 2 different kinds of leaves
- 904. **Advanced Cake Decoration** - On multi-layer or special design, i.e. two-tiered wedding cake
- 905. **Decorated Cupcakes** - 4 on a plate
- 906. **Decorated Cookies** - 4 on a plate
- 907. **Other Decorated Cake**

FOOD PRESERVATION

Processing Methods – Current USDA processing methods and altitude adjustments **MUST** be followed for all food preservation. Jams, preserves and marmalades, fruit, tomatoes and pickled products **MUST** be processed in a boiling water bath. (Tomatoes may be processed in a pressure canner.) All non-acid vegetables and meats **MUST** be processed in a pressure canner. Improperly canned or potentially hazardous food items will be disqualified. Spoiled or unsealed container disqualifies entry.

Jars – Do NOT need to be the same brand. Half pint jars may be used for jellies and preserves. The jars are **NOT** to be decorated by the 4-H'er in any way. Canning jars **MUST** be used - others will be disqualified. **NO** one-fourth pint jars allowed. Leave jar rings on for fair display, it helps protect the seal. **NO zinc lids.**

Current Project – All canning **MUST** be the result of this year's 4-H project.

Criteria for Judging – Exhibits will be judged according to score sheets available at your local Extension office or the State Fair Book at <https://4hfairbook.unl.edu/fairbookview.php/rules>. Incomplete exhibits will be lowered a ribbon class. Canned food items not processed according to altitude in the county will be lowered one class ribbon. Check with your local Extension office or this site: <https://food.unl.edu/canning#elevation> for your county's altitude and how that affects food processing times and pounds of pressure.

Labeling – Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar. Each bag containing dried foods should also be labeled with the name of the food item, name of the 4-H'er, county, and drying date. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.

Recipe/Supporting Information – Recipe **MUST** be included and may be handwritten, photocopied or typed. Commercially prepared seasoning mixes are **NOT** allowed. Current USDA guidelines for food preservation methods **MUST** be followed. Suggested sources of recipes include: (1) 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning); (2) USDA Guide to Home Canning https://nchfp.uga.edu/publications/publications_usda.html; (3) Nebraska Extension's Food Website <https://food.unl.edu/food-safety> or extension publications from other states; (4) Ball Blue Book (published after 2009) or online at <https://www.freshpreserving.com/recipes>.

ALL exhibits must include the 4-H Food Preservation Card attached to the project as required supporting information or include the following information with the exhibit: (1) Name of product; (2) Date preserved; (3) Method of preservation (pressure canner or water bath canner); (4) Type of pack (raw pack or hot pack); (5) Altitude (and altitude adjustment, if needed); (6) Processing time; (7) Number of pounds of pressure (if pressure canner used); (8) Drying method and drying time (for dried food exhibits); (9) Recipe and source of recipe (if a publication, include name and date).

The fair board is **NOT** responsible for lost, damaged or broken exhibits.

UNIT 1 FREEZING PROJECT MANUAL – Division 406

Class

- *1 - **Baked Item Made With Frozen Produce** (SF155) – Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe

MUST include a food item preserved by the freezing method done by the 4-H'er. Examples include peach pie, blueberry muffins, zucchini bread, etc. Supporting information **MUST** include both the recipe for the produce that was frozen as part of this project **AND** the baked food item.

UNIT 2 DRYING PROJECT MANUAL – Division 407

Class

- *1 - **Dried Fruits** (SF154) – Exhibit 3 different examples of 3 different dried fruits. Place each dried fruit food (6-10 pieces of fruit, minimum of ¼ cup) in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- *2 - **Fruit Leather** (SF154) – Exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit together in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- *3 - **Vegetable Leather** (SF154) – Exhibit 3 different examples of 3 different vegetable or vegetable/fruit leather combo. Place a 3-4" sample of each leather in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
- *4 - **Dried Vegetables** (SF149) – Exhibit 3 different samples of 3 different dried vegetables. Place each food (¼ cup of each vegetable) in a separate self-sealing bag. Use a "twisty" to keep exhibit together.
- *5 - **Dried Herbs** (SF149) – Exhibit 3 different samples of 3 different dried herbs. Place each food (¼ cup of each herb) in a separate self-sealing bag. Use a "twisty" to keep exhibit together.
- *6 - **Baked Item Made With Dried Produce/Herbs** (SF156) – Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe **MUST** include a dried produce/herb item made by the 4-H'er. Examples include granola bar made with dried fruits; dried cranberry cookies; Italian herb bread; lemon thyme cookies. Supporting information **MUST** include both the recipe for the dried produce/herb **AND** the baked food item.

UNIT 3 BOILING WATER CANNING MANUAL – Division 408

Class

- *1. **1 Jar Fruit Exhibit** (SF150) – Exhibit 1 jar of a canned fruit. Entry **MUST** be processed in a boiling water bath according to current USDA

recommendations.

- *2. **3 Jar Fruit Exhibit** (SF150) – Exhibit 3 jars of different canned fruits. May be three different techniques for same type of product. (ex. applesauce, canned apples, apple pie filling, etc.) Entry **MUST** be processed in a boiling water bath according to current USDA recommendations.
- *3. **1 Jar Tomato Exhibit** (SF150) – Exhibit 1 jar of a canned tomato product. Entry **MUST** be processed in a boiling water bath according to current USDA recommendations.
- *4. **3 Jar Tomato Exhibit** (SF150) – Exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.) Entry **MUST** be processed in a boiling water bath according to current USDA recommendations.
- *5. **1 Jar Pickled Exhibit** (SF150) – Exhibit 1 jar of a pickled and/or fermented product. Entry **MUST** be processed in a boiling water bath according to current USDA recommendations.
- *6. **3 Jar Pickled Exhibit** (SF150) – Exhibit 3 jars of different kinds of canned pickled and/or fermented products. Entry **MUST** be processed in a boiling water bath according to current USDA recommendations.
- *7. **1 Jar Jelled Exhibit** (SF153) – Exhibit 1 jar of a jam, jelly or marmalade. Entry **MUST** be processed in a boiling water bath according to current USDA recommendations.
- *8. **3 Jar Jelled Exhibit** (SF153) – Exhibit 3 jars of 3 different kinds of jelled products. Entry may be made up of either pints or half pints. Entry **MUST** be processed in a boiling water bath according to current USDA recommendations.

UNIT 4 PRESSURE CANNING PROJECT MANUAL – Division 414

Class

- *1. **1 Jar Vegetable or Meat Exhibit** (SF150) – Exhibit 1 jar of a canned vegetable or meat. Include only vegetables and meats canned in a pressure canner according to current USDA recommendations.
- *2. **3 Jar Vegetable Exhibit** (SF150) – Exhibit 3 jars of different kinds of canned vegetables. Include **ONLY** vegetables canned in a pressure canner according to current USDA recommendations.
- *3. **3 Jar Meat Exhibit** (SF150) – Exhibit 3 jars of different kinds of canned meats. Include **ONLY** meats canned in a pressure canner according to current USDA recommendations.
- *4. **Quick Dinner** (SF151) – Exhibit a minimum of 3 jars to a maximum of 5 jars plus menu. Meal **SHOULD** include 3 canned foods that can be prepared within an hour. List complete menu on 3"x5" file card and attach to one of the jars. Entry **MUST** be processed according to current USDA recommendations.
- *5. **1 Jar Tomato Exhibit** (SF150) – Exhibit 1 jar of a canned tomato product. Entry **MUST** be processed in a pressure canner according to current USDA recommendations.
- *6. **3 Jar Tomato Exhibit** (SF150) – Exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.). Entry **MUST** be processed in a pressure canner according to current USDA recommendations.

DEPARTMENT E - SAFETY

In this category, 4-H'ers have the opportunity to create exhibits about all-terrain vehicles, fire, and tractor safety. In addition, 4-H'ers can also create informational exhibits about basic safety strategies. Through involvement in this category, 4-H'ers will be better educated about personal safety and have the knowledge base to educate others about safety and have the knowledge base to educate others about safety.

GENERAL - DIVISION 440

Class

- *1. **First Aid Kit** - A first aid kit is a good way to organize supplies in an emergency. The kit should be assembled in a container appropriate for the kit's intended use. A description of where the kit will be stored and examples of specific emergencies for that situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies. Use Citizen Safety manual, 4H425, pages 6 & 7 for guidance. Kits containing any of the following will be automatically disqualified: (1) Prescription medications. (If the kit's purpose is to provide medication for someone with special needs, explain in the written description and inventory, but remove the medication.); (2) Materials with expiration dates on or before the judging date. (This includes sterile items, non-prescription medications, ointments, salves, etc. Articles dated month and year only are considered expired on the last day of that month.); (3) Any controlled substance.
- *2. **Disaster Kit** (Emergency Preparedness) - Disaster kits **MUST** contain the materials to prepare a person or family for emergency conditions caused by a natural or man-made incident. Selection of materials is left to the 4-H'er. Family or group kits **MUST** have enough material or items for each person. A description of the kit's purpose, the number of people supported and a list of contents is required. 4-H'ers are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do NOT bring actual water to the fair in the kit.
- *3. **Safety Scrapbook** – The scrapbook **MUST** contain 15 news articles from print and/or internet sources about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook **SHOULD** be bound in a standard size hardcover binder or notebook for 8½"x11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.
- *4. **Safety Experiences** - The exhibit should share a learning experience the 4-H'er had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the 4-H'er's response to an emergency situation. The exhibit should include a detailed description of the experience, the 4-H'er's role, some evidence of the 4-H'er's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.
- *5. **Career in Safety** - The exhibit should identify a specific career area in the safety field and include education and certification requirements for available positions, salary information, demand for the field and a summary of the 4-H'er's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, some military assignments, law enforcement officers, emergency room medical personnel, fire investigator and more. It is recommended 4-H'er interview a professional in the field in their research. Additional research sources might include books, articles, career web sites, job-related government web sites or interviews with career placement or guidance counselors. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

FIRE SAFETY - DIVISION 450**Class**

- *1. **Fire Safety Poster** - This is a home floor plan drawn **to scale** showing primary and secondary escape routes and where fire extinguishers and smoke detectors are located. Draw every room, including all doors and windows. Use black or blue arrows showing primary escape routes from each room. Use red arrows showing secondary routes to use if the primary routes are blocked. Primary and secondary escape routes **MUST** lead outside to an assembly location. Documentation should include evidence the escape plan has been practiced at least four times. Posters **MUST** be constructed of commercial poster board at least 11"x14" but **NOT** larger than 22"x28".
- *2. **Fire Safety Scrapbook** - The scrapbook **MUST** contain at least 10 news articles from print and/or internet sources about fires to residential or commercial properties or landscapes. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard hard cover binder or notebook for 8½"x11" paper. Correct sentence structure, readability and thorough explanations are an important part of judging.
- *3. **Fire Prevention Poster** - Poster should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Halloween, 4th of July, etc.). Originality, clarity, and artistic impression will all be judged. Do **NOT** include live fireworks, matches or other flammable/explosive/hazardous materials. Any entry containing this material will be disqualified. Posters **MUST** be constructed on commercial poster board at least 11"x14" but **NOT** larger than 22"x28".

CITIZENSHIP, LEADERSHIP & PERSONAL DEVELOPMENT**DEPARTMENT A - CITIZENSHIP**

Purpose: The purpose of these citizenship exhibits is to foster civic responsibility and action within the diverse areas of citizenship including community service, service learning, government and policy making.

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

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.

DIVISION 120**Class**

- *1. **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 or another multi-media program to tell about the PROCESS of developing and giving a care package to a service organization. Power Point should be saved to a USB/thumb drive. 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 package 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. Some examples of care packages are: backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc.
- *2. **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.
- *3. **Patriotic or Cultural Fine Arts** can be made of any art media but should tie in the relevance of the artwork to citizenship.
- *4. **Public Adventure Scrapbook** should describe your Public Adventure or Service-Learning Activity. Scrapbooks **MUST** measure **NO** more than 16"x16".
- *5. **Public Adventure Poster** should describe your Public Adventure or Service-Learning Activity. Display posters **MUST** be stiff enough to stand when supported from behind and below. Length and width **MUST** be **NO** more than 24"x28".
- *6. **Written or Recorded Stakeholder Interview** should follow the outline found in the Public Adventures Curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted.
- *7. **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.
- *8. **For 9th-12th Graders Only: Oral Citizenship Essay** addressing the theme "Freedom's Obligations" should be 3-5 minutes. **NO** background music, singing or other enhancement allowed. All essays should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted. Voice tone should be normal and conversational. A copy of the written essay should be attached.
- *9. **Service Items** can include but aren't limited to lap quilt, Quilt of Valor and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of who the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.
- *10. **4-H Club Exhibit** should depict what a 4-H club has done in the area of community service. This item could include but is **NOT** limited to a service item, poster, scrapbook, cultural or creative arts item or care package, Quilt of Valor.

DIVISION 130**Seeing i2i Classes**

- *1. **Cultural Fine Arts** can be made of any art media but should symbolize what makes them unique.
- *2. **How Are We Different?** Interviews 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.
- *3. **Name Art** should be a creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.
- *4. **Family History** depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.)
- *5. **Exhibit Depicting A Cultural Food** that is special to your family. Can be a story or essay.
- *6. **"This is Who I Am" Poem** – A poem written by the 4-H'er that reflects who they are.
- *7. **Poster** that depicts what you have learned through the i2i Project.
- *8. **Biography** about an historical figure that has made a positive impact on our society or who have made a difference in the lives of others.
- *9. **Play Script** written about a different culture.

DEPARTMENT F - ENTREPRENEURSHIP

ESI: Entrepreneurship Investigation

Entrepreneurship exhibits help participants learn more about starting a business, developing products, and marketing strategies. Participation in this category will give 4-H'ers experience in the entrepreneurial world. The purpose of entrepreneurship exhibits is to help 4-H'ers prepare for the business world.

All exhibits are directly related to activities in the project manual. Refer to the manual for ideas, suggestions and additional information to enhance project exhibits. The 4-H'er's name, age, town and county **MUST** be listed on the back of the exhibit. If exhibit is a poster, it **MUST** be 14"x22" and may be arranged either horizontally or vertically. Poster may **NOT** use copyrighted materials, such as cartoon characters or commercial product names. Exhibits which do **NOT** conform to size or content guidelines will be lowered one ribbon placing. Posters may include photographs, charts or examples as well as a written explanation.

DIVISION 531

Class

ESI Unit 1 Discover the E-Scene

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

ESI Unit 2 The Case of ME

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

ESI Unit 3 Your Business Inspection

- *3. **Marketing Package** (SF181) - (mounted on a 14"x22" 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.
- *4. **Sample of Original Product** (SF181) – With an information sheet (8½"x11") 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) Marketing 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?
- *5. **Photos of an Original Product** (SF181) - (mounted on a 14"x22" poster) **MUST** include three photos of developed product and a mounted information sheet answering the following questions. **If exhibiting in both Class 4 and Class 5, products MUST be entirely different products.** (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 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?

Entrepreneurship - All Units

- *6. **Entrepreneurship Challenge** (SF181)- Take on the entrepreneurship challenge. Entrepreneurship Challenge is up to the 4-H'ers enrolled in any of the three units of ESI. Complete five (5) or more of the challenges from the following list. The exhibit will include highlights from these five (5) challenges. Consider labeling each challenge so the viewer will understand what the challenge was. Enter a poster, video, report or scrapbook related to the learning from the challenge. Use your creativity to show and share what you learned. Select your five (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 prototype. (7) Work with a friend to develop a new business idea! (8) Contact the extension office to learn about entrepreneurship opportunities. (9) Create an activity to teach others about the entrepreneurship (coloring page, puzzle, game, etc.)

PLANT SCIENCE

Including projects related to Field Crops, Weed Science, & Range

DEPARTMENT G - FIELD CROPS

Individuals in the Crop Production, Field Crops project may exhibit grain or plants to prepare an educational display representing their project. The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability, and environmental protection. For guidelines on specific projects, refer to appropriate project manuals. **IMPORTANT:** A completed Crop Production Worksheet (available at <https://go.unl.edu/7dru>) **MUST** accompany grain and plant exhibits or it will automatically be deducted one ribbon placing. The worksheet **MUST** include the exhibitor's name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and general information including farm cropping history, soil type and weather effects.

The worksheet also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis. Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.) any observations made during the growing season, and what you learned from your crops project. The essay counts as 50% of the total when judged. Worksheet **MUST** be the original work of the individual exhibitor or it will automatically be deducted one ribbon placing.

Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit. Grain exhibits **MUST** be one gallon per sample. Grain exhibits harvested in the fall (e.g. corn or soybeans) may be from the previous year's project.

Plant exhibits, with the exception of ears of corn, **MUST** be the result of the current year's project. **Corn** - 10 ears or 3 stalks (cut at ground level with **NO** roots or soil and bound together); **Grain Sorghum** - 4 stalks (cut at ground level and bound together); **Soybeans** - 6 stalks (cut at ground level and bound together); **Small Grains** (oats, barley, wheat, triticale) - sheaf of heads 2" in diameter at top tied with stems about 24" long. **Other Crops** (alfalfa, millet, etc.) - sheaf of stems 3" in diameter at top tied with stems cut at ground level or half size small square bale.

FIELD CROPS - DIVISION 750

Class

- *1. **Corn** - includes yellow, white, pop, waxy or any other type
- *2. **Soybeans**
- *3. **Oats**
- *4. **Wheat**
- *5. **Any Other Crop** - Includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.

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

- *6. **Crop Production Display** - The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, pest management, etc.
- *7. **Crop Technology Display** - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
- *8. **Crop End Use Display** - Display information about the final product or end uses for a crop, such as food, feed, fuel, or other products (i.e. corn can be processed into livestock feed, ethanol, plastics, etc. or soybeans can be processed into bio-diesel, pet bedding, crayons, oil, etc.). This should not be about the process of crop production, but focus on an end product(s).
- *9. **Water or Soil Display** - Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.
- *10. **Career Interview Display** - The purpose of this class is to allow 4-H'er to investigate a career in agronomy. 4-H'er should interview one person that works with crops about such topics as what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture of the person interviewed.

SPECIAL AGRONOMY PROJECT – DIVISION 750

- *11. **Special Agronomy Project – Educational Exhibit** – Educational exhibit based on what was learned from the project. Present information on a poster 14" x 22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H member's name, age, full address, and county must be on the back of the poster or report cover. Refer to Scoresheet SF259 Each display must have a one-page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used.
- *12. **Special Agronomy Project – Video Presentation** – 4-H exhibitor designs a multimedia presentation related to the crop. This could include narration of the growing process, presenting facts about the crop or any other innovative multimedia practices. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. And of the following file formats will be accepted: mp4, .mov, .ppt, .avi.
- *13. **Special Agronomy Project (Freshly Harvested Crop)** – Plant exhibits must be the result of the current year's project. Youth experience a crop that is grown, was grown or has the potential to be grown in Nebraska by growing it, researching traits of that crop and determine viability of that crop in the part of the state they live. Each year seeds will be mailed to extension offices or ag ed classrooms across the state, as ordered by that location. Offices will distribute to youth on a first, come – first serve basis. A different seed will be selected every year. Youth will grow seeds in their garden or pots. Written Resources materials will be available for youth, in addition to virtual, live or recorded videos/field trips. Youth will be eligible to enter an exhibit at both the county and/or state fair in the agronomy project area.

DEPARTMENT G - HORTICULTURE

The purpose of Horticulture is to encourage 4-H'ers to start and maintain vegetable gardens. In addition, 4-H'ers can participate in planting, growing, and caring for flowers. There is also a special gardening project in this category that 4-H'ers can participate in.

Entries **MUST** be the work of the 4-H'er.

Limited to one exhibit per class but may enter unlimited classes.

FLORICULTURE – DIVISION 770

4-H'ers **MUST** be enrolled in the World of Flowers and/or Annual Flowers projects to exhibit in classes 1-46 (cut flowers) and 50-53 (educational exhibits).

Classes 1-23: Cut Flower Annuals and Biennials – 5-stems of a single variety (cultivar) unless otherwise noted in parenthesis.

Classes 30-46: Cut Flower Perennials – 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.

The cultivar or variety name MUST be included on a card attached to the exhibit. If potted container with several cultivar or varieties, identify

each individually within the pot. Failure to identify the cultivar or variety will drop entry one ribbon placing. Proper identification is the responsibility of the exhibitor, **NOT** the Extension staff or office personnel.

Exhibits entered in an incorrect class or containing an incorrect number of stems **WILL** be dropped one ribbon placing. In Classes 23, 45, & 46 do **NOT** duplicate entries from the already listed classes, or entry **WILL** be dropped one ribbon placing. For example: 4-H'ers with two cultivars or varieties of marigolds can **ONLY** enter the marigold class and **CANNOT** enter the other cultivar or variety in any other class. A perennial is defined as a plant of which the crown overwinters. An annual is a plant that grows from seed each season, whether self-seeded or planted by the gardener. A biennial is a plant that germinates, grows and overwinters as a crown, blooms the following year and dies. Foliage will be considered when exhibit is judged.

All 3 or 5 stems of cut flowers should be the same cultivar and color. **DO NOT** mix cultivars and colors. Containers will **NOT** be judged, however, they should be clear **GLASS** containers that won't tip over and are of adequate size to display blooms. Any exhibit not in a clear glass container will be dropped a ribbon placing.

Follow the guidelines in **4-H Preparing Cut Flowers for Exhibits 4H227** (revised 2016) (Free Download at <https://4h.unl.edu/preparingcutflowers>) when preparing entries for fair.

DIVISION 770

***Cut Flowers - Annuals and Biennials** - 5 stems from a single variety (cultivar) unless otherwise noted in parenthesis.

Class

- | | |
|--|---|
| *1. Aster | *14. Marigold |
| *2. Bachelor Buttons | *15. Pansy |
| *3. Bells of Ireland | *16. Petunia |
| *4. Browallia | *17. Salvia |
| *5. Calendula | *18. Snapdragon |
| *6. Celosia (crested or plume) 3 stems | *19. Statice |
| *7. Cosmos | *20. Sunflower (under 3" diameter–5 stems, 3" or more in diameter–3 stems) |
| *8. Dahlia | *21. Vinca |
| *9. Dianthus | *22. Zinnia |
| *10. Foxglove | *23. Any other annual or biennial (under 3" diameter–5 stems, 3" or more in diameter–3 stems) (do NOT duplicate entries in Classes 1-22) |
| *11. Gladiolus (3 stems) | |
| *12. Gomphrena | |
| *13. Hollyhock (3 stems) | |

***Cut Flower – Perennials** - 5 stems from a single variety (cultivar) unless otherwise noted in parenthesis

Class

- | | |
|---------------------------------------|---|
| *30. Achillea/Yarrow | *41. Rose (3 stems) |
| *31. Chrysanthemum | *42. Rudbeckia/Black-eyed Susan |
| *32. Coneflower | *43. Sedum |
| *33. Coreopsis | *44. Statice |
| *34. Daisy | *45. Any other perennial (under 3" diameter–5 stems, 3" or more in diameter– 3 stems) (do NOT duplicate entries in Classes 30-44) |
| *35. Gaillardia | *46. 4-H Flower Garden Collection of 5 different flowers. Each flower in the collection should be exhibited with the number specified for Classes 1-45. Display in a box or other holder NOT more than 18" in any dimension. Do NOT duplicate entries in Classes 1-45 with any in the group collection. |
| *36. Helianthus | |
| *37. Hydrangea (3 stems) | |
| *38. Liatris (3 stems) | |
| *39. Lilies (3 stems) (Not Daylilies) | |
| *40. Platycodon | |

Educational Exhibits

- *50. **Flower Notebook** - Exhibit a notebook containing pictures of flowers grown in Nebraska. There **MUST** be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. 4-H'ers may show more than one cultivar of the same species, but they will only count as one species. The notebook **MUST** be the result of the current year's work. Pictures from garden catalogs, hand drawn pictures, or photographs may be used. Each species/cultivar **MUST** be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should be labeled as spring or summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H'er's name, age, full address, county, and years in the project(s) **MUST** be on the back of the notebook.
- *51. **Flower Garden Promotion Poster** - Individual poster promoting flower gardening, size 14"x22" either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayon, etc. as long as it is **NOT** 3-dimensional. Posters using copyrighted material will **NOT** be accepted. The 4-H'er's name, age, full address, county, and years in the project(s) **MUST** be on the back of the poster.
- *52. **Educational Flower Garden Poster** - Prepare a poster 14"x22"x2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flowers or houseplant project. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals but use your own creativity. The 4-H'er's name, age, full address, county and years in the project(s) **MUST** be on the back of the poster.
- *53. **Flower Gardening History Interview** - Neatly handwritten or typed account of a gardening history interview whose flower garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include 1 picture of the person you interviewed) of their flower garden if the individual is still gardening. Protect with a clear report cover. The 4-H'er's name, age, full address, county, and years in the project(s) **MUST** be on the back of the report cover.
901. **Fresh Floral and/or Plant Arrangement**

HOUSEPLANTS – DIVISION 770

4-H'er **MUST** be enrolled in the **Growing Great Houseplants** project to exhibit in Classes 60-66.

***Container Grown Houseplants:** The choice of container and soil quality will be considered in judging. **Each houseplant MUST be identified by listing the names on a card attached to the container.** Identify each plant individually if more than one cultivar or variety. Houseplants **SHOULD** be grown in the display container for a minimum of six (6) weeks. Plants grown as houseplants **MUST** be used. **NebGuide G2205 "Guide to Growing Houseplants"** (<http://extensionpubs.unl.edu/publication/9000016368872/guide-to-growing-houseplants>) and **NebGuide G837 "Guide to Selecting Houseplants"** (<http://extensionpubs.unl.edu/publication/9000016361731/guide-to-selecting-houseplants>) include a list of common houseplants. **Containers of annual flowers or annual plants (i.e. petunias, geraniums, impatiens) will be disqualified and will NOT be judged.**

Entries in Classes 60-66 **MUST** have been designed and planted by the 4-H'er.

Container grown houseplants shall be in pots **NO** greater than 12" in diameter (inside opening measurement). Dish gardens, fairy or miniature gardens, desert gardens, and terrariums may be up to 12" in diameter (inside opening measurement). Any container grown plant in Classes 60-66 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing.

Classes 60-65 4-H'ers **MUST** have and provide a saucer to catch drainage water. The 4-H'ers name, age, full address, county, and years in the project(s) **MUST** be on the bottom or back of the container and saucer.

Class

- *60. **Flowering Potted Houseplant(s)** – (SF107) – that are blooming for exhibition. Container may have one or more houseplants in container. Label name for each plant. Non-blooming plants **WILL** be disqualified.
- *61. **Foliage Potted Houseplant** – (SF107) – One variety of cacti or tropical or succulent plant.
- *62. **Hanging Basket of Flowering and/or Foliage Houseplants** – (SF107) – Container may have on or more houseplants in container. Label name for each plant.
- *63. **Dish Garden** - (SF107) – an open/shallow container featuring a variety of houseplants excluding cacti and succulents. Label name for each plant.
- *64. **Fairy or Miniature Garden** - (SF107) – A miniature "scene" contained in an open container and featuring miniature or small, slow growing houseplants. The garden needs to have an imaginative theme and miniature accessories, i.e. bench, fence made from tiny twigs, small shell for a bathtub, etc. Label name for each plant.
- *65. **Desert Garden** - (SF107) – an open/shallow container featuring a variety of cacti and/or succulents grown as houseplants. Label name for each plant.
- *66. **Terrarium** - (SF107) – transparent container, partially or completely enclosed; sealed or unsealed. Label name for each plant.

VEGETABLES, HERBS & FRUITS & EDUCATIONAL EXHIBITS - DIVISION 773

4-H'ers **MUST** be enrolled in the Everyone is a Gardener project and/or Gardening Unit 1 – Unit 4 projects to exhibit in classes 201-286 (vegetables, herbs, and fruits) and 290-294 (educational exhibits). Entries must be the work of the 4-H'er.

Limited to one exhibit per class but may enter unlimited classes.

The cultivar or variety name MUST be included on all entry cards. Failure to identify the cultivar or variety will drop entry one ribbon placing.

Proper identification is the responsibility of the exhibitor **NOT** the Extension staff or office personnel. Exhibits entered in an incorrect class or containing an incorrect number of vegetables **WILL** be dropped one ribbon placing. In Classes 252, 255, 268, 269, 285 & 286, do **NOT** duplicate entries from any of the other classes, or entry **WILL** be dropped one ribbon placing. For example: 4-H'ers with two cultivars or varieties of red tomatoes can only enter the red tomatoes class and **CANNOT** enter the other cultivar or variety in any other vegetable class. Follow the guidelines in **Selecting and Preparing Vegetables, Herbs, and Fruits For Exhibit 4H226** when preparing entries for the fair.

Class	Vegetable	#'s to Exhibit	Class	Vegetable	#'s to Exhibit
*201.	Lima Beans	12	*227.	Russet Potatoes	5
*202.	Snap Beans	12	*228.	Other Potatoes	5
*203.	Wax Beans	12	*229.	Pumpkin	2
*204.	Beets	5	*230.	Miniature Pumpkins (Jack Be Little Type)	5
*205.	Broccoli	2	*232.	Radish	5
*206.	Brussel Sprouts	12	*232.	Rhubarb	5
*207.	Green Cabbage	2	*233.	Rutabaga	2
*208.	Red Cabbage	2	*234.	Green Summer Squash	2
*209.	Carrots	5	*235.	Yellow Summer Squash	2
*210.	Cauliflower	2	*236.	White Summer Squash	2
*211.	Slicing Cucumbers	2	*237.	Acorn Squash	2
*212.	Pickling Cucumbers	5	*238.	Butternut Squash	2
*213.	Eggplant	2	*239.	Buttercup Squash	2
*214.	Kohlrabi	5	*240.	Other Winter Squash	2
*215.	Muskmelon/Cantaloupe	2	*241.	Sweet Corn (in husks)	5
*216.	Okra	5	*242.	Swiss Chard	5
*217.	Yellow Onions	5	*243.	Red Tomatoes (2" or more in diameter)	5
*218.	Red Onions	5	*244.	Roma or Sauce type Tomatoes	5
*219.	White Onions	5	*245.	Salad Tomatoes	12
*220.	Parsnips	5	*246.	Yellow Tomatoes	5
*221.	Bell Peppers	5	*247.	Turnips	5
*222.	Sweet (Non-Bell) Peppers	5	*248.	Watermelon	2
*223.	Jalapeno Peppers	5	*249.	Dry Edible Beans	1 pint
*224.	Hot (Non-Jalapeno) Peppers	5	*250.	Gourds, Mixed Types	5
*225.	White Potatoes	5	*251.	Gourds, Single Variety	5
*226.	Red Potatoes	5			
*252.	Any Other Vegetable 2, 5 or 12 (do NOT duplicate entries in Classes 201-251) that doesn't fit in any other class				
*255.	4-H Vegetable Garden Collection of five kinds of vegetables. Display Garden Collection in a box NOT more than 24" in any dimension.				

Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should **NOT** be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual Class (201-252). Do **NOT** duplicate entries in Classes 201-252 with any in the group collection.

- *256. **4-H Cultivar Vegetable Collection** - Vegetables entered in the collection are 5 cultivars from a single exhibit; for example, 5 cultivars of all types of peppers or squash or onions or tomatoes, etc. Display in a box **NOT** more than 24" in any dimension. Showmanship will be considered in judging; but plastic grass, cotton, figurines, etc. should **NOT** be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252).

HERBS - DIVISION 773

Herbs will be judged using the same general criteria used for vegetables. Those grown mainly for their seed, such as dill and caraway, should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a glass container of water. Potted herb plants will be disqualified and will **NOT** be judged. Score Sheet SF108.

<u>Class</u>	<u>Herbs</u>	<u>#'s to Exhibit</u>
*260.	Basil	5
*261.	Dill (dry)	5
*262.	Garlic (bulbs)	5
*263.	Mint	5
*264.	Oregano	5
*265.	Parsley	5
*266.	Sage	5
*267.	Thyme	5
*268.	Any Other Herb	5 (do NOT duplicate entries in Classes 260-267)
*269.	4-H Herb Garden Display of 5 different herbs. Displayed in a box or other holder NOT more than 18" in any dimension. Each herb in the collection should be exhibited with the number specified for Classes 260-268. Do NOT duplicate entries in Classes 260-268 with any in the group collection.	

FRUITS – DIVISION 773

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

<u>Class</u>	<u>Fruits</u>	<u>#'s to Exhibit</u>
*280.	Strawberries (everbearers)	1 pint
*281.	Grapes	2 bunches
*282.	Apples	5
*283.	Pears	5
*284.	Wild Plums	1 pint
*285.	Other Small Fruit Or Berries	1 pint (do NOT duplicate entries in Classes 280-284)
*286.	Other Fruits Or Nuts	5 (do NOT duplicate entries in Classes 280-284)

EDUCATIONAL EXHIBITS

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

SPECIAL GARDEN PROJECT - DIVISION 775

4-H'er **MUST** be enrolled in the current year's Special Garden Project to exhibit. The 2022 Special Gardening Project is focused on the Rubenza Cosmos.

Class

- *1. **Special Garden Project** - Educational exhibit based on what was learned from the project. Present information on a poster 14"x22" either vertical or horizontal arrangement or in a clear plastic report cover. The 4-H'ers name, age, full address, and county **MUST** be on the back of the poster or report cover.
- *2. **Special Garden Project Fresh Cut Flowers or Harvested Vegetables** - The current year's Special Garden Project fresh cut flowers or harvested vegetables should be entered in this class. Refer to Classes 1-45 for quantity to exhibit if Special Garden Project is a fresh cut flower. Refer to Classes 201-252 for quantity to exhibit if special garden project is a vegetable.

DEPARTMENT D - RANGE

The purpose of this category is to help 4-H'ers identify and collect range plants. In addition, participants will learn the basics of range management, and Nebraska's range. Through the creation of range boards, 4-H'ers will become more proficient in knowledge of Nebraska's range. Each exhibit **MUST** be properly identified with Unit and Class. All plant displays and display covers **MUST** be the result of the current year's work.

Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide, (EC150, Revised July 2016), Common Grasses of Nebraska (EC170), and Common Forbs and Shrubs of Nebraska (EC118). The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.

DIVISION 330 – Range Management

For books, plants **MUST** be mounted on sheets that are **NO** larger than 14" wide x 14" high. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Proper plant mount should include root as well as stem and leaf tissue. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. Each completed mount **MUST** have the following information in the lower right corner of the mounting sheet: (1) Scientific name (in italic or underlined), with authority; (2) Common name; (3) County of collection; (4) Collection date; (5) Collector's name; (6) Personal collection number; indicating order that plants were collected in your personal collection. (7) Other information depending on class selected, i.e., value and importance, life span, growth season, origin, major types of range plants. This information should be typed or printed neatly.

Class

- *1. **Value and Importance for Livestock Forage and Wildlife Habitat and Food Book** - A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide (EC150, Revised July 2016) Appendix Table I on page 42. Plants can consist of any combination of grasses, grass-like plants, forbs, or shrubs. Assemble plant mounts in order of high, medium, and low value and importance. Label each plant mount with its value and importance classifications for each of the three areas: Livestock Forage, Wildlife Habitat, Wildlife Food.
- *2. **Life Span Book** - A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- *3. **Growth Season Book** - A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- *4. **Origin Book** - A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are **NOT** from North America and often used to seed pastures.
- *5. **Major Types of Range Plants Book** - A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like, and 3 shrubs.
- *6. **Range Plant Collection Book** - A collection of 12 range plant mounts with something in common (i.e. poisonous to cattle, or historically used as food by Native Americans, or dye plants, or favorite antelope forage, etc.). Include a short paragraph in the front of the book which describes what the plants have in common and why you have chosen to collect them.

DISPLAYS

The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) **NO** larger than 28"x28" on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address on back side.

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

BOARDS

Boards should be **NO** larger than 30" wide x 36" tall. Boards should be adequately labeled.

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

WEED SCIENCE - DIVISION 751

Any individual in the Conservation, Environment 1, 2, or 3, Range, Reading the Range 1 or Using Nebraska Range 2, or Crop Production, Field Crops projects may exhibit a weed book or weed display. At least 15 of the specimens **MUST** represent this year's work. For assistance identifying plants, participants can use Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003). Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements.

Guidelines for Books: Plants **MUST** be mounted on sheets that are **NO** larger than 14" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped, and the mounts should be protected with a clear cover. Each completed mount **MUST** have the following information in the lower right corner of the mounting sheet: (1) Scientific name (in italic or underlined), with authority; (2) Common name; (3) County of collection; (4) Collection date; (5) Collector's name; (6) Personal collection number, indicating the order that plants were collected in your personal collection; (7) Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

Class

- *1. **Weed Identification Book** - A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada thistle, musk thistle, plumeless thistle, saltcedar, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed, giant knotweed, sericea lespedeza or phragmites), and at least three weeds that are a problem primarily in lawns.
- *2. **Life Span Book** - A collection of 7 perennials, 1 biennial and 7 annual weeds.

Guidelines for Displays: The purpose of the display is to tell an educational story to those that view the display. The display is a visual representation (pictures, charts, graphs) **NO** larger than 28"x28" on plywood or poster board. The display should be neatly titled. Make sure to label display with 4-Her's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Each display **MUST** have a one-page essay (minimum) explaining why the 4-H'er chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the 4-Her's name outside. If a display does **NOT** have an essay, it will automatically be deducted one ribbon placing.

Class

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

SCIENCE ENGINEERING TECHNOLOGY (SET)

GENERAL RULES: The name and county of each exhibitor should appear separately on the back of each board, poster, or article and on the front cover of the notebooks so owner of exhibit may be identified if the entry tag is separated from the exhibit. Each individual is limited to one exhibit per class. Several classes require a display board which should be a height of 24" and **NOT** to exceed 1/4" in thickness. A height of 23 7/8" is acceptable to allow for the saw kerf (width) if two 24" boards are cut from one end of a 4'x8' sheet of plywood. Nothing should be mounted within 3/4" of the top or bottom of the board. (Example: Woodworking and Electricity.) Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration board will be judged as a woodworking exhibit. Demonstration boards should include an overall title for the display, plus other necessary labeling. Reports should be written using the scientific method whenever possible (background; the question or hypothesis; what you plan to do and what you did; method used and observations; and results: what you learned.) **All reports should be computer generated and enclosed in a clear, plastic cover.** The reports should be attached securely to the display.

DIVISION 930

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

DEPARTMENT H – AEROSPACE

This category gives 4-H'ers a chance to display the rockets and drones they have created. Through participation in this category, 4-H'ers will show judges what they learned about and how they adapted their exhibit throughout this project. Involvement in SET Aerospace gives participants a first-hand experience in modern technology. For help getting started with this project, contact the extension office.

The exhibitor's name and the county should appear separately on the back of each board, poster or article and on the front cover of the notebooks so identification can be made in case the entry tag is lost.

Rockets **MUST** be supported substantially to protect the rocket from breakage. Rocket **MUST** be mounted on a base that has dimensions equal or less than 12"x12" and the base should be 3/4" thick. **NO** metal bases. If the rocket fins extend beyond the edges of the required base (12"x12"), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins. The rockets **MUST** be mounted vertically. Please do **NOT** attach sideboards or backdrops to the displays. In addition, a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rocket's engine mount to give added stability. Rockets **MUST** be equipped as prepared for launching, with wadding and parachute or other recovery system. Rockets entered with live engines, wrong base size or sideboards will be disqualified. A report, protected in a clear plastic cover, **MUST** include: 1) rocket specification (include original or photo of manufacture packaging stating rocket skill level), 2) a flight record for each launching (weather, distance, flight height), 3) number of launchings, 4) flight pictures, 5) safety (how did you choose your launch site? Document safe launch, preparations, and precautions), 6) objectives learned and 7) conclusions. The flight record should describe engine used, what the rocket did in flight and recovery success. Points will **NOT** be deducted for launching, flight or recovery failures described. This includes any damage that may show on the rocket. Complete factory assembled rockets will **NOT** be accepted at the county or state fair. Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, number of times launched and report. Three launches are required to earn the maximum launch points given on the score sheets. For scoring, only actual launches count. Misfires will **NOT** count towards one of the required three launches. Contact the extension office for scoresheet to see how exhibit is judged.

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

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

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

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

Posters can be any size up to 28" by 22" when ready for display. Example: tri fold poster boards are not 28" by 22" when fully open for display.

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

DIVISION 850**Aerospace – Unit 1**

The following project ideas can be found in the 4-H manual Aerospace Adventures Stage 1 “Pre-Flight”.

Class

901. **Space Buggy** – Design and make a spacecraft from household items or items that could be re-used instead of being thrown away. Materials list: scissors, glue, assorted clean household materials such as; paper towel tubes, tissue boxes, plastic bottles, etc... Draw a picture design of your buggy on a sheet of paper. On another separate sheet of paper briefly explain the job/jobs your space buggy can do.
902. **Space Station** – Draw a design of what you think an International Space Station of the future might look like. Using household items build a model of that station. On a sheet of paper briefly describe how scientists would use your Space Station.
903. **Other**

Rocketry – Anyone enrolled in Aerospace 2, 3, or 4 may exhibit in any class**Class**

904. **Rocket** – Any Skill Level 1 Rocket with wooden fins or plastic fins painted by hand or air brush.
- *1. **Rocket** – Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or air brush.
- *2. **Aerospace Display** – Poster or display board that displays or exemplifies one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, explains the parts of a NASA rocket or shuttle, interview of someone in the aerospace field, or kite terminology. Include notebook containing terminology (definition), and what was learned. Display can be any size up to 28”x22”.
- *3. **Rocket** – Any Skill Level 2 Rocket with wooden fins and cardboard body tubes painted using commercial application, for example: commercial spray paint.

Self-Designed Rocket – Anyone enrolled in Aerospace 2, 3, or 4 may exhibit in any class

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

Drones – Anyone enrolled in Lift Off – Unit 2, Reaching New Heights – Unit 3 and Pilot In Command – Unit 4 may exhibit in any class

- *5. **Drone Poster** – Exhibit **MUST** be designed to educate yourself and others on one or more of the following topics: drone technologies, uses of drones, the different types of drones, types of training needed to operate drones and the laws and regulations users must follow. Poster can be any size up to 28”x22”.
- *6. **Drone Video** – Exhibit **MUST** demonstrate how the drone interacts with the outside world. Examples: field scouting, surveying damage from natural disasters, drones used in commercial applications and settings, and drones used for structural engineering. Video should **NOT** exceed five minutes. Videos should be submitted to Kathy Burr at kathy.burr@unl.edu by July 24, of the current year. Videos should also be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing.

DEPARTMENT H - BICYCLE

Bicycle club 4-H’ers **MAY** exhibit a bicycle safety poster in Department B - Posters.

DIVISION 903**Class**

901. **Bicycle Demonstration Display** – to be exhibited by an individual. Exhibit may include: (1) parts or system of a bicycle; (2) worn or broken parts or; (3) a step by step procedure of how some repair or service job is performed. A limited number of photographs are acceptable. Actual parts or cut-a-ways of parts are recommended. The exhibit is to be prepared on a 24” high x 32” wide board **NOT** to exceed 1/4” thickness. Score Sheet F 7-56-79.

DEPARTMENT H – COMPUTERS

This category gives 4-H’ers a chance to display their knowledge of computers. Through participation in this category, 4-H’ers will develop presentations that show judges their knowledge in the different aspects of computer science. Involvement in SET Computers gives participants a first-hand experience in modern technology. For help getting started with this project, contact the extension office.

DIVISION 860**Class****COMPUTER MYSTERIES - UNIT 1**

901. **Create a Poster** on a lesson learned in Unit 1. Examples might include: hardware, software programs, how to take care of a computer and operating systems.
903. **Computer Art Poster (Black & White)** – Exhibit should be created on at least an 8½”x11” page using a commercially available graphics software package and a single-color printer/plotter. **NO** theme required.
904. **Computer Art Poster (Color)** – Exhibit should be created on at least an 8½”x11” page using a commercially available graphics software package and color printer/plotter. **NO** theme required.
905. **Computer Designed Greeting Card** – Exhibit will consist of six greeting cards -- each for a different occasion/holiday. Cards should be created on an 8½”x11” page using commercially available graphics program and either single-color or color printer/plotter. The cards should vary in folds and design. Tell which software program was used. Prefabricated cards from commercially available card programs will **NOT** be accepted. **NO** theme required. Put cards in some type of protective cover.
906. **4-H Promotion Flier** – Exhibit should be created on 8½”x11” page using a commercially available software package. Flier can be color or black and white. Fliers can be a whole page or a folded flier. Put exhibit in protective cover.
907. **Internet Exploration** – Exhibit will be a notebook consisting of the following: 1) printout of five web sites; 2) what you liked and did **NOT** like about each site; and 3) how will you use the Internet in the future.
909. **Internet Web Site Creation** – Exhibit will be a notebook of the documentation and printout of the web site. The notebook should include: 1) cover page; 2) print-out of the web site; 3) summary page, including goals of the page, purpose, steps taken to create the page and intended audience; and 4) completed general record book.

COMPUTER MYSTERIES - UNIT 2

- *1. **Computer Application Notebook** – 4-H'er should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following: greeting cards (5 different cards such as a birthday, wedding, anniversary, sympathy, get well or other); business cards (3 cards for 3 different individuals and businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (1-book); promotional flyers (3 flyers promoting 3 different events); newsletter (minimum 2 pages); or other: examples such as precision farming or family business logo etc. This exhibit consists of a notebook (8.5x11 inches) which should include a (1) detailed report describing: (a) the task to be completed; (b) the computer application software required to complete the task; and (c) specific features of the computer application software necessary for completing the task (2) printout of your project. Project may be in color or black and white.
- *2. **Produce a Computer Slideshow Presentation** – Using presentation software, a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. A notebook with a printout of all the slides should be submitted. The slideshow should include a minimum of 10 slides and **NO** more than 25. Incorporate appropriate slide layouts, graphics and animations and audio (music or voice and transition sounds do **NOT** count). Each slide should include notes for a presenter. All slideshows must be uploaded. The exhibit includes a copy of the presentation saved to a flash drive or CD-ROM in a PC compatible format with county name and last name of participant.

COMPUTER MYSTERIES - UNIT 3

- *3. **Produce an Audio/Video Computer Presentation** – Using presentation software, a 4-H'er designs a multimedia computer presentation on one topic related to youth. The presentation should be at least 2 minutes in length and **NO** more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. The presentation **MUST** be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or QuickTime Player.
- *4. **How to STEM (Science, Technology, Engineering and Math) Presentation** – 4-H'er designs a fully automated 2 to 5 minute 4-H "how to" video. Submissions should incorporate a picture or video of the 4-H'er, as well as their name (first name only), age (as of January 1 of the current year), years in 4-H, and their personal interests or hobbies. Videos should be designed for web viewing or may be uploaded to a video streaming application and exhibitors can provide a hard copy QR for public viewing. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .mov, .ppt, or .avi.
- *5. **Create a Web Site, Blog or App** – Design a simple Web site/blog or app for providing information about a topic related to 4-H'er using either software programs such as an HTML editor like Microsoft's FrontPage or Macromedia's Dreamweaver, and image editor like IrfanView or GIMP **OR** online using a WIKI such as Google Sites. If the Web site, Blog or App isn't live, include all files comprising the Web site, Blog or App should be submitted on a flash drive in a plastic case along with the explanation of why the site was created or may be shared through a hard copy share link or QR code for viewing. If developed using a WIKI or other online tool, include a link to the website in the explanation of why the site was created.
- *6. **3D Printing** – 3D printing uses plastic or other materials to build a 3-dimensional object from a digital design (including 3D Pen Creation). Youth may use original designs or someone else's they have re-designed in a unique way. Exhibits will be judged based on the motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering project or cookie cutter. Must include design notebook that addresses the following questions: (1) What was the motivation for your design or the problem you were solving with your design? I.e. Is your item a functional or decorative piece?; (2) Please include a picture of original design, citation of designer/website **OR** if design is completely original (you created it using CAD software then state that it's original. If item was not completely original, indicate what you did to the original design to modify it to better meet the design problem state in #1. Its design was modified multiple times, please indicate what change was made with each modification, and what prompted the need for the change. I.e. I printed it and the design was too fragile, so I resliced the print to make thicker external walls, or to have a denser infill.; (3) Define your process for designing/printing. What software and/or hardware was used (indicate type of 3D printer or if item was created with 3D pen?); (4) What materials were selected for your project?; (5) If your final design has any moving parts, define how you determined appropriate allowance in your design; and (6) Identify any changes that you would make to improve your design.
- *7. **Maker Space/Digital Fabrication** – This can be either an individual or team exhibit. This project is computer-generated project created using a laser cutter, vinyl cutter, heat press or CNC router. Vector or 3D based software such as Corel Draw or Fusion 360 would be an example of an appropriate software used to create your finished project. Project should include a notebook with the following: (1) What motivated you to create this project; (2) Software and equipment used; (3) Directions on how to create the project; (4) Prototype of plans; (5) Cost of creating project; (6) Iterations or modifications made to original plans; (7) Changes you would make if you remade the project. **Team Entries:** To qualify for entry at the Nebraska State Fair, team materials entered in this class must clearly be the work of a team instead of an individual and must have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H'ers on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing.

DEPARTMENT H – ELECTRICITY

In this category, 4-H'ers have the opportunity to create informational exhibits about the different aspects of electricity. Through involvement in this category, 4-H'ers will be better educated about electricity and be able to present their knowledge to others. For more resources and materials in this category, refer to the manuals.

DIVISION 870

Class

Electronics - Unit 1 Magic of Electricity

901. **UNIT I Bright Lights** – Create your own flashlight using items found around your house. Flashlights should be made out of items that could be recycled or reused. **NO** kits please.
902. **UNIT I Control the Flow** – Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5 volt light bulb, a bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close.
903. **UNIT I Conducting Things** – Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You **MUST** find five items that are conductors and five items that are insulators. Create a table that illustrates your results.
904. **UNIT I Is There a Fork in the Road** – Use the following items to construct one parallel and one series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5 volt light bulb.

Electronics - Unit 2 Investigating Electricity

905. **UNIT 2 Case of the Switching Circuit** – Use the following items: two D cell batteries, two battery holders, light bulb, bulb holder, a 3”x6” piece of cardboard, six brass paper fasteners and approximately 2’ of 24 gauge insulated wire to build a three-way switch. Write a short essay or create a poster that illustrates how three-way switches function.
906. **UNIT 2 Rocket Launcher** – Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4”x8”, single pole switch, single throw switch, normally-open push button switch, 40’ of 18 or 22 gauge stranded wire, four alligator clips, 2x6 board 6” long, 1/8” diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8” and 1/4” drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You **MUST** successfully build a rocket launcher and light two rocket igniters with your launcher. You **DO NOT** have to actually fire a rocket off of the launcher. Create a poster using photographs to show the “step-by-step process” you used to build your launcher.
907. **UNIT 2 Stop the Crime** – Build an ALARM using the following materials: On-off push button switch, mercury switch, buzzer-vibrating of piezoelectric, 9-volt battery, 9-volt battery holder, 4”x4”x1/8” Plexiglas board to mount circuit on; rosin core solder, soldering gun/iron, 2’ of 22 gauge wire, wire strippers, hot glue sticks, hot glue gun and a plastic box with a lid to mount your alarm circuit on. Create a poster using photographs to show the “step-by-step process” you used to build your alarm.

Electronics - Unit 3 Wired for Power

- *1. **Electrical Tool/Supply Kit** – Create an electrical supply kit to be used for basic electrical repair around the house. Include a brief description of each item and its use. Container should be appropriate to hold items.
- *2. **Lighting Comparison** – Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display, or an actual item.
- *3. **Electrical Display/Item** – Show an application of one of the concepts learned in the Wired for Power project. Examples include: re-wiring or building a lamp, re-wiring or making a heavy duty extension cord or developing an electrical diagram of a house. Exhibit could be a poster display, or an actual item.
- *4. **Poster** – Poster should exemplify one of the lessons learned in the Wired for Power project. Posters can be any size up to 28”x22”.

Electronics - Unit 4 Entering Electronics

- *5. **Electrical/Electronic Part Identification** – Display different parts used for electrical/electronic work. Exhibit should show the part (either picture or actual item) and give a brief description, including symbol of each part and its function. Display should include a minimum of 10 different parts.
- *6. **Electronic Display** – Show an application of one of the concepts learned in the Electronics project. Examples include: components of an electronic device (refer to p. 35 of the project manual “Entering Electronics”).
- *7. **Electronic Project** – Exhibit an electronic item designed by the 4-H’er or from a manufactured kit that shows the electronic expertise of the 4-H’er. Examples include: a radio, a computer, or a volt meter.
- *8. **Poster** – Poster should exemplify one of the lessons learned in the Entering Electronics Project. Posters can be any size up to 28”x22”.

DEPARTMENT H – GEOSPATIAL

SET Geospatial is a diverse category that includes a variety of exhibits 4-H’ers can get involved in. Through participation in this category, 4-H’ers will gain more knowledge about Nebraska’s rich history and diverse geography. Take close note of the rules to ensure your exhibit qualifies.

The name and county of the exhibitor **MUST** appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated. Reports should be written using the scientific method whenever possible (Background, the question or hypothesis, what you plan to do and what you did, method used and observations, Results: what you learned. All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display. Premier 4-H Science Award is available in this area.

4-H’ers enrolled in Geospatial may exhibit in any class within this division.

DIVISION 880

Class

- *1. **Poster** – (SF299) – Create a poster (not to exceed 14”x22”) communicating a GPS theme such as How GPS or GIS works, Careers that use GPS or GIS, How to use GPS, What is GIS, GPS or GIS in Agriculture, Precision Agriculture, or a geospatial topic of interest.
- *2. **4-H Favorite Places, or Historical Site Poster** – (SF299) – The 4-H’er identifies a favorite place or historical site (including gravesites) in Nebraska. Exhibit should include latitude and longitude, digital picture, and local area map. Poster size should **NOT** exceed 14”x22”.
- *3. **GPS Notebook** – (SF300) – Keep a log of at least five places visited using a GPS enabled device. At least one site should be from a community other than where you live. For each site, record the latitude, longitude and elevation. Also include a description of the site, a paragraph explaining what was interesting about the site or finding it. Photos of each site and/or cache are optional but encouraged.
- *4. **Geocache** – (SF301) – Assemble a themed geocache. Each geocache should be in a water-tight container. It should include a logbook and pencil for finders to log their visits and may include small trinket, geo-coins, etc. for the finders to trade. Documentation should include a title, teaser description and the geographic coordinates of intended placement. **Register the site at geocaching.com, include a print-out of its registry.** The entry may include a photograph of the cache in its intended hiding place.
- *5. **Agriculture Precision Mapping** – (SF302) – 4-H’ers will assemble a notebook that will include a minimum of 2 digital copies of various data layers that can be used in precision agriculture to identify spatial patterns and/or correlations (printed copies of websites where applications can be purchased is acceptable). A report of how much the analysis of the various data will be used to make a management decision.
- *6. **4-H History Map/Preserve 4-H History** – (SF300) – Nominate a Point of Interest for the 4-H History Map Project. Include copy of submitted form in folder or notebook. To nominate a site for the 4-H history map, please go to <http://arcg.is/1bvGogV>. For more information about 4-H history, go to http://www.4-hhistorypreservation.com/History_Map. For a step-by-step video on nominating a point, please go to this link: <http://tinyurl.com/nominate4h>. Write a brief description of historical significance of 4-H place or person (minimum of one paragraph).
- *7. **GIS Thematic Map** – (SF302) – Using any GIS software, create a thematic map. Thematic maps can utilize any subject of interest to the 4-H’er. Example map would be Amelia Earhart’s or Sir Francis Drake’s voyage, population density maps, water usage “8.5x11” maps or 4-H project in Nebraska. Create GIS Map using data from books, and/or internet. Use reliable data, (U.S. Center or U.S. Census Bureau, etc.). Map any size from

8.5"x11" up to 36"x24", which should include Title, Base Map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of the map.

DEPARTMENT H – Physics/Power of Wind

This category provides 4-H'ers a way to present their ideas about renewable energy resources. Through participation in this category, 4-H'ers will learn more about physics, friction, energy, and elasticity. In addition, participants will make a display to go along with their findings. For more resources and materials in this category, refer to the resource section at the bottom of the page. For help getting started with this project, contact the extension office.

The name and county of the exhibitor **MUST** appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated. Reports should be written using the scientific method whenever possible (Background, the question or hypothesis, what you plan to do and what you did, method used and observations, Results: what you learned.) All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display. Posters can be any size up to 28" by 22" when ready for display. Example: tri fold poster boards are not 28" by 22" when fully open for display.

DIVISION 900

Class

- *1. **Create and Compare Energy Resources Poster**- Poster should explore two alternative/renewable energy resources. Compare and contrast the two resources including two of the following information: amount of energy created, costs of production, usability of the energy, pros/cons of environmental impacts, etc. Posters can be any size up to 28"x22".
- *2. **Experiment Notebook** – Notebook will explore the scientific method involving alternative/renewable energy sources. Information required: (1) Hypothesis; (2) Research; (3) Experiment; (4) Measure; (5) Report or Redefine Hypothesis.
- *3. **Solar as Energy Display**- Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2'x2'. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar ovens, solar panels, etc.
- *4. **Water as Energy Display** – Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excel of 6' tall or 2'x2'. Include a notebook of why the item was designed and how it harnesses the power of water.
- *5. **Wind as Energy Display** – Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2'x2'. Include a notebook of why the item was designed and how it harnesses the power of wind.
- *6. **Other Nebraska Alternative Energy** – Notebook should explore Nebraskan alternative energy source besides wind, water, and solar power. Include information on type of power chosen, infrastructure for distribution, what resources are needed to create this alternative resource, cost of production, and potential uses of bio-products.

DEPARTMENT H – ROBOTICS

This category involves the many different aspects of Robotics. 4-H'ers will learn more about how robots are designed and developed as well as the mechanical and electronic elements of robots. Involvement in SET Robotics gives 4-H'ers a first-hand experience in modern technology.

The name and county of the exhibitor **MUST** appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated. Reports should be written using the scientific method whenever possible (Background, the question or hypothesis, what you plan to do and what you did, method used and observations, Results: what you learned.) All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display. Posters can be any size up to 28" by 22" when ready for display. Example: tri fold poster boards are not 28" by 22" when fully open for display.

4-H'ers enrolled in Virtual Robotics, Junk Drawer Robotics (Levels 1, 2, or 3), or Robotics Platforms may exhibit in any class within this division. Creating a video of robot in action would be helpful for the judge but not mandatory. Present on a CD Rom with entry.

Team Entries: Team materials entered in robotic classes **MUST** clearly be the work of a team instead of an individual and **MUST** have at least 50% of all team members enrolled in 4-H. Additionally, all enrolled 4-H'ers on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing.

DIVISION 861

Class

- *1. **Robots Poster** – (SF236) – Create a poster (28"x22") communicating a robotics theme such as "Robot or Not", "Pseudocode", "Real World Robots", "Careers in Robots", "Autonomous Robotics", "Precision Agriculture" or a robotic topic of interest to the 4-H'er.
- *2. **Robotics Notebook** – (SF237) – Explore a robotics topic in-depth and present your findings in a notebook. Documentation should include any designs, research, notes, pseudocode, data tables, or other evidence of the 4-H'ers learning experience. The notebook should contain at least three pages. Topics could include a programming challenge, a programming skill, calibration, sensor exploration, or any of the topics suggested in Class 1.
- *3. **Robotics Video** – This class should be displayed in a notebook. The notebook should include a video clip on a CD/DVD that demonstrates the robot performing the programmed function. Include your pseudo code and screenshots of the actual code with a written description of the icon/command functions.
- *3. **Robotics Careers Interview** – (SF239) – Interview someone who is working in the field of robotics and research the career in robotics. Interviews can either be written or in a multimedia format (CD/DVD). Written interviews should be in a notebook. Written reports should be 3 to 5 pages, double-spaced, 12-point font, and 1" margins. Multimedia reports should be between 3 to 5 minutes in length.
- *4. **Robotics Sensor Notebook** – (SF241) – Write pseudo code which includes at least one sensor activity. Include the code written and explain the code function.
- *5. **Kit Labeled Robot (CANNOT be programmed) and Notebook** – (SF243) – This class is intended for explorations of robotic components such as arms or vehicles **OR** educational kits marketed as robots that do **NOT** have the ability to be programmed to "sense, plan, and act". The exhibit should include a notebook with the robot the 4-H'er has constructed. Included in the notebook should be 1) a description of what the robot; 2) pictures of programs the robot can perform; 3) why they chose to build this particular form; and 4) how they problem solved any issues they might have had during building and programming. A picture of assembly is recommended. If robot is more than 15" wide and 20" tall, they may not be displayed in locked cases. We recommend that you submit the project under Class 3 - Robotics Video.
- *8. **3D Printed Robotics Parts** – This class is intended for youth to create parts through 3D printing, that help create their robot or aid the robot in

completing a coded function. Project should include notebook describing the process used to create the project, describe the success of your designed piece (did it work), intended use of the product, and the modifications made to the item.

DEPARTMENT H – WELDING

This category helps 4-H'ers learn the basics of welding. In addition, 4-H'ers get the opportunity to present their knowledge on the topic and display what they have made. Involvement in SET Welding gives 4-H'ers a first-hand experience in a skill that can be used for a lifetime. For help getting started with this project, contact the extension office.

(All metal welding processes accepted.) The name and county of each exhibitor should appear separately on the back of each board, poster or article and on the front cover of the notebooks so owner of the exhibit may be identified if the entry tag is separated from the exhibit. All welds exhibited in Class 1 or 2 **MUST** be mounted on a 12" high x 15" long display board (fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.) **NOT** to exceed 3/8" thickness. Demonstration boards should be sanded and finished to improve their appearance. The finish on a demonstration will be judged as a woodworking exhibit. Attach each weld on a wire loop hinge or equivalent, so judge can look at the bottom side of the weld when necessary. Each weld **SHOULD** be labeled with information stating (1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.); (2) kind of weld; (3) welder setting; (4) electrode/wire/rod size; and (5) electrode/wire/rod ID numbers. **Attach a wire to display board so it can be hung like a picture frame. NO picture frame hangers accepted.** If no plans are included with welding article or welding furniture, **item will be disqualified.**

Reports should be written using the scientific method whenever possible (Background, the question or hypothesis, what you plan to do and what you did, method used and observations, Results: what you learned.) All reports should be computer generated and enclosed in a clear plastic cover. The reports should be attached securely to the display.

All outside projects **MUST** have entry tag and supporting information placed in a protective bag to prevent damage from weather events such as rain and be attached to projects with string, zip ties, etc.

4-H Welding Project Tips & Suggestions:

Class 1 – (1) All welds should be made with the same electrode/wire/rod size and number. (2) Welds should be made only on one side of metal so penetration can be judged. (3) Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil. (4) It is suggested that all welds be on the same size and thickness of metal. These pieces, referred to as coupons, should be 1½" to 2" wide and 3½" to 4" long. A good way to get this size is to buy new cold rolled strap iron and cut to length. The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed. Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full-length bead.

Stick Welding – Suggested coupon thickness is 1/4" if using 1/8" rod. Suggested rod is AC and DC straight or reverse polarity – first E-7014, second E-6013.

MIG Welding – Suggested coupon thickness is 1/4" if using .035 wire and 1/8" if using .023 wire.

Oxy-Acetylene – Suggested coupon thickness is 1/8". Suggested rod is 1/8" mild steel rod.

Class 2 - (1) It is suggested that all welds be on same size and thickness of metal. These pieces are referred to as coupons. The welds can be on one coupon that is about 4"x4" or on individual coupons that are about 2"x4" and 1/4" thick. Suggested rods for this class of position welds for AC and DC straight or reverse polarity is, first E-6013, second E-7014 and E-6010 for DC reverse polarity only. (2) Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

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

DIVISION 920

Class

- *1. **Welding Joints** – (SF281) – A display of one butt, one lap, and one fillet weld.
- *2. **Position Welds** – (SF281) – A display showing three beads welded in the vertical down, horizontal and overhead positions.
- *3. **Welding Art** – (SF283) – Any art created using tack welds to hold the metal pieces together (examples include horseshoe projects). Type of welder, welder settings, all plans, plan alterations, and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.
- *4. **Welding Article** – (SF281) – Any shop article where welding is used in the construction. 60% of item **MUST** be completed by 4-H'er and notes regarding laser welding or machine welding **MUST** be included. Type of welder, welder settings, all plans, plan alterations and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.
- *5. **Welding Furniture** – (SF282) – Any furniture with 75% welding is used in the construction. 60% of item **MUST** be completed by 4-H'er and notes regarding laser welding or machine welding **MUST** be included. Type of welder, welder settings, all plans, plan alterations and a bill for material must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.
- *6. **Plasma Cutter/Welder Design** – (SF279) – Plasma cutters/welders allowed for detailed design(s) to butt cut into metal. 4-H'ers will create a notebook describing the design process to create the "artwork" to butt cut into the metal. In the notebook include: (1) A photo (front and back) of the finished project. (2) Instructions on how the design was created (include software used), this allows for replication of the project. (3) Lessons learned or improvements to the project. (4) Steps to finish the project.
- *7. **Composite Weld Project** – (SF280) – 60% of the project **MUST** be welded and 40% made from other materials such as wood, rubber, etc. Type of welder, welder settings, all plans, plan alterations and a bill for material **MUST** be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.

DEPARTMENT H – WOODWORKING

In this category, 4-H'ers have the opportunity to create exhibits about varying levels of woodworking. In addition, participants can also create informational exhibits about their woodworking projects. Through involvement in this category, 4-H'ers will be better educated about the topic and better their woodworking skills.

The ability to build objects as designed by another person is an important life skill. Professional woodworkers often are hired to build objects to exacting specifications as laid out in a written plan.

Requirements: All articles exhibited **MUST** include a plan (with drawings or sketch or blueprint) stating dimensions and other critical instructions a builder would need to know to build the project. Plans may include narrative instructions in addition to the dimension drawings and include any alterations to the original plan. Part of the score depends on how well the project matches the plans. If the plans are modified, the changes from the original need to be noted on the plans. All plans used for making the article **MUST** be securely attached and protected by a clear plastic cover. **TWO** articles per class may be entered in Class 1, 2, 3, and 4. All projects must have appropriate finish. Only one entry per class per exhibitor is eligible for State Fair. If the project is designed to be outside, it will be displayed outside. All outside projects **MUST** have entry tag and supporting information placed in a protective bag to prevent damage from weather events such as rain and be attached to projects with string, zip ties, etc.

DIVISION 911

Class

UNIT 1 - Measuring Up

901. **First Woodworking Article** – Item made using skills learned in the Measuring Up project manual. Examples include: recipe holder, stilts or other skill level appropriate item. Items should be entered with construction plans.
902. **Second Woodworking Article** – Item made using skills learned in the Measuring Up project manual. Examples include: recipe holder, stilts or other skill level appropriate item. Items should be entered with construction plans.
903. **Third Woodworking Article** – Item made using skills learned in the Measuring Up project manual. Examples include: recipe holder, stilts or other skill level appropriate item. Items should be entered with construction plans.

UNIT 2 - Making the Cut

904. **Woodworking Article** – Item made using skills learned in the Making the Cut project manual. Examples include: birdhouse, foot stool, napkin or letter holder.

UNIT 3 - Nailing It Together

- *1. **Woodworking Article** – (SF91) – Item should be made using either joints, hinges, dowels, or a dado joining using skills learned in the Nailing It Together project manual. Item is required to be appropriately finished. Examples include: bookcase, coffee table or end table.
- *2. **Recycled Woodworking Display** (SF91) – Article made from recycled, reclaimed or composite wood. Article **MUST** be appropriately finished and/or sealed and utilize one or more woodworking techniques from page 2 of the Unit 3 manual. Exhibit **MUST** include the woodworking plan and a minimum one-page report of how the engineering design process was used to develop the woodworking plan. **Engineering Design Process** (1) State the problem (Why did you need this item?) (2) Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?) (3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?) (4) Build the item (What was your woodworking plan, and what processes did you use to build your item?) (5) Reason for article finish (What type of finish, how did you finish or why you choose this finish?) (6) Evaluate (How does your item solve the original need?) (7) Present results (How would you do this better next time?)
- *3. **Composite Wood Project** – (SF96) – 60% of the project **MUST** be wood and 40% made from other materials such as metal, rubber, resin, etc. All plans and plan alterations **MUST** be attached to the article. Protect plan with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish.
- *4. **Outdoor Wood Project Made with Treated Wood** – (SF97) – Treated wood projects do **NOT** have to have a finished coating. All plans and plan alterations **MUST** be attached to the article. Protect plans with a cover.

UNIT 4 - Finishing Up

- *5. **Woodworking Article** – (SF91) – Item made using skills learned in the Finishing Up project manual. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.
- *6. **Recycled Woodworking Display** (SF91) – Article made from recycled, reclaimed or composite wood. Article **MUST** be appropriately finished and/or sealed and utilize one or more woodworking techniques from page 2 of the Unit 4 manual. Exhibit **MUST** include the woodworking plan and a minimum one-page report of how the engineering design process was used to develop the woodworking plan. **Engineering Design Process** (1) State the problem (Why did you need this item?) (2) Generate possible solutions (How have others solved the problem? What other alternatives or designs were considered?) (3) Select a solution (How does your solution compare on the basis of cost, availability, and functionality?) (4) Build the item (What was your woodworking plan, and what processes did you use to build your item?) (5) Reason for article finish (What type of finish, how did you finish or why you choose this finish?) (6) Evaluate (How does your item solve the original need?) (7) Present results (How would you do this better next time?)

COUNTY ONLY PROJECTS & CONTESTS

DEPARTMENT B - BANNERS

DIVISION 150

Class

901. Each club may enter **NO** more than one 3'x6' banner promoting 4-H.

DEPARTMENT F - CATCH-ALL

For 4-H projects/exhibits that do **NOT** fit anywhere else and/or extra exhibit from another project.

DIVISION 901

Class

901. **Catch-all Exhibit**

DEPARTMENT H - ROPE

Each rope exhibit **MUST** be mounted on a board that is 1/4" thick x 24" high x 32" wide. All items placed on demo-boards in Classes 1, 2, and 3 **MUST** be made according to instructions found in the 4-H Rope Manual, EC 7-01-79. Mount the knots in the same position as shown in the 4-H Rope Manual. Either manila or synthetic rope may be used. When halters are exhibited, the tie rope, plus a required second piece of rope **MUST** show any three of the following items: (1) end whipping, (2) eye splice, (3) crown splice, (4) rosebud knot, (5) Matthew Walker knot, or (6) diamond knot.

DIVISION 909

Class

901. **Rope Display** – at least 10 and **NOT** more than 12 knots, hitches, and splices (include two splices) made of 3/8" rope. Include appropriate board title and item labels. The end of all ropes **MUST** be whipped. Judging consideration will be given to difficulty of items shown on the board. Score Sheet F 7-06-79
902. **Single Loop or Double Loop Halter** – sheep and goats use 3/8" rope. See above requirements for halter exhibits. Score Sheet 4-H F 27
903. **Single Loop or Double Loop Halter** – cattle and horses use 5/8" or 3/4" rope. See above requirements for halter exhibits. Score Sheet 4-H F 28

DEPARTMENT F - SECRETARY'S BOOK & NEWS REPORTER EXHIBIT

DIVISION 902

Class

901. **Secretary's Book**
902. **News Reporter's Exhibit** - three or more news clippings from daily or weekly newspaper mounted on a single sheet 8½"x11". Clippings **MUST** be from newspaper dated between October 1, 2021 and August 1, 2022. Each clipping **MUST** bear the name and date of the newspaper in which it appeared. The news article may be about any subjects related to 4-H clubs and will be judged on news value and style as suggested, show a wide angle of a subject. Display **MUST** be mounted on a poster board of your choice.

DEPARTMENT H - TRACTOR UNIT

DIVISION 902

Class

901. **Completed Tractor Manual** – complete as of fair.
902. **Individual Tractor Service Record** – as described in UNIT III of the Tractor Project Manual. 4-Hers will need to design own service record form or adapt the service record shown in UNIT IV of Tractor Project.
903. **Tractor Demonstration Display** – to be exhibited by an individual **ONLY**. Exhibit **SHOULD** show some part or system of a tractor. Include a brief description of how the part or system functions. Prepare the display on a 24" high x 32" wide board **NOT** to exceed 1/4" thickness.

4-H Program Participant/Parent/Guardian Code of Conduct

The primary goal of the 4-H Program is to help youth develop competency in their projects, confidence in themselves and others, connections to their community and sound character. Actions by persons (Parents, and 4-Her's) involved with the 4-H Program will be consistent with the six core ethical values comprising good character: trustworthiness, respect, responsibility, caring, fairness and citizenship. As a 4-H Participant/Parent/Guardian I will:

- Treat all people and property with respect, courtesy, consideration and compassion. Avoid and prevent put-downs, insults, name calling, swearing and other language or nonverbal conduct likely to offend, hurt or set a bad example.
- Keep informed about 4-H program policies and projects and read materials pertaining to the county 4-H program.
- Teach and model kindness and compassion for others. Recognize that all people have skills and talents which can be used to help others and improve the community. Teach and foster teamwork and discourage selfishness.
- Practice fair-mindedness by being open to ideas, suggestions and opinions of others. I will make all reasonable efforts to assure equal access to participation for all youth and adults regardless of race, creed, color, sex, national origin or disability. Decisions will be made fairly and treat all individuals and families with impartiality.
- Obey laws and rules as an obligation of being a good citizen. I accept responsibility for the proper treatment and care for other youth and adults, the program facilities and/or equipment.
- Demonstrate the responsible treatment of animals and stewardship of the environment.
- Not use alcohol or illegal substances (or be under the influence) while working with or participating in any part of the 4-H Program.
- Provide a safe environment for all parties involved in 4-H. I will protect those involved from sexual harassment, physical force, verbal or mental abuse, neglect, or other harmful behaviors.

4-H Parents, Guardian and/or Youth who do not abide by the above code of conduct, may receive the following consequences:

- Be asked to explain actions to the 4-H Council.
- Be dismissed from an event at own expense.
- Further disciplinary action determined by the 4-H Council, which may include:
 - restriction from contacting 4-H families, volunteers, donors, and/or sponsors pertaining to any 4-H matter
 - becoming ineligible to attend any further 4-H activities
 - family may become ineligible to participate in the County 4-H Program
- Reimburse the proper entity for any property damage or for liability resulting from inappropriate actions. In the case of vandalism, guilty party may be required to reimburse 4-H and/or the facility.