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1902

I PLEDGE

**Sheridan County
Fair Resource Book**

2022

TO CLEARER THINKING,

MY HEART

TO GREATER LOYALTY,



MY HANDS

TO LARGER SERVICE,

July 24-30

& MY HEALTH

TO BETTER LIVING,

**FOR MY CLUB, MY COMMUNITY,
MY COUNTRY, AND MY WORLD.**

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**OUR SINCERE THANKS TO ALL THE COMMITTEES,
INDIVIDUALS AND BUSINESSES WHO DONATE THEIR TIME
AND EFFORT IN MAKING THE FAIR & RODEO BETTER EVERY YEAR.**



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GENERAL STATIC RULES

ENROLLMENT

All ages stated for county events must be the age prior to January 1st of the current year.

- 4-H members who were age 8 to 18 prior to January 1st of current year are eligible to exhibit at the fair.
- FFA members who are still in high school are eligible to exhibit at the fair.
- Clover Bud members who were 5 to 7 prior to January 1 of the current year are eligible to exhibit at the fair in the Clover Bud division.

Only those 4-H members enrolled in the Sheridan County 4-H program by **June 1st** of the current year shall be eligible to exhibit in the County Fair and receive premiums, rosettes, or awards or participate in any 4-H related fair auctions.

4-H members must have been enrolled in the project area and exhibit only those items that comply with their projects. Members may show in 4-H or FFA but cannot use the same project in both. Exhibits must be the result of a 4-H club member's current year project or an FFA member's current school project. Records must be up to date on all articles submitted.

COUNTY FAIR REGISTRATION

Fair registration information will be available prior to the deadline date. Please remember that all exhibits must be pre-registered on the form. This includes all animals, clothing, cooking, cake, and cookie jar auction exhibits, etc. The fair registration deadline is **July 1st**. If you have any questions, please contact the office at (308) 327-2312.

Closely review the Fair schedule in your newsletter for exhibit check-in dates and times. Static exhibits are checked-in and judged at the same time. Static judging includes a youth interview; youth must be present wearing 4-H attire. 4-H members who have shown or are entered to show in a neighboring county fair in a particular category will be ineligible to exhibit in the same category at the Sheridan County Fair.

Exhibitors showing static exhibits must complete an in-person interview with the judge. If the exhibitor cannot be present for any reason, the article will be judged with comments given, but will receive an automatic white ribbon.

(sf) in front of the entry number, denotes that it is also a State Fair Class. Rules for State Fair may be different and require additional entry procedures. The State Fair book can be found on-line.

DRESS CODE

Required dress code for showing at the Sheridan County Fair:

- 4-H members in beef, sheep, meat goat and swine (including market and breeding classes) will be required to wear blue jeans without holes, white shirt with collar, and the 4-H chevron attached to the left front of the shirt or Sheridan County 4-H t-shirt and appropriate shoes. No open-toed or tennis shoes will be allowed while showing or selling livestock: beef, swine, sheep, and goats.
- No sleeveless shirts will be allowed. No shirts that expose midriff, navel or undergarments will be allowed.
- Exhibitors may wear tennis shoes when exhibiting cats, dogs, poultry, rabbits, static exhibits, or during the cake and cookie jar auction.
- Tie-dye Sheridan County T-shirts are not allowed.
- FFA Dress Code – FFA T-shirt, blue jeans, and boots or hard shoes. NO CAPS.
- Exceptions would be the Horse Show (see Horse Show rules), Life Skills Revue (4-H'ers are expected to dress nicely, or 4-H Dress code, soft shoes or sandals may be worn), or 4-H Speech Contest (4-H dress code or dress clothes)
- In **All Classes**, 4-H members will be dropped a ribbon placing for improper attire.

MONEY

Premiums will be paid as check or cash and presented to the exhibitors at the End of the Year banquet. This normally occurs on the last Sunday in October. The sale checks will be mailed to the exhibitor after all bills have been collected. This normally is around a month after fair. Violation of the rules renders the exhibit subject to loss of premium, ribbon, other awards and/or elimination from the show.

DUTIES DURING FAIR

All 4-H clubs and Independent members will be responsible for raising flags, picking up trash and keeping eating area and bathrooms clean as scheduled. Schedules will be in the newsletter and in the 4-H Fair Office.

Protest related to Judges' integrity, decisions, placing, or evaluations will not be accepted.

PLACING AND CHAMPION DESIGNATIONS

The modified Danish system of judging will be used throughout the Fair with award designation being Purple, Blue, Red and White. Where appropriate, a champion and reserve champion will be selected at the discretion of the Judge. Blue ribbon winners are not eligible for Grand or Reserve Awards. Violation of the rules render the exhibit subject to loss of premium, ribbon, other awards, and/or elimination from the show.

RULES

- Any rules, regulations, or qualifications not set forth in this book shall be determined by the State Fair Rules in the appropriate section.
- Any person or persons that confronts or otherwise harass judges hired for the Sheridan County Fair may be asked to leave the fairgrounds, at the discretion of the Sheridan County Agricultural Society.
- Adults caught contributing alcohol to minors on the fairgrounds will be turned over to the proper authorities.
- Every rule as directed by the Sheridan County 4-H Council will be adhered to and no exception made.

STATIC 4-H SALE

The Static sale will start on Tuesday of Fair week and will run until Friday at 6 pm.

- It will have a Silent Auction format.
- Youth will be eligible to sell one static item that is not a cake or cookie jar.
- It is the responsibility of the 4-H member to connect with the buyer to receive the money and deliver the project.
- It is not the responsibility of the 4-H Council
- When 4-H members check into their project area, they will need to let the superintendent for that area know what item is for sale, the minimum bid you will take, and the item's value.
- If the project is selected to attend State Fair, the item will not be delivered until after Labor Day.
- If the item is damaged at the State Fair, the 4-H member will fix or make a new item for the buyer.

Note: Just because the item is up for sale does not mean the item will receive the deserved bid. It does not have to be sold if the last bid is not above the youth's minimum bid.

JUDGING SCORE SHEETS

4-H judging score sheets are available on the web at <https://4h.unl.edu/fairbook/static> or at the Sheridan County Extension Office.

RELEASE OF EXHIBITS

No one will remove any exhibit from the fairgrounds prior to release time. If exhibits are taken before release time, premium is forfeited, unless written approval from the 4-H Council is received prior to entry.

SECTION I - CONTESTS

Dept. F – Presentations Contest

Communication Modules for youth participating in the 4-H Presentations Contest can be found in the 2022 4-H Project Resource Central found at <https://4h.unl.edu/resources>

- An Illustrated Presentation, given by one (1) individual or a team of two (2) individuals, is a live presentation with a formal talk where youth will use visual aids (such as props, posters, computer-based visuals, handouts, video, etc.) to show and tell others how to do something.
- All presenters for all classes must have received a purple rating at the county contest to go to State.
- Rules:
 1. All classes require the presence of the contestant(s).
 2. A team presentation, consisting of two (2) individuals, may be given for any class; there is no separate class for team presentations.
 3. Each participant is required to wear one of the following during their presentation: the 4-H chevron, the 4-H emblem, or a 4-H shirt.
 4. Enrollment in the project area in which the participant is making a presentation is not required.

Division 151 – Illustrated Presentations

- Time limit is 6-8 minutes for presentation given by an individual, and 8-10 minutes for a presentation given by a team. Participants may be penalized if their presentation exceeds the time limits.
- All 4-H Presentations topics should be related to what the 4-H youth is learning through 4-H educational experiences focused on the priorities of career and college readiness, community development, entrepreneurship, food supply confidence, healthy living, leadership development, and STEM (science, technology, engineering, and math).
- 4-H Presentations should include an introduction (the “why” portion of the topic), a body (the “show” and tell” portion of the topic), and a conclusion/summary (the “what” portion of the topic).
- Presenters using computer-based visuals may bring files on a USB drive that is PC formatted. Participants may also provide their own computer or other equipment as needed; however participants must be able to connect their computer to a HDMI plug on the television.

- Live animals may be used in the presentation. All fair livestock health requirements must be followed. Presenters are responsible for all stalling arrangements, care of handling of animals. Animals can only remain in the presentation area while the owner is present.

^{sf} Class 12 **Premier Presenter Contest** – Each Nebraska County may advance one individual or one two-person team from the Illustrated Presentation Class in the County 4-H Presentations Contest to the Premier Presenter Contest.

Division 153 – Digital Video – 4-H FilmFest

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

Resources:

- [Incorporating Nebraska 4-H Educational Priorities into 4-H Presentations](#)
- [Examples of Previous 4-H FilmFest Entries](#)
- Additional communication resources can be found at 4hcurriculum.unl.edu
- Video examples of the contest can be found at <https://4h.unl.edu/presentation-contest>.
- Digital videos may be created by one (1) individual or a team of two (2) individuals. During the 4-H FilmFest, youth will provide a 1-minute oral introduction (name, background/goal of presentation, intended audience, where presentation could be shared, etc.) followed by the showing of their digital video.
- Each participant is required to wear the 4-H chevron, 4-H emblem, or a 4-H shirt during their 4H FilmFest
- 4-H FilmFest digital videos should engage the audience and teach them about something the 4-H youth is learning about career and college readiness, community development, entrepreneurship, food supply confidence, healthy living, leadership development, and STEM (science, technology, engineering, and math) Enrollment in project area in which the participant is making a presentation is not required.
- The video may include photos, clip art, animation, text, and/or audio/sound. Any freeware/software program may be used to create the presentation. However, the only file formats that will be accepted include: .mp4, .mov, or .avi.
- The class requires the presence of the contestant(s).

The following digital videos may be entered in the 4-H FilmFest:

- Video Public Service Announcement: A short video that communicates an educational message focused on a cause, activity, or event (Length: 60 seconds).
- Narrative: A video that tells a fact or fiction story (Length: 3-5 minutes)
- 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).

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

- Radio PSA's will be submitted electronically as a .wav or mp3 format along with a copy of the member's registration form.
- The time limit for all PSA's is 60 seconds.

General Information:

- Speech Length:
 - o Senior: 5 to 8 minutes.
 - o Intermediate: 3 to 5 minutes
 - o Juniors: 1 to 3 minutes
 - o Clover Bud: under 2 minutes
- All speeches must be original and include 4-H as the major component of the speech.
- Many speakers in the Public Speaking Contest have given speeches in other contests. This is fine; however previous speeches may not be used verbatim for the 4-H contest. It is okay to use the same ideas from a speech previously delivered in competition, but it must be 4-H related. Enough changes should be made to make that speech new to the speaker and the audience. 4-H public speakers may not use an old speech written by a sibling, other 4-H member, or anyone else.
- Acknowledge the source of information used in the speech. For example, an article from a magazine may be used for reference but should not be quoted directly unless you tell the audience your source.
- Use of visual aids and props are not allowed.
- Dress appropriately. Do not wear costumes or special effect clothing.
- After participating at the county level, five contestants in each age division (Intermediate & Senior) in both speech and PSA categories will be selected to advance to the State Public Speaking Contest. Following the contest, winners will be invited to showcase their speeches at the Nebraska State Fair.

- No team speeches are allowed.

Public Service Announcement (PSA) Category Rules

- All PSA's are 60 seconds in length.
- The state theme for the 2022 Public Service Announcement 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 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.
- Radio PSA's will be submitted electronically as a .wav or mp3 format along with 1 copy of the PSA text.
- Scoring:
 - o Judges will deduct three points from the contestant's speech score for each 30 seconds under or over the time limit. (Senior division only.)
 - o See scorecard for additional judging criteria at <https://4h.unl.edu/public-speaking/district>

Division 500 – Culinary Challenge Contest

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

Rules:

1. A team will consist of two members to be eligible to compete. 4-H members must all be at least 10 years of age by January 1 of the current calendar year to participate in the State Contest.

2. All team members must be enrolled in a 4-H foods and nutrition project during the current 4-H year.
 3. Judging interviews will be approximately 12 to 15 minutes. This time includes a short presentation by the teams, as well as questions from the judge.
 4. During judging, 4-H members may choose to dress in appropriate clothing, costume, or accessories relevant to the theme.
- **Eligibility:** Winners at a county contest (Table Toppers, Favorite Foods or other such contest) may advance to the 4-H Culinary Challenge Contest but participation at the county level is not required. The 4-H'er must be enrolled in at least one Foods and Nutrition project to enter the Contest. Each county is eligible to submit up to four teams of two 4-H members for the 4-H Culinary Challenge Contest to be held during the Nebraska State Fair. Selection of such eligible teams shall be at the discretion of the county.
 - **State Contest:** County teams of two 4-H members will have the opportunity to participate in the 4-H Culinary Challenge Contest.
 - **Challenge Ingredient/Item:** A challenge ingredient will be selected each year, highlighting a Nebraska commodity food product. The 2022 challenge ingredient is wheat. Please keep food safety in mind when selecting the recipe used for the Challenge. Foods must be able to be kept chilled during transport to the contest, then be able to be reheated in a slow cooker or microwave. Each team must incorporate the challenge ingredient into their food item they will be presenting during the contest. This may require altering a recipe or creatively incorporating an item into their overall table theme. The challenge ingredient must also be included in the interview presentation, demonstrating youth knowledge of the ingredient, such as nutritional value, a farm-to-fork concept, or how to adapt a recipe to include the ingredient.
 - **Judges Interview:** The team should view themselves as the hosts, cooperatively presenting the table to the judge, incorporating multi-media resources, and answering any questions from the judge. Teams must be prepared to present to the judge utilizing technology such as PowerPoint, picture story, or other multi-media resource. Presentations may include photos, clip art, animation, video or audio sound. The 4-H members should cooperatively present a verbal presentation to the judge that is highlighted by their multi-media

presentation via computer or tablet. Participants must provide their own computer or other equipment needed for their 4-H Foods Event judging interview. Presentations will occur at participants' tables. Please do not bring projectors or other equipment which will require extra space.

- Considerations should be given to creatively include the following items through the multi-media presentation: nutritional facts of their menu, food safety, time management, choice of menu, food preparation, cost of item/per serving, food handling techniques, recipe of the food item shared with the judge, challenge ingredient (nutritional value, farm-to-fork, recipe revision, etc.)
- 4-H members are to furnish a specially chosen menu and recipe, card table, table linens, centerpiece, dishes and flatware. 4-H'ers will also prepare at home one item from the menu and bring it to the contest. The recipe card should be for this food item. Recipe and information sheet may be printed or written neatly on appropriate sized paper or recipe cards.

Class 96	Junior
Class 97	Intermediate
Class 98	Senior

Division 500 – 4-H Ice Cream Contest

It will be held during the County Fair Family Fun Night!

- **Eligibility:** Any 4-H'er or Clover Bud may participate. It is all for fun for our 4-H Families! Please register by contacting the Nebraska Extension – Sheridan County office.
- **Recipe:** Feel free to use one included in this packet, or find another on your own. Recipe **MUST** be included during event. No unpasteurized eggs allowed. If your recipe requires eggs, please use Egg Beaters for food safety concerns. You may make vanilla or flavored ice cream.
- **Supplies:** You should bring milk (in a cooler or thermos), Sugar, vanilla (or other needed ingredients/flavors according to your recipe), measuring cups (liquid & dry), measuring spoons, Stirring spoon or spatula, bags, towels, vanilla extract, gloves. We will provide ice, rock salt, and tape.
- **Teams:** Teams may consist of one 4-H member, a friend, another 4-H member, younger sibling, or parent.
- **Judging:** The judge will see the process you used to create the ice cream and then judge it based on flavor and a visit with you.

SECTION II – LEADERSHIP & CITIZENSHIP

Dept. 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 of items, pictures, maps, charts, slides/tapes, drawings, illustrations, writings or displays that depict the heritage of the member's family or community or 4-H history.

- **Please note: Exhibits entered at own risk. Sheridan County Extension or Sheridan County Ag Society will not be responsible for loss or damage to family heirloom items or any items in their division.**
- Displays should **not be larger than 22" x 28" wide**. If the size needs to be a different size because the historical item is larger than 22"x 28", please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28".
- Exhibits must include name, county, and past experience (years in Explore Your Heritage projects) on back of exhibit.
- All entries must have documentation included.
- Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hheritage>

Division 101 – Level I: Beginning

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| sf Class 1 | Heritage Poster or Flat Exhibit – Entries may be pictures, posters, items that depict family heritage. Exhibits must be supported by a written explanation. |
| sf Class 2 | Family Genealogy/History Notebook – Include pedigree charts/family group sheets, with documentation for two-three generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work. |
| sf Class 3 | Local History Scrapbook or Notebook – Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage. |
| sf Class 4 | Framed Family Groupings (or individuals) – of pictures showing family history. Pictures must be supported by a written explanation. |

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| sf Class 5 | Other Exhibits – depicting the heritage of the member's family or community. Exhibit must be supported by a written explanation. It may include, biographical album of themselves or another family member, family cookbooks, etc. |
| sf Class 6 | 4-H History Scrapbook – relating 4-H history of local club or county. Must be work of individual 4-H'er, no club project. If multiple books included in exhibit, only bring book with most current year's work. |
| sf Class 7 | 4-H History Poster – relating 4-H history of local club or county or individual. |
| sf Class 8 | Story of Illustration – about a historical event. |
| sf Class 9 | Book Review – about local, Nebraska or regional history. |
| sf Class 10 | Other Historical Exhibits – attach an explanation of historical importance. |
| sf Class 11 | Family Traditions Book – an exhibitor scrapbook depicting family traditions of the past. |
| sf Class 12 | Family Traditions Exhibit – a story or illustration of a family tradition or event. Exhibits must be supported by a written explanation. |
| sf Class 13 | 4-H Club/County 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. |
| sf Class 14 | 4-H Member Scrapbook – relating to individual 4-H members' 4-H history. If multiple books included in exhibit, only bring book with most current year's work. |
| sf Class 15 | Special Events 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. |

Rules: Division 101, Level1: Beginning (1-4 years in project)

Division 102 – Level II: Advanced

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| sf Class 1 | Heritage Poster or Plat Exhibit – Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation. |
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- sf Class 2 **Family Genealogy/History Notebook** – include pedigree charts/family group sheets, with documentation beyond 2-3 generations of one family line, expanding each year. If multiple books included in exhibit, only bring book with most current year's work.
- sf Class 3 **Local History Scrapbook or Notebook** – that depicts history of local community or Nebraska that helps youth appreciate their heritage.
- sf Class 4 **Framed Family Groupings (or individuals)** – of pictures showing family history. Pictures must be supported by a written explanation.
- sf Class 5 **Other Exhibits** – depicting the heritage of the member's family or community. Exhibit must be supported by a written explanation. This may include, biographical album of themselves or another family member, family cookbooks, etc.
- sf Class 6 **4-H History Scrapbook** – relating 4-H history of local club or county. This must be work of individual 4-H'er, not a club project. If multiple books included in exhibit, only bring book with most current year's work.
- sf Class 7 **4-H History Poster** – relating 4-H history of local club or county or individual.
- sf Class 8 **Story or Illustration** – about a historical event.
- sf Class 9 **Book Review** – about local, Nebraska or regional history.
- sf Class 10 **Other Historical Exhibits** – Attach an explanation of historical importance.
- sf Class 11 **Community or Nebraska historic landmark** – exhibit depicting the importance of a community or Nebraska historic landmark.
- sf Class 12 **Community Report** – documenting something of historical significance from past to present.
- sf Class 13 **Historical collection** – displayed securely and attractively in a container no larger than 22" x 28"
- sf Class 14 **Video documentary** of a family or community event- Must be produced and edited by a 4-H member.
- sf Class 15 **4-H Club/County 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.
- sf Class 16 **4-H Member 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.

- sf Class 17 **Special Events 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.

Resources:

- Heritage – Learn about the origins of your family or traditions; find the stories in family photographs; identify family keepsakes.
https://4hcurriculum.unl.edu/index.php/main/program_project/47

Dept. A – Citizenship

General Information:

- 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 policymaking.
- Please note: Exhibits are entered at 4-H'ers own risk. We will not be responsible for loss or damage to family heirloom items or any items in this division. Displays should not be larger than 22" x 28" wide. If the size needs to be a different size because the item is larger than 22" x 28" please contact the superintendents for approval. Display collections securely in an attractive container no larger than 22" x 28".
- **Supporting Material:** All entries must have a statement explaining:
 - 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.
- **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. Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hccitizenship>.

Division 120 – Citizenship

- ^{sf} 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. PowerPoint should be saved to a USB/thumb drive. You need to answer the following questions in your exhibit.
- How did you select the organization?
 - What items did you include in your care package?
 - Why did you select those items?
 - How did it feel to present your care pack to the organization?
 - What did you learn from this experience?
 - Other information that you feel is important about the care package or organization. Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter.
- ^{sf} Class 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.
- ^{sf} Class 3 **Patriotic or Cultural Fine Arts** – can be made of any art media but should tie in the relevance of the artwork to citizenship.
- ^{sf} Class 4 **Public Adventure Scrapbook** – should describe your Public Adventure or Service-Learning Activity. Scrapbooks must measure no more than 16" x 16".
- ^{sf} Class 5 **Public Adventure Poster** – should describe your Public Adventure or Service-Learning Activity. Display posters must be stiff enough to stand when supported from behind and below. Length and width must be no more than 24" x 28".
- ^{sf} Class 6 **Written or Recorded Stakeholder Interview** –should follow the outline found in the Public Adventures curriculum. It may be written or recorded. Recordings should be saved as a .wav or .mp3 file; a USB/thumb drive will be accepted

- ^{sf} Class 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.
- ^{sf} Class 8 **Oral Citizenship Essay** – For 9th and 12th graders only. 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.
- ^{sf} Class 9 **Service Items** – can include but are not 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.
- ^{sf} Class 10 **4-H Club Exhibit** – should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to a service item, poster, scrapbook, cultural or creative arts item, Quilt of Valor, or care package.

Division 130 – Seeing I2I

- ^{sf} Class 1 **Cultural Fine Arts** – Can be made of any art media but should symbolize what makes them unique.
- ^{sf} Class 2 **How are We Different?** – Interview should follow the interview guide in the participant manual on pg. 3 and should reflect on the differences and similarities between you and the person you are interviewing.
- ^{sf} Class 3 **Name Art** – should be creative art exhibit that symbolizes or explains where your name came from and what it means. Can use any media.
- ^{sf} Class 4 **Family History** – depicting your family cultural history or the ethnic make-up of your community noting who were the first settlers, where did they come from, is there evidence of the background today (local celebrations, family celebrations, museum or educational displays, historical markers, etc.)
- ^{sf} Class 5 **Cultural Food** – Exhibit depicting a cultural food that is special to your family. Can be a story or essay.
- ^{sf} Class 6 **"This is Who I Am"** poem

^{sf} Class 7	Poster – depicts what you have learned through the i2i Project.
^{sf} Class 8	Biography – about a historical figure that has made a positive impact on our society or who have made a difference in the lives of others.
^{sf} Class 9	Play Script – written about a different culture.

Resources:

- Citizenship - https://4hcurriculum.unl.edu/index.php/main/program_project/91

Seeing i2i –

https://4hcurriculum.unl.edu/index.php/main/program_project/92

SECTION III – COMMUNICATION & EXPRESSIVE ARTS

Dept. B – Photography

- An image may only be used on one exhibit with the exception of Portfolios which may include images entered in other classes.
- Cameras - Photos may be taken with any type of film or digital camera, including phones, tablets, and drones.
- Photos must be shot by 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.
- Securely attach photos, mats, backing, and data tags. Exhibits that are poorly attached may be disqualified. Do not use photo corners, borders, or place coverings over the exhibits.
- Portfolios: All portfolios must include the following information: 1) 1-page max bio, 2) table of contests, 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:
 - o Printed portfolios should be presented in an 8.5"x11" three-ring binder or similar book format. Recommended photo size is 8x10. Matting is not necessary.
 - o Digital portfolios may be presented online and must be exhibited along with a single 8.5x11 flyer. Flyers must include a link, URL, or QR code that takes users (judges and fairgoers) to their online portfolio.
- **Display Exhibits** – Display exhibits are only accepted in Unit I Classes 1-14 and Unit II classes. Displays consist of three 4x6 photos mounted on a single horizontal 11x14 black or white poster or mat board. Incorrect sizes will not be accepted. No foam board backing should be used. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distract from the overall display. No titles, captions, or stick-on numbers will be allowed in classes 20-60. Photos may be horizontal or vertical. No frames are allowed. Appropriate data tags are required (see rule regarding Data Tags).
- **Print Exhibits** – Print exhibits must be 8 x10 prints mounted in 11x14 (outside size) cut matting with a sandwich mat board backing. Incorrect sizes will not be accepted. No foam board should be used for matting or backing. Mat openings may be rectangular or oval. Photos may be horizontal or vertical. No frames are allowed. Appropriate data tags are required (see rule regarding Data Tags).
- **Challenging Photo Exhibits** – These classes are intended to encourage creativity, problem-solving skills, and deeper exploration of the use of photography. These classes require taking and exhibiting multiple photos in a single exhibit. Photos should be attached to a single poster or mat board. No foam core backing. Appropriate data tags are required (see rule regarding Data Tags).
- **Entry Tags** – should be securely attached to the upper right hand corner of the exhibit.
- **Data Tags – are required on all photography exhibits in classes 20-70.** Data tags should be securely attached to the back of the exhibit. Photos without data tags will not be accepted. Current Data tags and help sheets are available at <https://go.unl.edu/ne4h-photography>. **Please use these Data Tags.**
 - o Level 1 – All Level 1 prints must have a Level 1 Data Tag.
 - o Level 2 Prints – All Level 2 prints must have a Level 2 Data Tag.
 - o Level 2 Displays – Each photo of the display must include a separate Level 2 Data Tag. Data Tags should be numbered with the corresponding photo's number.
 - o Level 2 Challenging Exhibits – Each photo of the Level 2 Challenging Exhibit should have a separate Level 2 Data Tag. Data Tags should be numbered with the corresponding photo's number.
 - o Level 3 Prints – All Level 3 prints must have a Level 3 Data Tag.
 - o Level 3 Challenging Exhibits – Level 3 Challenging Exhibits must have one Level 3 Data Tag.
- Level 3 Cumulative Judging – At State Fair, Level 3 exhibits in class 20-70 will receive a cumulative score from three judges. Each judge can award up to five points. Exhibits are judged on the technical and artistic criteria including focus, exposure, lighting, composition, creativity, and appeal. Judges will

provide general feedback and critique for Level 3 exhibitors based on their individual observations. Level 3 cumulative judging will use the SF89 scoresheets.

PHOTOGRAPHY LEVEL 1 – PHOTOGRAPHY BASICS

- Displays – Display exhibits are encouraged for Level 1 exhibitors. Displays consist of three 4" x 6" photos to be mounted on a single horizontal 11" x 14" black or white poster or mat board. No foam core backing board is allowed.
- Each photo in the display must be numbered using a pencil. Numbers should be readable but not detract from display.
- No titles, captions, or stick-on numbers will be allowed.
- Photos must be mounted vertically or horizontally.
- Data Tags are required for each photo in the display. Use numbers to identify which photo each data tag corresponds with.

Division 180 – Photography Level 1 (No State Fair Entry)

- Class 1 **Fun with Shadows Display or Print** – Photos should capture interesting or creative use of shadows (Activity 4)
- Class 2 **Get in Close Display or Print** – Photo should capture a close-up view of the subject or object. (Activity 8)
- Class 3 **Bird's or Bug's Eye View Display or Print** – Photo should capture an interesting viewpoint of a subject, either from above (bird's eye view) or below (bug's eye view). (Activity 10)
- Class 4 **Tricks and Magic Display or Print** – Photos 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 flower pot, the pot might not be visible in the image, making it look as if the flowers are growing out of the person's head. (Activity 11)
- Class 5 **People, Places, or Pets with Personality Display or Print** - Photos should have a strong focal point, which could be people, places, or pets. Photos should capture the subject's personality or character. Photos may be posed or un-posed. (Activity 13)
- Class 6 **Black and White Display or 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)

- Class 7 **Challenging Photo Exhibit: Telling a Story Display** – Exhibit 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. Display will consist of three 4x6 photos mounted on a single horizontal 11x14 black or white poster or mat board. Each photo in the display must be numbered using a pencil. Numbers should be readable but not distracting from the overall display. No titles, captions, or stick-on numbers are allowed. Photos may be mounted vertically or horizontally. Data tags are required for each photo in the display. (Activity 14)

LEVEL 2 PHOTOGRAPHY – NEXT LEVEL PHOTOGRAPHY

- Level 2 photographers should be utilizing all the skills and techniques they have developed thus far in their photography careers, especially topics covered in Book 1 Photography Basics and Book 2 Next Level Photography.

Division 181 – Next Level Photography

- ^{sf}Class 10 **Level 2 Portfolio** – Level 2 portfolios should represent the photographer's best work and must include 5-7 different images from the 4-H member's photography career. At least 2 images must have been taken during the current year. The remaining images may have been taken at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 2 classes during the same year. Portfolios must include: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each image. When writing reflections, youth should focus on what new photography techniques they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.
- ^{Sf}Class 20 **Creative Techniques & Lighting Display or Print** – Photos should capture a creative use of lighting, such as diffused lighting, backlighting, or hard lighting, reflections, or another lighting technique covered in Book 2 Next Level Photography (Activity 3, 4, 5)

- ^{sf} Class 30 **Creative Composition Display or Print** – Photos should capture a creative composition using the Rule of Thirds, Golden Triangle, Golden Rectangle, or another composition technique covered in Book 2 Next Level Photography. (Activity 6, 7, 8, 9)
- ^{sf} Class 40 **Abstract Photography Display or Print** – Photos should be abstract or capture a small piece of a larger subject. Abstract photos may not look like anything in particular but should be able to capture a viewer's attention. (Activity 11)
- ^{sf} Class 50 **Candid Photography Display or Print** – Candid photos should capture a special moment or meaningful interaction. Photos should be un-posed. (Activity 10)
- ^{sf} Class 60 **Expression Through Color Display or Print** – Photos should capture a creative use of color or a color scheme, such as complimentary, contrasting, monochromatic, warm, cool, primary, secondary, or tertiary. (Activity 13).
- ^{Sf} Class 70 **Challenging Photo Exhibit – Pictures with a Purpose** – Exhibit will include a series of three photos which show off a product, organization, or event. Photos should be captured with the idea of being used in an advertisement or promotion. All three photos must capture the same product, organization, or event. Exhibits will consist of three 4x6 photos mounted on a single 11x14 black or white poster or mat board. No foam core backing. Photos may be mounted vertically or horizontally. Data tags are required for each photo in the exhibit. Exhibit should be titled with the name of the product, organization, or event featured in the photos. Each photo should be numbered and captioned. Captions should provide context for the viewer-similar to photo captions you might see in a magazine or newspaper. Captions should be readable but not distracting. (Activity 14)

LEVEL 3 - MASTERING PHOTOGRAPHY

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

Division 182 – Mastering Photography

- ^{sf} Class 10 **Level 3 Portfolio** – Level 3 portfolios should represent the photographer's best work. Level 3 portfolios must include 9-11 images from the 4-H member's photography career. At least 3 images should be from the current year. The remaining images may have been taken at any time during the member's 4-H experience and may have been previously exhibited. Portfolios may include photos which are exhibited in other Level 3 classes during the same year. Portfolios must include: 1) 1-page max bio, 2) table of contents, 3) year each photo was taken, 4) title for each image, 5) device make and model used to capture each image, and 6) reflections for each image. When writing reflections, youth should focus on what new photography techniques or skills they were practicing when they took the photo, what makes the image successful, and what could have been done to improve the image.
- ^{sf} Class 20 **Advanced Techniques & Lighting Print** – Photos should show an experimentation or exploration of advanced lighting, such as low-light or silhouette photography or another advanced photography technique, such as astrophotography, underwater photography, or infrared photography. (Activity 3, 4, 5, or 12)
- ^{Sf} Class 30 **Advanced Composition Print** – Photos should show advanced compositions, such as using diagonal, horizontal, or vertical lines or repeating shapes to frame a subject or lead the viewers eye through a scene; breaking the rule of thirds to compose a discordant image; or another advanced composition technique covered in Book 3 Mastering Photography (Activity 6, 7)
- ^{sf} Class 40 **Portrait Print** – A great portrait captures not only a person's physical image, but also something of the person's character or personality. Photos may be either formal or informal, but must be of one or more human subjects. (Activity 9)
- ^{sf} Class 50 **Still Life Print** – Photos should capture non-moving objects that have been arranged in an interesting way. Photos should demonstrate advanced control over lighting and composition. (Activity 8)
- ^{sf} Class 60 **Freezer/Blur the Moment Print** – Photos should capture a subject in motion.

Sf Class 70 Photographers should adjust shutter speed to either freeze or blur the movement. (Activity 11)

Challenging Photo Exhibit – Photo Joiner – Using Activity 12 as a guide, create a photo joiner. Photo joiners should include more than 15 separate photos. Recommended photo size is 3x5 or 4x6. Photos should be securely mounted to an appropriately sized poster or mat board (minimum: 11x14; maximum: 22x28). No foam core backing. A single data tag is required for the exhibit. (Activity 13)

Resources:

- Photography Basics – Get to know your camera; practice keeping camera steady and level; practice taking photos, noticing natural light; notice shadows and their potential in photography; practice using natural light from several different directions; practice using flash for fill, solving red-eye problems; evaluate background, middle-ground, and foreground when taking photos; practice filling the frame with the subject; practice eliminating background clutter in photos; practice using different viewpoints and perspectives in photos; compose creative, unusual photos; compose variety of selfies; take photos of people, places, and things; sequence photos to tell a story; create black and white photos; evaluate photos using critical thinking.
https://4hcurriculum.unl.edu/index.php/main/program_project/28
- Next Level Photography – Get to know your camera's capabilities using zoom; practice using different lens filters; practice using light to portray a specific mood; practice taking photos of reflections; practice taking photos without the flash feature on your camera; practice using the Rule of Thirds and the Rules of the Golden Triangle and the Golden Rectangle; practice taking photos from different points of view/perspectives; practice creating photos with interesting negative spaces; practice capturing unposed, candid shots of a subject or event; practice taking photos of "bits and pieces" of ordinary objects to create a work of art; practice using a camera to create a panorama; use color to create photos that are cool warm, monochromatic, contrasting, and/or complementary; practice taking photos with a specific purpose in mind to teach, instruct, or sell a product or service; evaluate photos that represent body of work.
https://4hcurriculum.unl.edu/index.php/main/program_project/29

- Mastering Photography – Get to know your camera's capabilities using the mode dial; practice capturing a focal point understanding how camera equipment and depth of field effects the photo; practice taking photos in low-light situations; practice taking photos that help you get the correct exposure; practice taking silhouettes; practice composing photos that include geometric shapes and interesting framing; practice composing photos that break photography "rules"; practice taking still-life photos; practice capturing portraits showing a person's character and personality; practice taking photos of interesting shapes, patterns, and textures; practice capturing photos where the subject is in motion; practice taking photos that are outside the normal limits: astrophotography, underwater, infrared; practice creating creative joiners; evaluate photos that represent body of work.

https://4hcurriculum.unl.edu/index.php/main/program_project/30

Dept. B – Posters

General Information:

- The purpose of a poster is to call attention to a subject. Every poster must be crafted to catch the viewer's attention quickly. Each must present only one specific message clearly. The poster should clearly feature some aspect of 4-H.
- Exhibit Guidelines-Posters will be judged on the following criteria:
- Idea-simple, clear message, appropriate for a poster
- Lettering-readable from a distance, appropriate size in proportion to art
- Art-one dominant, eye-catching element, art relates to written message
- Arrangement-good use of entire poster space without being too crowded, art and lettering are well balanced
- Color-use of bold colors that harmonize well and are easily read
- Quality of Construction-neatness, appropriateness of materials used
- Effectiveness-works well as a poster to deliver your message Posters **must be 14" x 22"** and made of a material that can be pinned to a display board. They may be arranged either horizontally or vertically. Those generated by computer must also meet this **Computer art on an 8 ½" x 11" sheet of paper and mounted on poster board will be disqualified.**

- Posters may be in any medium: watercolor, ink, crayon, markers or computer graphics. They may not be three-dimensional. Entries with components thicker than paper (such as milk cartons, pencils, pop cans) will be disqualified.
- Posters may not use copyrighted materials, such as cartoon characters, commercial product names, logos or slogans. Avoid using clichés or over-used phrases that do not command the viewer's attention.
- When using the official 4-H Emblem (clover with the H's on each leaf), it must follow approved guidelines, which can be viewed at http://www.national4hheadquarters.gov/emblem/4h_name.htm.
- Computer "clip art" will not score as positively as original computer art designs.
- Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being transported, will be removed by the superintendent for evaluation and display.
- Entries that do not conform to size, content or material guidelines will be lowered one ribbon placing.
- The 4-H member's name, age and county must be listed on the back of the poster.

- Identifying communication careers
- Preparing a presentation using a form of technology

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

- **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:
 - Composing a personal resume
 - Completing research on a speech or presentation topic
 - Identifying ways to reduce risks online
 - Evaluating own cell phone usage and etiquette
 - Critiquing advertisements
 - Job shadowing a communication professional

Division 152 – Posters (No State Fair)

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|---------|--|
| Class 1 | Exploring Careers with 4-H – Poster should illustrate how 4-H'ers can explore career opportunities through 4-H projects. |
| Class 2 | Photo Poster – Create a poster focusing on a 4-H theme of your choice, using one large, eye-catching photo. |
| Class 3 | "Keeping It Green. Keeping It Healthy" - Poster should illustrate how 4-H encourages healthy lifestyles for youth and their families. |

- | | |
|---------|--|
| Class 3 | Poster – Create a poster, measuring either 22"x 28" or 24"x 36" that showcases what was learned in this project area. |
| Class 4 | Essay – Write an essay (3-5 pages) that showcases what was learned in this project area. |
| Class 5 | Digital Media – Design a form of digital media (advertisement, flyer, short video or presentation, social media or web page, etc.) that showcases what was learned in this project area. Upload the digital media file to an online location (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" x 11" sheet of cardstock: 1) the QR code, 2) 1-3 sentences about what viewers will see when they access the QR code on their mobile device. |

Division 154 – Communications (No State Fair)

- Static exhibits in this division will be evaluated on clarity of purpose/message in relation to communication, accuracy of information, originality, creativity, evidence of exhibitor's learning in this area, and educational value of exhibit to viewers.
- **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:
 - Identifying cultural differences in communication
 - Developing guidelines for internet etiquette
 - Evaluating another person's presentation

Resources:

- Communications Module 1 – Learn about interpersonal relationships, cultural understanding, speech making, safety in online spaces, and job interviews; practice communication in a variety of situations; learn about communication preferences, active listening, identifying aggressive

communication, using visual aids, making introductions, and writing letters and songs.
<https://4hcurriculum.unl.edu/index.php/main/project/185>

- Communications Module 2 – Learn about interpersonal relationships, cultural understanding, speech making, safety in online spaces, and job interviews; practice communicating in a variety of situations; learn about and practice conflict resolution, online communication and social media, cultural differences in communication, writing thank you notes, press releases, and speeches, and career in communications.
<https://4hcurriculum.unl.edu/index.php/main/project/171>

- Communications Module 3 – Learn about interpersonal relationships, cultural understanding, speech making safety in online spaces, and job interviews; practice communicating in a variety of situations; learn about interpersonal electronic communication usage, evaluating advertisements, writing resumes and cover letters, safety in online communication, leadership and teamwork, and digital storytelling.
<https://4hcurriculum.unl.edu/index.php/main/project/172>

SECTION IV – CONSUMER & FAMILY SCIENCES

Dept. C – Human Development

General Information:

- Exhibitors in the Human Development project area will be asked to focus on designing toys/games/activities that meet the different needs of children.
- Categories: are based on the Early Learning Guidelines in Nebraska which identify the important areas in which our children should grow and develop. Use the Nebraska Department of Education website and the resources around the Early Learning Guidelines to help understand the six areas and the skills children need to develop to create your exhibit in conjunction with your project manual. <https://www.education.ne.gov/OEC/elg.html>
- Information sheets for classes 1 – 6 & Class 8: (Final ribbon placing of the exhibit will include the completeness and accuracy of this information sheet.)
- Information sheets for Classes 1-6 should include:
 - o Where did I get the idea for this exhibit?
 - o What decisions did I make to be sure exhibit is safe for child to use?
 - o What age is this toy, game or activity appropriate for and why? (Infant: Birth-18mths; Toddlers: 18 mths-3 yrs; Preschoolers: 3-5 yrs. or Middle Childhood: 6-9 yrs.) 4-H'ers must give at least 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals).
 - o How is the toy, game or activity intended to be used by the child?
- Information sheet for Class 8 should include:
- State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for.
- What are children this age like? Give 2 examples of how the kit would be appropriate for this age.
- What will the child learn or what skills will they gain by using the kit?
- What item(s) were made by the 4-H'er? 4-H'er should make one or more items in the kit, but purchased items are also allowed. (It is highly suggested that an inventory list of items in the kit be included).

Division 200 – Human Development

- 4-H members taking I HAVE WHAT IT TAKES TO BE A BABYSITTER may enter:
- Toy, game, or activity made for a selected and identified age group. The intent is for the toy/game/activity to teach the child in the developmental area related to each class. For example a game that is developed to help youth learn language and literacy skills would be an exhibit for class 2. Each area is a different class. Information sheet required or exhibit will be dropped a ribbon placing for classes 1-6.

sf Class 1	Social Emotional Development
sf Class 2	Language and Literacy Development
sf Class 3	Science
sf Class 4	Health and Physical Development
sf Class 5	Math
sf Class 6	Creative Arts
sf Class 7	Activity with a Younger Child – Poster or scrapbook showing 4-H'er working with a child age 0 to 8 years. May show making something with the child, or child care or child interactions. May include photos, captions, story or essay. Size of exhibit is your choice. Other people may take photos so 4-H'er can be in the photos. 4-H'er must make a scrapbook or poster. No information sheet needed for class 7.
sf Class 8	Babysitting Kit –Purpose of the kit is for the 4-H'er to take this with them when they babysit in someone else's home. Do not make a 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.

Information sheet for Class 8 should include:

- 1) State which ONE age group (infant, toddler, preschooler, middle childhood) the kit was prepared for.
- 2) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.

3) What will the child learn or what skills will they gain by using the kit?

4) What item(s) were made by the 4-H'er.

4-H'ers taking any of the projects in Dept. C – 200 may enter:

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

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

^{Sf} Class 11 **Growing in Communities** – Scrapbook or poster. Examples: a career study; a photo story about your own growth and development not only physically but emotionally, socially, spiritually, and mentally. A television evaluation (see Growing all Together 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.

- **Rules:** Exhibitors in the Human Development project area will be asked to focus on designing toys/games/activities that meet the different needs of children.

Categories: are based on the Early Learning Guidelines in Nebraska which identify the important areas in which our children should grow and develop. Use the Nebraska Department of Education website and the resources around the Early Learning

Guidelines to help understand the six areas and the skills children need to develop to create your exhibit, in conjunction with your project manual. <https://www.education.ne.gov/oec/early-learning-guidelines>

Resources:

- I Have What It Takes To Be A Babysitter – Learn skills and techniques of child care; find out how to be a caring sitter; learn to provide a safe environment for children. <https://4hcurriculum.unl.edu/index.php/main/project/53>
- Kids On The Grow 1 – Explore how people grow and develop; inspect toddler toys, minimize hazards; learn about roles in life, handling emotions. <https://4hcurriculum.unl.edu/index.php/main/project/54>
- Kids On The Grow 2 – Learn about self-care, rules, responsibility and safety; introduction to babysitting; gain awareness of common dangers in the world. <https://4hcurriculum.unl.edu/index.php/main/project/55>
- Kids On The Grow 3 – Explore child development careers, gain experience as a teacher or coach; participate in a community service project. <https://4hcurriculum.unl.edu/index.php/main/project/56>

Dept. C – Clothing & General Sewing

- **Projects must be entered under Construction Class and Fashion Show Class for modeling at County Life Skills Revue.** The Life Skills Revue takes place on Friday before Fair Week.
- **Entry Tags**-Every clothing exhibit must be described on the appropriate entry tag accompanying it. (Example: dark blue wool skirt and jacket, red and white figured blouse). **Entry tag placement:** as you look at the garment place the entry tag and information sheet securely using straight pins or safety pins on the right side of the garment and the hook of the hanger to the left.
- **Identification Labels**-Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, Exhibitor's name and age, project name and class in which the 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. Not responsible for unlabeled items.

- **Preparation of Exhibits**-bring all wearable garments on wire hangers or hangers with a swivel hook only. All exhibits not suitable for hanging should be entered in a self-sealing plastic bag and hung on a hanger. Wool garments and garments with narrow straps hang better on other hangers, i.e. wooden or notched plastic hangers with a swivel hook. As you look at the garment, place the hook of the hanger pointing to the left. Fasten skirts, shorts, and pants to skirt/pant hangers or safety pin on hanger. Each piece should be entered on its own hanger. If more than one hanger is used for an entry, fasten hangers belonging to one exhibit together with twist ties or rubber bands.
- **General**-Garments as listed may be made for self (4-H member) or another person. 4-H'ers enrolled in clothing projects should continue their skill development. Once you have exhibited in a higher level, you are not eligible to exhibit in a lower level. Ex. Once you exhibit in STEAM Clothing 3, you are not eligible to exhibit in STEAM Clothing 2.
- **Criteria for Judging** – Refer to the Nebraska 4-H website for current state fair score sheets at <http://4h.unl.edu>. In addition, all entries must conform to rules and regulation as set forth in the current Nebraska State Fair Book.

Division 220 – General Clothing

- 4-H members in any skill levels may exhibit in this area.

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| Sf Class 1 | Clothing Portfolio – Complete at least four different samples/activities from Chapters 2, 3 or 4 of the project manual. The Portfolio should be placed in an 8 ½" x 11", 3 ring binder. Include an appropriate cover. Portfolio should build upon itself each year (additional pages can be added each year, but should be dated). See pages 9-11 in the STEAM Clothing 2: Simply Sewing project manual for portfolio formatting. |
| Sf Class 2 | Textile Science Scrapbook – Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in STEAM Clothing 2: Simply Sewing project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover. Textile Science Scrapbook should build upon itself each year (additional pages can be added each year, but should be dated). See project manual for fabric suggestions. |

Sf Class 3	Sewing For Profit – Using page 161-167 in the STEAM Clothing 2: Simply Sewing project manual, display what products you posted online and analyze the cost of goods purchased to determine the appropriate selling price for your product. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30".
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Division 221 – Beyond the Needle

- **4-H members must show their own original creativity.**
- **County Information Card**- Include the following information on a half sheet of 8½"x 11" paper placed with the entry tag. Entries without this card will be lowered one ribbon placing.
- Where did you get the idea for your design?
- How did you create the design to make it original? (i.e. drew your own design, chose original fabrics or colors, manipulated a design, combined different elements to make a new design, etc.)
- What skills did you learn or improve when working on this project?
- For garments constructed, answer question #4 also.
- Fiber content of fabric and care required for the garment.

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| Sf Class 1 | Design Portfolio – A portfolio consisting of at least three design samples or activities. Refer to the Beyond the Needle for activity ideas. The Portfolio should be placed in an 8 ½ x 11, 3 ring binder. Include an appropriate cover, dividers, and table of contents. (Additional pages can be added each year but should be dated.) See pages 14-16 in Beyond the Needle for portfolio formatting. |
| Sf Class 2 | Color Wheel – Create your own color wheel, complimentary color bar or color scheme using pages 27-39 in Beyond the Needle. The Exhibit may be a notebook, poster, or small display. Exhibits should not exceed 22" x 30". |
| Sf Class 3 | Embellished Garment with Original Design – Create a garment using intermediate or advanced techniques as defined in Beyond the Needle. Designs are the original idea of the 4-Her using the elements and principles of design to make an original statement. |

<div>Sf Class 4</div>	<div>Original Designed Fabric Yardage – Fabric yardage is designed using techniques such as those found in Beyond the Needle. Other embellishments may be added. Exhibit consists of at least 1 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 1 ribbon placing.</div>	<div>Sf Class 9</div> <div>Wearable Technology Garment - (Eligible for State Fair Fashion Show) Technology is integrated into the garment in some way (For example: LEDs, charging capabilities, sensors, and etc.)</div>
<div>Sf Class 5</div>	<div>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 1 ribbon placing.</div>	<div>Sf Class 10</div> <div>Wearable Technology Accessory – (Not eligible for State Fair Fashion Show) An accessory constructed integrating technology into the accessory (For example: Charging backpack, Fitness Tracker, and etc.)</div>
<div>Division 211 – STEAM 1 (No State Fair Entry)</div> <div>- 4-H'ers who have enrolled in or completed STEAM 2, STEAM 3, are not eligible.</div>		
<div>Sf Class 6</div>	<div>Textile Arts Garment or Accessory – A garment or accessory constructed using new unconventional materials. Ex: rubber bands, plastic, duct tape. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.</div>	<div>Class 1</div> <div>Sewing Kit – Include a list of sewing notions and the purpose for each item included. (pg. 12-17 in STEAM 1 manual.</div>
<div>Sf Class 7</div>	<div>Beginning Fashion Accessory – (Not eligible for State Fair Fashion Show) An accessory designed and/or constructed using elements and principles of design; can be textile or non-textile based. Example: shoes, strung bracelet/necklace, wire wrapping, scarves, flip flops, design on tennis shoes, and etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.</div>	<div>Class 2</div> <div>What's the Difference – 4-H members enrolled in STEAM 1 may enter an exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing a project comparison and price point. See STEAM 1, "What's the Difference?" pg. 118-119. Exhibits should include pictures, NO actual pillows.</div>
<div>Sf Class 8</div>	<div>Advanced Fashion Accessory – (Not eligible for State Fair Fashion Show) An accessory designed and/or constructed using elements and principles of design and advanced skills; can be textile or non-textile based. Example: peyote stitch, bead embroidery, advanced design on tennis shoes, metal stamping, riveting, resin, and etc. A description of the design process must accompany the entry. If additional information is not included, exhibit will be lowered one ribbon placing.</div>	<div>Class 5</div> <div>Clothing Service Project – Can include pillows or pillowcases but are not limited to. Exhibit (not to exceed 22" x 30") a notebook, poster, small display sharing information you generated in the project activity "Serving a Purpose" pg. 124-125.</div>
		<div>Beginning Sewing Exhibits: 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. Reglan and kimono sleeves are acceptable.</div>
		<div>Class 6</div> <div>Needle book or Pin Cushion</div>
		<div>Class 7</div> <div>Pillowcase</div>
		<div>Class 8</div> <div>Simple Pillow – No larger than 18" x 18"</div>
		<div>Class 9</div> <div>Bags/Purse – No zippers or button holes.</div>
		<div>Class 10</div> <div>Simple Top</div>
		<div>Class 11</div> <div>Simple Bottom</div>
		<div>Class 12</div> <div>Simple Dress</div>
		<div>Class 13</div> <div>Other – using skills learned in STEAM 1 (apron, vest, etc.)</div>

- Class 14 **Upcycled Simple Garment** – The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. A “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.
- Class 15 **Upcycled Accessory** – A wearable accessory made from a used item. The item used must be changed in some way in the “redesign” process. A “before” picture and a description of the redesign process must accompany the entry or it will be disqualified.

Division 222 – STEAM Clothing 2-Simply Sewing

- Exhibits entered in this project must reflect at least one new skill learned from this manual (see project manual skill-level list). Garments as listed below may be made from any woven or knit fabric appropriate to the garment’s design and should demonstrate sewing skills beyond STEAM Clothing 1.

- sf Class 1 **Design Basics, Understanding Design Principles** – 4-H members enrolled in STEAM 2 may enter an exhibit sharing a learning experience from pages 17-20 in STEAM 2. **Include answers to questions found on page 20 of STEAM 2.** The Exhibit may be a notebook, poster or small display. Exhibits should not exceed 22”x30”.
- sf Class 2 **Pressing Matters** – 4-H members enrolled in STEAM 2 may enter a ham or sleeve roll from pages 21-25 “A Pressing Matter” in STEAM 2. Exhibit should include answers to lesson questions that are most appropriate to include.
- sf Class 3 **Upcycled Garment** – (not eligible for State Fair Fashion Show)- Create a garment from used textile based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
- sf Class 4 **Upcycled Clothing Accessory** – (not eligible for State Fair Fashion Show) - A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.

- sf Class 5 **Textile Clothing Accessory** – (not eligible for State Fair Fashion Show) - Textile accessory is constructed using at least one skill learned in this project from materials appropriate for STEAM 2. Entry examples include hats, bags, scarves, gloves. No metal, plastic, paper or rubber base items allowed. (i.e. barrettes, headbands, flip flops, duct tape)
- sf Class 6 **Top** (not eligible for State Fair Fashion Show) (vest acceptable)
- sf Class 7 **Bottom** (not eligible for State Fair Fashion Show) (pants or shorts)
- sf Class 8 **Skirt** (not eligible for State Fair Fashion Show)
- sf Class 9 **Lined or Unlined Jacket** (not eligible for State Fair Fashion Show)
- sf Class 10 **Dress** (not formal wear)
- sf Class 11 **Romper or Jumpsuit**
- sf Class 12 **Two-Piece Outfit**
- sf Class 13 **Alter Your Pattern** – Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) Garment constructed from a significantly altered pattern. Entry must include both the constructed garment and the altered pattern. Include information sheet that describes: 1) how the pattern was altered or changed, 2) why the changes were needed/wanted. Appropriate skills for altering/designing a pattern in STEAM 2 include: moving darts, merging two patterns together, altering a pattern for a woven or knit material, adding a lining)
- sf Class 14 **Garment Constructed from Sustainable or Unconventional** (natural or synthetic fibers) – (Eligible for State Fair Fashion Show, in the class that best describes the type of garment constructed i.e. Dress, Romper or Jumpsuit, or Two-piece Outfit) Fabric/Fibers used in this garment have to be manufactured/purchased, for example: bamboo, banana, corn husk, and recycled fibers. Garments that are constructed out of the unconventional items themselves should be exhibited under Beyond the Needle.

Division 223 – STEAM 3: A Stitch Further

- Exhibits entered in this project must reflect at least one new skill learned from STEAM 3 (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 2. Entry consists of complete constructed garments only. Wool entries must have the fiber content listed on the identification label.

- sf Class 1 **Upcycled Garment** – (not eligible for State Fair Fashion Show) - Create a garment from used textile-based items. The original used item must be redesigned (not just decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least 1 skill learned in this project. A “before” picture and description of the redesign process must accompany the entry.
- sf Class 2 **Upcycled Clothing Accessory** – (not eligible for State Fair Fashion Show) - A wearable accessory made from a used item. The item used must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in this project. A “before” picture and a description of the redesign process must accompany the entry.
- sf Class 3 **Textile Clothing Accessory** – (not eligible for State Fair Fashion Show) -Textile accessory is constructed using at least one skill learned in this project 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.)
- sf Class 4 **Dress or Formal**
- sf Class 5 **Skirted Combination** (skirt with shirt, vest or jacket or jumper and shirt)
- sf Class 6 **Pants or Shorts Combination** (pants or shorts with shirt, vest or jacket)
- sf Class 7 **Romper or Jumpsuit**
- sf Class 8 **Specialty Wear** (includes: swim wear, costumes, hunting gear or chaps)
- sf Class 9 **Lined or Unlined Jacket** (non-tailored)
- sf Class 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)

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

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

Resources:

- STEAM Clothing: Beyond the Needle – Learn design basics; create embellishments and treatments; learn about the art of clothing construction. https://4hcurriculum.unl.edu/index.php/main/program_project/36
- STEAM Clothing 1: Fundamentals – understand the basic of sewing; understand textiles through science experiments; learn about how textiles are engineered into garments. https://4hcurriculum.unl.edu/index.php/main/program_project/37
- STEAM Clothing 2: Simply Sewing – Build upon the sewing basics learned in STEAM 1; focus on advanced engineering techniques; learn about finishing touches and style to garments; learn the basics on how to build a business. https://4hcurriculum.unl.edu/index.php/main/program_project/38
- STEAM Clothing 3: A Stitch Further – Learn new technological options available in sewing; discover the science behind textiles and fabrics; learn about complex patterns and difficult fabrics; market garments as a business. https://4hcurriculum.unl.edu/index.php/main/program_project/39

7. Names of stitches used.
8. Copy of directions.

Dept. C – Fiber Arts: Knitting & Crocheting

- Criteria for judging knitting and crocheting: Design and Color, Neatness, Knitting Mechanics or Crocheting Mechanics, Trimmings, and Construction Finishes.
- **Entry tags:** Every exhibit must be described on the appropriate entry tag accompanying it (for example: blue afghan, yellow sweater, crocheted gray elephant). Attach the entry tag securely to the exhibit using straight pin or safety pins (no paper clips).
- **Identification Labels:** Each item entered as a knitting or crochet exhibit must have a label attached stating:
 - o County
 - o Exhibitor's name and age
 - o Project name and class in which exhibit is entered
 - o Number of years enrolled in the project exhibited.
 - o Wool entries must have the fiber content listed on the identification label. Attach a label on every component of the exhibit using safety pins or by basting. Not responsible for unlabeled items.
- **Preparation of Exhibits:** Knitted and crocheted exhibits should be entered in the most appropriate manner for the exhibit.
- **General:** 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. Ex. Once you exhibit in Knitting Level 3, you are not eligible to exhibit in Knitting Level 2.
- **Information Sheet for Knitting-** Each knitted exhibit must include the following information on a half sheet of 8 ½ x 11" paper placed with the entry tag or the 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 2 different yarns)
 2. What steps did you take as you worked toward your goal(s)?
 3. What were the most important things you learned as you worked toward your goal(s)?
 4. Gauge-Number of rows per inch; number of stitches per inch.
 5. Size of needles, finger knitted, arm knitted, loom or machine knitted.
 6. Kind of yarn – weight and fiber content.

Division 225 – Knitting

Class 8	Level 1 Slippers
Class 9	Level 1 Head Covering
Class 10	Level 1 Mittens
Class 11	Level 1 Simple Pillow
Class 12	Level 1 Dish Cloth/Towel
Class 13	Level 1 Arm/Finger Knitted Item
Class 14	Level 1 Loom Knitted Item
sf Class 1	Level 2 Knitted Clothing – (Garment eligible for State Fair Fashion Show) Knitted items using pattern stitches such as diamond, block, twist or seed/moss stitches. Basic stitches [including Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form pattern.
sf Class 2	Level 2 Knitted Home Environment Item – Knitted item using basic stitches [including: Knit (K), Purl (P), Slip Knit Pass Over (SKPO), Knit Two Together (K2tog), Yarn Over (yo)] to form patterns.
sf Class 3	Arm or Finger Knitted item – Knitted clothing or home environment item.
sf Class 4	Loom Knitted Item – Clothing or Home Environment item.
sf Class 5	Level 3 Knitted Clothing – (Garment eligible for State Fair Fashion Show) Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, 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.
sf Class 6	Level 3 Knitted Home Environment Item – Knitted item made by using stitches learned in Level 2 while advancing to circular knitting, double pointed needle knitting, knitting with multiple pattern stitches, and changing colors throughout the garment such as argyle knitting and chart knitting.
Sf Class 7	Level 3 Machine Knitting

Division 226 – Crochet

- Criteria for judging crochet: Design and Color, Neatness, Crochet Mechanics, Trimmings, and Construction Finishes.
- **Information Sheet for Crochet**—Each crocheted exhibit must include the following information on a half sheet of 8 ½ x 11" paper placed with the entry tag or the 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 or type of crocheting tool.
 5. Kind of yarn – weight and fiber content or other material used.
 6. Names of stitches used.
 7. Copy of directions.

Class 5	Level 1 Slippers
Class 6	Level 1 Head Covering
Class 7	Level 1 Simple Pillow
Class 8	Level 1 Dish Cloth/Towel
^{sf} Class 1	Level 2 Crocheted Clothing – (Garment eligible for State Fair Fashion Show) using basic stitches including: chain, single, double, half double, treble; to form patterns
^{sf} Class 2	Level 2 Crocheted Home Environment Item – using basic stitches including: chain, single, double, half double, treble; to form patterns
^{sf} Class 3	Level 3 Crocheted Clothing – (Garment eligible for State Fair Fashion Show) using crochet stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, or multiple pattern stitches.
^{sf} Class 4	Level 3 Crocheted Home Environment Item - using crochet stitches learned in Level 2 while advancing to use afghan stitch, broomstick lace, hairpin lace, design motifs, or multiple pattern stitches.

Division 227 – Weaving

- Criteria for judging weaving: Design and Color, Neatness, Weaving Mechanics, and Construction Finishes.
- Information Sheet must be included for all classes. Each woven exhibit must include the following information with the entry tag or exhibit will be lowered one ribbon placing.

1. What was your goal(s) in making this exhibit (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. Type of Loom
5. Kind of yarn – weight and fiber content or other material used.
6. Names of weave structures used.
7. Copy of directions.

Class 1	Level 1 Woven Garment – with a plain or balanced weave using a rigid heddle loom. Such as: scarf, shawl, belt.
Class 2	Level 2 Woven Garment – using basic weaving techniques and threading patterns with a four harness loom
Class 3	Level 3 Woven Garment – using advanced weaving techniques and threading patterns with any loom. Such as lace, overshot, tapestry.

Resources:

- Crochet – Learn basic to advanced crochet stitches; select yarn/thread for crocheting; learn about blocking and changing colors; design a new stitch or pattern; work with other media such as leather, wood, and beads. https://4hcurriculum.unl.edu/index.php/main/program_project/44
- Knitting – learn about types of yarn and yarn weights; develop basic to advanced knitting skills; combine knitting with garment making; knit with double-pointed needles. https://4hcurriculum.unl.edu/index.php/main/program_project/45

Dept. C – Quilt Quest

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

- In the Premier class, the 4-H'er has developed skills to be able to do all of the work by himself/herself. This includes pattern and fabric selection, cutting and sewing individual pieces, layering the quilt top/batting/backing together and quilting. Quilting may be done by hand, by sewing machine or by a commercial-grade quilting machine. After quilting, the 4-Her 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.
- **Rules:**
- All entry cards and support information must be attached using a safety pin, **No straight pins.**
- When judging Quilt Quest exhibits, the judges consider SF209 "Standards for Judging Quilts and Quilted Items."
- Premier 4-H Science Award is available in this area. Please see General Rules for more details.
- For all classes, 4-Hers can choose fabrics for the quilt by selecting fabric from fabric bolts. 4-Hers may also use "fabric collections" offered by manufacturers in a particular designer or fabric line.
- Examples of fabric collections include:
- **Jelly Rolls**-are made of (up to) 40 different strips of 2 1/2" 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-Hers find it difficult to cut narrow strips with a rotary cutter and ruler, so this fabric selection may make it easier as they learn.
- **Honey Buns**-are made like the Jelly Rolls with 1 1/2" strips of fabrics.
- **Layer Cakes**-are 10" squares of fabric from a manufactured designer or fabric line with different pieces of fabric "layered" on top of one another to look like a piece of cake.
- **Charm Packs**-are made of 5" squares of coordinating fabric and may be tied up with a string or scrap of fabric.
- **Candies** – are 2 1/2" squares of fabric from a manufactured designer or fabric line.
- **Turnover**-is a collection of coordinating fabric that are cut into 6" triangles.
- **Fat Quarters**-are 1/2 yard cuts of fabric which are cut in half to make a rectangle that is approximately 18" x 21". (One half yard of fabric yields 2 fat quarters). The "fat quarter" can be more economical to purchase for the 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 requirement of a particular quilt pattern. The 4-Her must cut out all of the smaller squares, rectangles, etc. to make the quilt top according to the pattern directions.
- After fabric selection, youth can use a variety of tools for cutting the fabric and completing the quilt. Cutting into pattern pieces may include hand roller die cutting machines that cut particular shapes which can be 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 the division.
- Quilts must have a permanent label on the back in the bottom right corner with the quilter's name and date of completion.

Division 229 – Quilt Quest

- ^{sf} 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 or quilt such as Baltimore album quilts or Amish Quilts. Exhibit may be a 14 x 22" poster, notebook, CD, PowerPoint, Prezi, DVD, YouTube, or other technique. All items in an exhibit must be attached together and labeled. No quilted items should be entered in this class.
- ^{sf} Class 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. Tag templates can be found on the 4-H State Fair website (please note this is in the Home Environment information sheet: <https://4h.unl.edu/fairbook/general/scoresheet-s-forms>). Exhibits without supporting information will be dropped a ribbon placing.

Barn Quilts – Supporting information is required for this exhibit. Information must also include elements or principles of design used and steps taken to complete project. Tag templates can be found on the 4-H State Fair website (please note this is in the Home Environment information sheet: <https://4h.unl.edu/fairbook/general/scoresheets-forms>). Exhibits without supporting information will be dropped a ribbon placing.

^{sf} Class 21 **Barn Quilt** – created that is less than 4'x4'

^{sf} Class 22 **Barn Quilt** – created that is 4'x4' or larger

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

^{sf} Class 40 **Wearable Art** – items 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 member. On a half sheet of 8 ½" x 11" paper, tell how you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.

^{sf} Class 41 **Inter-Generational Quilt** – A quilt made by a 4-H youth and family members or friends of different generations. On a half-sheet of 8 ½" x 11" paper, include explanation of A) How the quilt was planned and who did what in the construction of the quilt? B) How did you select the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you learn that you can use on your next project?

^{sf} Class 42 **Service Project Quilt** – A quilt constructed by a 4-H member or group to be donated to a worthy cause. On a half sheet of 8 ½" x 11" paper, include an explanation answering the following question: A) Why was the quilt constructed and who will receive the donated quilt? B) How did you select the design and fabrics used including whether or not you used a kit, jelly roll, charm squares, etc.? C) What did you do and what was done by others? D) What did you learn that you can use on your next project?

Guidelines for entries in classes 50-83

- Please note the description of classes. They denote degree of difficulty in construction and not the number of years in the project.
- A quilted exhibit consists of 3 or more layers. No fleece blankets, please.
- All quilted exhibits must be quilted (machine or hand), or tied.
- All quilt piecing and finishing must be the sole work of the current 4-H member. Quilting, whether machine or hand quilted, may be done by another individual except for the Premier Quilt class.
- No pre-quilted fabric may be used.
- Wall quilts must have a hanging sleeve on the back of the quilt, or some method for hanging.
- All quilted exhibits must be clean and finished for intended purpose.
- All quilted exhibits must have a permanent label on the back in the bottom right corner with quilters name and date of completion.
- On a half sheet of 8 ½" x 11" paper, include an explanation answering the following questions: A) How you selected the design and fabrics including whether or not you used a kit, jelly roll, charm squares, etc. B) What did you do and what was done by others? C) What did you learn you can use on your next project?
- Size of Quilts:
 - o **Small** – length + width = less than 60". This size includes miniature quilts, wall hangings, table runners, placements (4), and pillows. All items must be quilted. Pillows must have a quilted top, not just pieced patchwork.
 - o **Medium** – length + width = 61" to 120"
 - o **Large** – length + width = over 120"

QUILTED EXHIBITS:

CLASSES 50-52 - Pieced quilts are made up of squares and/or rectangles.

^{sf} Class 50 **Small**

^{sf} Class 51 **Medium**

^{sf} Class 52 **Large**

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

^{sf} Class 60 **Small**

^{sf} Class 61 **Medium**

^{sf} Class 62 **Large**

CLASSES 70-72 - In addition to any of the methods in classes 50-62, quilts may have curved piecing, appliqué, Celtic style, stained glass style, paper piecing, art quilt style (An art quilt is an original exploration of a concept or idea rather than the handing down of a "pattern". It experiments with textile manipulation, color, texture and/or a diversity of mixed media. An Art Quilt often pushes quilt world boundaries), or other non-traditional styles.

- ^{sf} Class 70 **Small**
^{sf} Class 71 **Medium**
^{sf} Class 72 **Large**

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

- ^{sf} Class 80 **Hand Quilted**
^{sf} Class 81 **Sewing Machine Quilted**
^{sf} Class 82 **Long Arm Quilted-non**
 Computerized/hand guided
^{sf} Class 83 **Long Arm Quilted-computerized**

Resources:

- Quilt Quest – Learn about design elements, design principles, and applications; construct a quilt from start to finish; explore quilt science applications in other media.
https://4hcurriculum.unl.edu/index.php/main/program_project/46

Dept. C – Consumer Management

General Information:

- Exhibits may be posters, notebooks, or videos. Posters should be on a 14" x 22" poster board. Three-ring binders should be 8 ½" x 11" x 1". Videos should be less than 5 minutes in length and be playable on a PC using Windows Media Player, Real Player, or QuickTime Player.

Division 240 – Shopping in Style

^{sf} 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 by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see General Information) **Do not** include the Shopping In Style Fashion Show Information Sheet in your entry for this class. Although both entries do share some information, there are differences in content and format for this class.

Provide details about wardrobe inventory which indicates the following: Why you selected the garment you did, Clothing budget, Cost of garment, 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, side, back views)

^{sf} Class 2 **Best Buy for your Buck (Ages 14-18 before Jan. 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 by dividing it into Year 1, Year 2, Year 3, etc. Put the story in a binder or video, no posters please (see General Information) **Do not** include the Shopping In Style Fashion Show Information Sheet in your entry. Although both entries do share some information, there are differences in content and format for this class.

Provide details listed above for 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, 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, back views)

^{sf} Class 3 **Revive Your Wardrobe** – Take at least two items in your wardrobe that still fit but that you don't wear anymore and pair them with something new 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).

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

^{sf} Class 5 **Clothing First Aid Kit** – Refer to the pg. 73 of the manual and complete a clothing first aid kit. Include a list of items in the kit and a brief description of why each was included. Put in appropriately sized box or tote with lid, no larger than shoe box.

^{sf} Class 6 **Mix, Match, & Multiple** – Using pg. 32 of the manual and take at least 5 pieces of clothing and create new outfits. Use your imagination to show various looks. (i.e. on a clothes line, in a tree, on a mannequin) Include a brief discussion of each outfit which demonstrates what you have learned by completing this entry. Entry can be a binder, poster, or video (see General Information).

Division 246 – Making Cents of It

- Entries should be posters or notebooks. Poster size shall be 14" x 22". Notebooks must be 3-ring binders 8 ½" x 11" x 1".

Class 1 **Educational Exhibit** – Show what you have learned or done in this project through a poster or notebook exhibit.

Division 247 – My Financial Future

- Entries should be typed and then attached to a piece of colored cardstock or colored poster board. Poster size shall be 14" x 22". You may use the front and back of the poster board.

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

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

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

^{Sf} Class 4 **Money Personality Profile** – Complete the money personality profile found on pages 21-22 in the My Financial Future: Beginner book. Answer the following questions: What is your money personality? How does your money personality affect the way you spend/save money? Have a friend or family member complete the money personality profile. Compare and contrast (how are you alike, how are you different) your money personality profile with theirs.

^{Sf} Class 5 **What Does It Really Cost?** – Complete the Activity 8 "What Does It Really Cost?" on pages 39-40 in the My Financial Future.

^{Sf} Class 6 **My Work; My Future** – Interview three adults in your life about their careers or jobs using the questions on page 51 of the My Financial Future: Beginner book and record these answers. In addition, answer the following questions on your display. What did you find most interesting about these jobs? Were there any positions you might want to pursue as your career? Why/Why not? What careers interest you at this point in your life? What are three steps you need to do now to prepare for this career?

^{Sf} Class 7 **Interview** – Interview someone who is paid a salary; someone who is paid a commission; and someone who is paid an hourly wage. Have them answer the following questions plus any additional questions you may have.

- What are some benefits of receiving your pay the way you do (salary, commission, or hourly wage)?

- What are some negative outcomes for getting paid the way you do?
- Does your pay keep pace with inflation? Why do you think this?
- Summarize: Based upon your interviews which payment method would suit you the best? Discuss your answer.

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

Sf Class 9 **Evaluating Investment Alternative** – complete the case study of Jorge on page 64 of the My Financial Future. Answer all three questions found at the bottom of the page.

Sf Class 10 **Understanding Credit Scores** – Watch the video and read the resource listed on page 71 of the My Financial Future. Answer the following questions.

- Name 3 prudent actions that can reduce a credit card balance.
- What are the main factors that drive the cost of credit?
- List one personal financial goal that you could use credit or collateral to purchase. Discuss possible consequences that might happen with improper use of credit for your purchase.

Sf Class 11 **You Be the Teacher** – Create an activity, story board, game or display that would teach another youth about “Key Terms” listed on page 62 of the My Financial Future. Activity/display must include at least five (5) of the terms.

Resource:

- Shopping In Style – Identify your body shape and select clothing to enhance it; learn how clothing prices are determined and how to comparison shop; analyze advertising; experiment with removing stains.
https://4hcurriculum.unl.edu/index.php/main/program_project/41
- My Financial Future: Beginner – Learn about financial literacy; set SMART Goals, set financial goals; keep a spending plan.
https://4hcurriculum.unl.edu/index.php/main/program_project/42
- My Financial Future: Advanced – Learn about financial literacy; set SMART Goals; set financial goals, keep a spending plan.
https://4hcurriculum.unl.edu/index.php/main/program_project/43

Dept. C – Fashion Show

General Information:

- The 4-H Fashion Show is an opportunity for youth to showcase their clothing construction and consumer management skills. Construction garment contestants are judged on fit, construction, poise, and overall look of the garment on the individual. Shopping In Style contestants are judged on garment fit, the overall look of the outfit, and poise, as well as record keeping skills in the written report.
- Both boys and girls are encouraged to enter. Separate dressing rooms will be provided.
- Those 4-H'ers modeling constructed garments will be judged for Construction/Fit and Selection/Creativity before modeling on the public stage and will be judged for Individual Modeling/Accessories while on stage. Those 4-H members modeling purchased garments will be judged on stage for modeling skill, fit, and appearance of the outfit and accessories. Judging on stage is worth 60% of the score. Judging of the completed written report form will be done prior to the 4-H Fashion Show. The written form is worth 40% of the total score and is judged on content, completeness, accurate information, and neatness.
- All garments modeled before the judges must also be entered for construction judging.
- Garments should be age appropriate.
- Entries Not Accepted-Textile clothing accessories, nightshirt/loungewear for example flannel lounging pants, or upcycled garments.
- Narration Card - Each entry must have one 4" x 6" double-spaced, typed narration card. List project name, exhibitor number & 4-H'ers name at the top. Email or deliver card to the Extension Office one week prior to the event. The card will be read while the youth models their outfit. It can include information about family, parents, where the outfit will be worn, why it was chosen, etc. The committee has the discretion to rewrite any narrative that does not meet criteria.
- 4-H'ers must have items checked in before the modeling begins.
- Entries can be taken home after the Life Skills Revue and entered during County Fair Static Exhibit Check-in OR can be left with 4-H staff after the Public Revue.
- Only 4-H'ers 10 or older are eligible to model at State Fair.

Division 41 – Fashion Show

- ^{sf} Class 10 **Modeled “Beyond the Needle” Embellished Garment(s) with an Original Design**– Garment is created using intermediate or advanced techniques as defined in Beyond the Needle. Designs are the original idea of the 4-H'er using the elements and principles of design to make an original statement.
- ^{sf} Class 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.
- ^{sf} Class 20 **Modeled “Beyond the Needle” Textile Arts Garment(s)** – Garment is constructed using new unconventional materials. Ex. Rubber bands, plastic, duct tape.
- ^{sf} Class 25 **Modeled “Beyond the Needle” Wearable Technology Garment** – Garment has integrated technology into its design.
- Class 26 **Modeled STEAM 1 Garment** – Possible types of garments include: simple dress, skirt, or bottom.
- ^{sf} Class 30 **Modeled Constructed STEAM 2 Garment(s)**– 4-H members who have enrolled in or who have completed STEAM Clothing 3 projects are not eligible to enter STEAM Clothing 2. Possible types of garments include: Dress, Romper or Jumpsuit; or Two-Piece Outfit Combination (skirt with top, vest, lined/unlined jacket; jumper and top; pants or shorts outfit (pants or shorts with shirt, 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.
- ^{sf} Class 40 **Modeled STEAM 3 Garment(s)**– Possible types of garments include: Dress or formal; Skirted Outfit Combination (skirt with top, vest, or lined/unlined jacket or jumper and shirt); Pants or Shorts Outfit Combination (pants or shorts with top, vest or unlined/lined jacket); Romper or Jumpsuit; 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, Tailored Blazer, Suit Jacket, Coat, or Outerwear).
- Class 45 **Modeled Knitted or Crocheted Clothing (Level 1)** – Knitted clothing or accessory pieces can be modeled.

- ^{sf} 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 advance crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches. Garment needs to be a complete outfit as in a dress, coat, or two piece ensemble (bottom and top).
- Class 53 **Modeled Attention Shoppers** - (Age – Under 10) Life Skills Revue narration for Attention Shoppers should include: outstanding points learned through garment selection process, occasion for which garment was chosen, and reasons for selection of this garment.
- ^{sf} Class 60 **Modeled Shopping In Style Purchased Outfit and Written Report Modeling** – Participants must be enrolled in the Shopping In Style 4-H project to enter. The curriculum is developed and designed for youth ages 10 and older to help them strengthen their consumer skills when purchasing clothing. Participants must model a complete outfit. All pieces of the garment must be purchased.

Dept. C – Music Contest

- Any type of musical performance including singing and instrumental. Performed on stage during the Public Style Revue. A piano and one microphone are provided.

Division 991 – Music Contest

- Class 1 **Individual** – Put the name of your song, composer/writer, and instrument used or vocals on the entry form.
- Class 2 **Group** – Put the name of your song, composer/writer, and instrument used or vocals on the entry form. Also, list the names of others in your group.

Dept. C – Poetry Recitation Contest

General Information:

- Submit poem entry by email or deliver to the Extension Office 1 week prior to event. Include participant Name(s) and 4-H age(s), title and complete poem (typed).
- Poems can be original, but don't have to be.
- Poems do not have to rhyme.
- Poems may be traditional verse, acrostics, blank verse, cinquains, diamond poems, limerick or Haiku.
- A group does not need to have members from the same club.
- Independents can be part of a group.
- Groups can have 2-4 members and members can be of different ages. For poem length, follow rules listed for age class of oldest group member.
- Appropriate dress is expected. 4-H dress code as described in the Resource Book is always appropriate; remember the 4-H dress code does NOT include faded jeans with holes and dirty tennis shoes. The goal is to look your best! Interpretive dress is also appropriate; that is, for example if doing a humorous or period poem wear items that would fit the period or would add "fun" to the poem, if presenting a serious poem dress would be more subdued.

Division 992 – Poetry Contest

- | | |
|---------|---|
| Class 1 | Senior Recital – 14 years of age or older, January 1. Poem: minimum 5 lines; maximum 28 lines. Will recite poem from memory. Note cards may not be used. May have prompting from judge's helper. |
| Class 2 | Intermediate Recital – 11, 12, and 13 years of age, January 1. Poem minimum 5 lines; maximum 25 lines. Will recite poem. May refer to note cards. |
| Class 3 | Junior Recital – 9, and 10 years of age, January 1. Poem: minimum 3 lines; maximum 20; May read entire poem. Encouraged to recite poem. |
| Class 4 | Novice Recital – 8 years of age, January 1. Poem: minimum 3 lines; maximum 20; May read entire poem. Encouraged to recite poem. |
| Class 5 | Group Recital – minimum 7 lines; maximum 35 lines. No one person in the group may recite more than half of all lines. |

Dept. C – Home Environment

- **Home Environment Exhibits** are evaluated by these criteria:

- Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.)
- Accessories should be of high quality (as compared to quick, simple crafts), suitable for use in the home several months throughout the year. Holiday-specific items are discouraged. Exhibits made from kits are also discouraged as kits limit decision making in the design process.
- Items should show creativity and originality, along with the application of design elements and principles. Youth are required to include the design elements and principles they used along with simple explanation of how they designed their project with their exhibit. Information on the elements and principles of design may be found in the Design Decisions manual, as well as Portfolio Pathways and Sketchbook Crossroads
- Entered in correct class: What medium was changed or manipulated? What medium is the majority of your exhibit made from?
- Items should be ready for display in the home: pictures framed, wall hangings and pictures ready to hang, etc. No single mat board or artist canvas panels. Wrapped canvas (if staples not visible on edge) is accepted without framing, but still needs to include hanger. Make sure hangers are strong enough to support the item. Command strips are not adequate hangers. Items not ready for display will be dropped one ribbon placing.
- **State Fair Entry** – Items should not be ones made for beginning level or other projects (ex: simple (10 minute) table runners or woodworking) total entries equal to 1 entry per class. Exhibits from the beginning level project, Design My Place, are county only and not state fair eligible. The quota may be distributed within the projects as a county chooses. Exhibits should represent the county's best items, not just fill a quota. Sending delicate, breakable, or valuable items is highly discouraged.
- **Size of Exhibits** – Exhibits may be no taller than 7 feet and no wider than 6 feet.
- **Entry Tags:** An entry tag, which includes a clear description of the entry, must be securely attached to each Home Environment exhibit. Use color, pattern/picture descriptions to aid in identification. No straight pins.

- **Identification**-attach a label with the exhibitor's name and item description to **each** separate piece of the exhibit.
- **Supporting Information**- Supporting information is required for all Home Environment exhibits. Attach information to explain steps taken. Information must include the elements and principles of design used and steps taken to complete project. Tag templates can be found on 4-H State Fair website: <https://go.unl.edu/ne4hhomeenvironment> . Exhibits without supporting information will be dropped a ribbon placing.

Division 251 – Design My Place (No State Fair Entry)

- Class 1 **Needle Work Item** - (such as Swedish weaving, needlepoint, embroidery, etc.) Made with yarn or floss.
- Class 2 **Simple Fabric Accessory** – pillow, laundry bag, table runner, etc.
- Class 3 **Batik or Tie-Dye Accessory**
- Class 4 **Metal Tooling or Metal Punch Item** – for room or home.
- Class 5 **Storage Box or Rack** – made or recycled by 4-H'er to fill a need.
- Class 6 **Bulletin or Message Board** – made or recycled by the 4-H'er to fill a need.
- Class 7 **Coasters** – made by the 4-H'er to fill a need.
- Class 7 **Problem Solved** – use creative method to show how you solved a problem (ex. air quality, water, sound, temperature, fire escape plan, etc.)
- Class 8 **How-To-Video** – create a video showing how to make your bed or organize a room.

Division 256 – Heirloom Treasures/Family Keepsakes

- This project area is for items with historic, sentimental or antique value that are restored, repurposed or refinished to keep their original look and value. It is not for "recycled" items. For example, a bench would be considered an heirloom if the original finish is restored, but if decorated by painting it would be considered recycled. Entering highly valuable items (especially small ones) is discouraged, as exhibits are not displayed in closed cases. NOTE: Resources to support this project area are available on the 4-H website.
- Attach information including:
 - o List of steps taken to complete your project. Before and after pictures are encouraged.
 - o 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.)

- sf Class 1 **Trunks** – including doll-sized trunks or wardrobes.
- sf Class 2 **An Article** – either a repurposed "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection.
- sf Class 3 **Furniture** – either a repurposed "treasure" (accessory) from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.
- sf Class 4 **Cleaned & Restored Heirloom Accessory or Furniture** – A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item might be cleaned and waxed, and simple repairs made. Item would not be refinished or repainted but reconditioned to restore it to its original look or to prevent it from further damage as a valuable heirloom. Consult extension publication Care and Conservation of Heirloom Textiles, G1682 for information on textiles. This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.

Division 257 – Design Decisions

- Attach information to explain steps taken. Information must also include element or principle of design used.

- sf Class 1 **Design Board** – for a room. Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room. Posters, 22" x 28", or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story, cost comparisons, optional arrangements, etc.
- sf Class 2 **Problem Solved, Energy Savers or Career Exploration** – Identify a problem (ex. leaky 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.

- sf Class 3 **Solar, wind, or other energy alternatives for the home** – Can be models, either an original creation or an adaption of kit. If kit, label and explain what was learned and how the item could be used in or on exterior of home.
- sf Class 4 **Technology in Design** – Incorporate technology into a project related to home environment; for example, using conductive thread to create a circuit that enhances a wall hanging.
- sf Class 6 **Window Covering** – May include curtains, draperies, shades, shutters, etc.
- sf Class 7 **Floor Covering** – May be woven, braided, painted floor cloth, etc.
- sf Class 8 **Bedcover** – May include quilt, comforter, bedspread, dust ruffle, canopy, etc. For quilts, state who did the quilting. (No fleece tied exhibits.)
- sf Class 9 **Accessory Original Needlework/Stitchery** – May be commercially framed.
- sf Class 10 **Accessory-Textile 2D** – tablecloth or runner, dresser scarf, wall hanging, etc. (No fleece tied blankets or beginning/10 minute table runners)
- sf Class 11 **Accessory-Textile 3D** - (pillows, pillow shams, fabric bowls, etc. No fleece tied exhibits)
- sf Class 12 **Accessory – 2D**
- sf Class 13 **Accessory-3D**-(string art, etc.)
- sf Class 14 **Accessory Original Floral Design** – arranged by 4-H member.
- For classes 15-18, determine entry by what medium was manipulated.
- sf Class 15 **Accessory Original Made from Wood** – burn, cut, shape or otherwise manipulate
- sf Class 16 **Accessory Original Made from Glass** – etch, mosaic, stain, molten, or otherwise manipulate
- sf Class 17 **Accessory Original Made from Metal** – cut, shape, rabbit, sculpt, reassemble or otherwise manipulate
- sf Class 18 **Accessory Original Made from Ceramic or Tile** – Treatment to exhibit must go through process that permanently alters the medium. Painting alone is not sufficient.
- sf Class 19 **Accessory Recycled/Upcycled** – Item for the home, reuse a common object or material in a creative way. Include description of what was done to recycle or reuse item in your attached information.
- sf Class 20 **Furniture-Recycled/Remade** – made or finished by using a common object or material in a creative way. Include description of what

was done to recycle or reuse item in your attached information

- sf Class 21 **Furniture-Wood** – Opaque finish such as paint or enamel.
- sf Class 22 **Wood Furniture** – Clear finish showing wood grain.
- sf Class 23 **Fabric Covered Furniture** – May include stool, chair seat, slipcovers, headboard, etc.
- sf Class 24 **Furniture-Outdoor Living** – Furniture made/refurbished by 4-H member suitable for outdoor use.(NOTE: May be displayed outside). Include description of what was done to recycle or reuse item in your attached information
- sf Class 25 **Accessory-Outdoor Living** – Accessory made/refurbished by 4-H member suitable for outdoor use. (NOTE: May be displayed outside). Include description of what was done to recycle or reuse item in your attached information.

Dept. C – Visual Arts

- 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.
- 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 taken to complete the project. Supporting Information tag templates can be found at <https://go.unl.edu/ne4hvisualarts>. Without supporting information will be dropped a ribbon placing.

Division 260 – Sketchbook Crossroads

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

sf Class 1	Original Pencil or Chalk Drawing – (SF200) – framed ready to hang. Scratch art is accepted here. (Sketchbook Crossroads, p.10-21)
sf Class 2	Original Ink Drawing –(SF200) – framed and ready to hang. (Sketchbook Crossroads pgs. 22 - 28)
sf Class 3	Original Fiber Art –(SF200) – (Sketchbook Crossroads, pg.29)
sf Class 4	Original Felted Wool Art – (SF200)– (Sketchbook Crossroads, pg.29-33)
sf Class 5	Original Cotton Linter Art- (SF200) (Sketchbook Crossroads, p.34-36)
sf Class 6	Original Batik Art –(SF200) – (Sketchbook Crossroads, p.37-39)
sf Class 7	Original Weaved Art – (SF200) – (Sketchbook Crossroads, pg.40-47)
sf Class 8	Original Dyed Fabric Art – (SF200) – (Sketchbook Crossroads, pg.48-50) – from manual pgs. 48- 50
sf Class 9	Original Sculpture or Pottery – (SF200) – (no purchased items) (Sketchbook Crossroads, p.53-62) -
sf Class 10	Nebraska Life Exhibit – An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example – a pencil or ink drawing depicting life in Nebraska, using natural resources such as native grasses to make a weaving, using natural fibers for felting, or using roots, nuts, plants or flowers to dye fabric. Include the required information listed above and how this project represents life in Nebraska.

Division 261 – Portfolio Pathways

- Use techniques from manual or comparable techniques. Attach information to explain steps taken. Information must also include element or principle of design used as described on page 8-9 in the Portfolio Pathways manual.

sf Class 1	Original Acrylic Painting – (SF200) – framed and/or ready to hang. (Portfolio Pathways, p.12-13)
sf Class 2	Original Oil Painting – (SF200) – framed and/or ready to hang. (Portfolio Pathways, p.26-33)
sf Class 3	Original Watercolor Painting – (SF200) – framed and/or ready to hang. (Portfolio Pathways, p.14-17)

sf Class 4	Original Sand Painting – (SF200) – framed and ready to hang. (Portfolio Pathways, p.20-21)
sf Class 5	Original Encaustic Painting – (SF200) – framed and ready to hang. (Portfolio Pathways, p.34-35)
sf Class 6	Original Print – (SF200) – framed and ready to hang. (Portfolio Pathways, p.36-56)
sf Class 7	Original Mixed Media Art – (SF200) – An art exhibit using a combination of two or more different media or materials.
sf Class 8	Nebraska Life Exhibit – An art exhibit using one of the techniques in the above classes to show how art can define a sense of place or life in Nebraska. For example – solar printing; making prints using shed snakeskin or plant; an acrylic, oil; 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.

Resources:

- Design My Place – Apply color and design principles using different materials to make and display objects for your home; develop original designs; plan a comfortable, clean, attractive home; make connections between visual arts and other disciplines. https://4hcurriculum.unl.edu/index.php/main/program_project/48
- Design Decisions – Explore ways to make your house greener; learn new painting techniques; design or select furniture, fabric, and storage items for your room; accessorize a room-design or select unique items such as wall art, wall arrangements, or lamps. https://4hcurriculum.unl.edu/index.php/main/program_project/49
- Preserving Heirlooms - Recognize factors that make antiques valuable; refurbish and restore heirloom or heritage furnishings and accessories; preserve family heirlooms. https://4hcurriculum.unl.edu/index.php/main/program_project/50
- Sketchbook Crossroads - Practice drawing, fiber arts, and sculpting; develop artistic talents and skills; understand the visual arts in relation to history and culture. https://4hcurriculum.unl.edu/index.php/main/program_project/51
- Portfolio Pathways – Learn painting, printing, and graphic design techniques; make connections between visual arts and other disciplines. https://4hcurriculum.unl.edu/index.php/main/program_project/52

SECTION V – ENVIRONMENTAL EDUCATION & EARTH SCIENCES

Dept. D – Conservation & Wildlife

General Information:

- Participants have the opportunity to create a variety of exhibits in the different divisions. This category gives 4-H'ers the opportunity to present their knowledge of their chosen interests. 4-H'ers will not only show their knowledge about conservation, wildlife, and shooting sports, but also the different laws that surround those areas. When creating an exhibit make sure to take close account of the rules.
- **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.
- **Proper Credit**-Show proper credit by listing the sources of plans or other supporting information used in exhibits.

Example to attach to your exhibit

Name: Chris Clover
County: Clover County
Age: 10

Field Experience, Study, or Observations:

I attended a 4-H workshop where we put out a food plot, and then made turkey calls. We played a game about attracting turkeys. Sometimes we acted like a female to draw in a tom turkey. Sometimes we acted like a lost baby turkey to call in a whole flock. I was able to use my turkey call and play the game successfully. While I never turkey hunted in person, I went on-line to research more turkey calls. I hope to turkey hunt someday, and I want to use a box call to hunt fall turkeys.

Credits/Source:
Information was obtained from Nebraska Game & Parks website

- **Whose Exhibit?** The exhibitor's name, county, age must be on the back or bottom of all displays
- **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.
- **Project Materials**-Related project booklets include Exploring Your Environment Series, 4-H Shooting Sports, Amphibians, Bird Behavior, Fishing for Adventure Project Manuals, Wildlife Conservation, 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.
- **Board & Poster Exhibits**- Mount all board exhibits on 1/4" plywood, Masonite, etc. no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22" by 28") but half size (22" by 14" is recommended).

Division 340 – Wildlife & How they Live

- Classes 1-4 are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation. For more ideas, refer to project booklets.

- sf Class 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.
- sf Class 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.
- sf Class 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.
- sf Class 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.
- sf Class 5 **Wildlife Connections** – (SF157) - 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 observe through a season or year, keep notes of interactions, then make a display of what you saw.

sf Class 6 **Wildlife Tracks** – (SF158) - Board or diorama-type box exhibit. Make a display of animal tracks using plaster-of-paris casts. There are 3 options. For all options, include a brief description of your experiences in making the tracks so the judges' better understand what you did and learned. Positive casts (impressions as they would be in nature) are preferred, but not required.

1. Option #1 should show plaster-of-paris tracks of five or more kinds of wildlife along with a picture or illustration of each kind of animal. (OR)
2. Option #2 should show more two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal. (OR)
3. Option #3 should show two tracks and include the animal's habitat needs including preferred food, shelter, water, and space in addition to picture or illustration of the animal.

sf Class 7 **Wildlife Knowledge Check** – (SF159) - 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".

sf Class 8 **Wildlife Diorama** – (SF160) - Exhibit must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, 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.

sf Class 9 **Wildlife Essay** – (SF161) - 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 8 ½" x 11" paper. You might use books, magazines, or personal interviews as resources, but you must give credit to all sources by listing them.

sf Class 10 **Wildlife Values Scrapbook** – (SF163) - 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 booklet (4-H 125).

sf Class 11 **Wildlife Arts** – (SF163) - 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 341 – Outdoor Adventures

- Display posters must be made of material, e.g. foam board or poster board and measure no larger than 22" x 28". Poster material should be sturdy enough to hold display items.
- Display exhibits other than posters to be no larger than 18" x 24".
- Journal/Binder exhibits measure no larger than 16" x 16".
- Consider neatness creativity.

Division 341 – Outdoor Adventures – Level 1

Class 11	Poster – Create a poster or display no larger than 22" x 28". Topics may include one of the following, but not limited to; trail maps(s) you have hiked, hiking essentials, your hiking adventures, wildlife or plants observed while hiking (birds, animals prints, butterflies, etc.), plan a hike, explain "Leave No Trace" and how this was followed during hiking, collection of photos from your hikes.
Class 12	Journal/Binder – Written report of actual, virtual or imagined trail(s) hiking with observation, 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.
Class 13	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.
Class 14	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.
Class 15	Other Hiking Item(s) – Must include what inspired the creation of the item(s) 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 resealable plastic bag (include why ingredients were selected and nutritional value).

Division 341 – Outdoor Adventures – Level 2

Sf Class 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, knot 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 essential, environmental issues/protecting natural resources, park or trail clean up, sanitation/hygiene while outdoors or use of GPS.
Sf Class 2	Journal/Binder – Written report of actual, virtual or imaginary 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".
Sf Class 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 18" x 24".
Sf Class 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.
Sf Class 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

- ^{sf} Class 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.
- ^{sf} Class 7 **Journal/Binder** – Written report of actual, or 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".
- ^{sf} Class 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".
- ^{sf} Class 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.
- ^{sf} Class 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 display in a resealable plastic bag with ingredients, instructions, and nutritional facts included). Exhibits measure no larger than 18" x 24".

Division 342 – Wildlife Habitat

- ^{sf} Class 1 **Houses** – (SF165) - Make a house for wildlife. Examples: Birdhouse (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house; no insect houses. Make the house functional so that dimensions, hole size, etc. are appropriate to fit the intended species' needs. Include the following information:
1. The kinds of animal(s) for which the house is intended,
 2. Where and how the house should be located for best use,
 3. Any seasonal maintenance needed, and
 4. Any evidence of your personal observations or experiences. Tips: check NebGuide on bird houses and shelves.
- ^{sf} Class 2 **Feeders/Waters** – (SF166) - Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders are okay; no insect feeders. Indicate the kinds of animal(s) for which the feeder or waterer is intended. Make the feeder or waterer functional so that it fits wildlife needs. Include the following information:
1. Where and how the feeder or waterer should be located for best use,
 2. How it should be maintained. Tip: check NebGuides on feeding birds.
- ^{sf} Class 3 **Wildlife Habitat Design** – (SF167) - 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.

Division 343 – Harvesting Equipment

- ^{sf} 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), 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,
 3. Any personal experiences you have had with the item(s).

sf Class 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 Include with the exhibit :

1. Explanation of cost of materials/components,
2. Where materials/components were purchased,
3. How many number of hours required for construction.
4. Label all parts
- a. 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.

sf Class 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. The exhibit must be easy to store, durable, and weather resistant. Include the purpose and rules of using your casting target.

sf Class 4 **Wildlife Harvesting Equipment Board exhibit** – (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 , and
3. Any personal experiences you have had with the item(s).

sf Class 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 346 – Taxidermy

sf 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: the animal's name and information about the exhibitor's personal field experiences, study, or observations that relate to the exhibit.

Dept. D – Shooting Sports

General Information:

- 4-H Shooting Sports requires youth to be under the direct leadership of a certified 4-H Shooting Sports Leader in either shotgun, rifle (bb gun), archery, pistol, black powder/muzzleloader, and/or hunting skills.
- NO FIREARMS may be entered as an exhibit, nor live ammunition; however information can be shared through pictures. Classes 04-09 can be entered by anyone in the conservation and wildlife area.
- Sheridan County Fair does not offer any shooting events. For more information on Shooting Contest refer to the Contest section.

Division 347 – Shooting Sports

sf Class 1 **Shooting Aid or Accessory** – (SF253) - Any item which helps the shooter/hunter better perform their sport, examples: rifle sling, kneeling roll, arm guard, shotgun vest, target boxes, shooting stick, etc. Include your design, plans you adapted, what the item is used for.

sf Class 2 **Storage Case** – (SF254) - any 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.

sf Class 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 members who played the game, what skill is being worked on, and directions for the game. Explain how you came up with the game or adapted it to fit the needs of your group members.

sf Class 4	Science, Engineering, Technology Advancements of Shooting Sports 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 8 ½" x 11" paper.	Class 10	Archery Educational Display – Items should be mounted on ¼" or ⅜" thick plywood, Masonite, or similar, strong enough to support the weight of the exhibit. Preferred size 24" x 24". Display should be three-dimensional, but not to exceed 4" from board. Display may include safety, building or using equipment, or any aspect of Archery.
sf Class 5	Healthy Lifestyles Plan – (SF257) - Include a shooter's (hiker's, camper's, angler's) diet and exercise plan, and how the 4-H member will benefit or improve from the following the plan. Ideally, the 4-H member would follow the plan and include some journal entries about adaptations or improvements made while following the plan.	Class 20	Rifle/BB Gun/Air Rifle Education Display – Poster or display concerning Rifle/BB Gun/Air Rifle as part of the Shooting Sports project. Items should be mounted on ¼ " or ⅜" thick plywood, Masonite, or similar panel strong enough to support the weight of the exhibit. Preferred size 24" x 24". Display should be three-dimensional, but not to exceed 4" from board. Display may include safety, building or using equipment, or any aspect of Rifle/BB Gun/Air Rifle.
sf Class 6	Citizenship/Leadership Project – (SF258) - Share a display on a citizenship project or leadership project that the 4-H member took on individually or with a group to improve some aspect related to 4-H Shooting Sports, Conservation, or Wildlife. Ex: could be range development, conservation planting to attract wildlife, a camp, or 4-H recruitment event. Include who benefited from the project, what the 4-H member's role was, and any results.	Class 30	Shotgun Educational Display – Poster or display concerning shotguns as part of the Shooting Sports project. Items should be mounted on ¼" or ⅜" thick plywood, Masonite, or similar panel strong enough to support the weight of the exhibit. Preferred size 24" x 24". Display should be three-dimensional, but not to exceed 4" from board. Display may include safety, building, or using equipment, or any aspect of Rifle/BB Gun/Air Rifle.
sf Class 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 8 ½" x 11" paper. Interviews need to include a picture of the interviewee in their work setting, questions asked, and a transcript of answers.	Class 40	Muzzle loading Educational Display – Poster or display concerning muzzle loading as part of the Shooting Sports project. Items should be mounted on ¼ " or ⅜" thick plywood, Masonite, or similar panel strong enough to support the weight of the exhibit. Preferred size 24" x 24". Display should be three-dimensional, but not to exceed 4" from board. Display may include safety, building or using equipment, or any aspect of muzzle loading.
sf Class 8	Community Vitality Display – (SF251) - Explore the different shooting sports, conservation, fishing, and hunting methods in keeping Nebraska vibrant especially in rural areas. Present facts and research in an interesting way for the public to learn from.	Class 50	Pistol Educational Display – Poster or display concerning pistol as part of the Shooting Sports project. Items should be mounted on ¼ " or ⅜" thick plywood, Masonite, or similar panel strong enough to support the weight of the exhibit. Preferred size 24" x 24". Display should be three-dimensional, but not to exceed 4" from board. Display may include safety, building or using equipment, or any aspect of pistol.
sf Class 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 finding in an interesting way for public to learn from.		

Class 60 Wildlife Educational Display – Poster or display concerning Wildlife and/or Hunting Lore as part of the Shooting Sports project. Items should be mounted on ¼ " or ⅜ " thick plywood, Masonite, or similar panel strong enough to support the weight of the exhibit. Preferred size 24" x 24". Display should be three-dimensional, but not to exceed 4" from board. Display may include safety, habitat, species characteristics, or any aspect of wildlife.

Division 361 – Other Natural Resources

^{sf} **Class 1 Design Your Own Exhibit in Natural Resources, Conservation, Geology, or Ecology** – (SF164) - 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.

Resources:

- 4-H Geology
<https://4hcurriculum.unl.edu/index.php/main/project/208>
- Amphibians – Identify native amphibians; Conduct field research; Learn about ecosystems
<https://4hcurriculum.unl.edu/index.php/main/project/68>
- Bird Behavior – Learn about different types of bird behavior; Start a lifetime bird list; Find out how to attract birds to backyards.
<https://4hcurriculum.unl.edu/index.php/main/project/69>
- Environment 1 – Learn the four elements of life; Build your own ecosystem; Construct a food web; Compost to reduce waste; Learn about habits
<https://4hcurriculum.unl.edu/index.php/main/project/57>
- Environment 2 – Describe the soil profile; Identify the basic parts of a flower; Explore life cycle of a product or food; Identify common animal tracks; Identify common animal tracks
<https://4hcurriculum.unl.edu/index.php/main/project/58>
- Environment 3- Describe the six major biomes of the world; Make and use equipment for assessing water quality; State causes and consequences of soil erosion; Explore how your transportation choice have impact; Compare biodiversity of two sites
<https://4hcurriculum.unl.edu/index.php/main/project/59>
- Fishing For Adventure 1 – Develop angling skills; Create fishing tackle; Learn how to be a good steward of aquatic resources
<https://4hcurriculum.unl.edu/index.php/main/project/70>
- Fishing For Adventure 2- Practice different types of casting; Learn the different characteristics of fish; Recognize the importance of water quality for fish habitats; Prepare a fish meal
<https://4hcurriculum.unl.edu/index.php/main/project/71>
- Fishing For Adventure 3 – Build a fishing reel; Make artificial flies and lures; Modify fishing equipment; Collect and identify aquatic insects
<https://4hcurriculum.unl.edu/index.php/main/project/72>
- Outdoor 1: Hiking Trails
<https://4hcurriculum.unl.edu/index.php/main/project/210>
- Outdoor 2: Camping Adventures
<https://4hcurriculum.unl.edu/index.php/main/project/211>
- Outdoor 3: Backpacking Expeditions
<https://4hcurriculum.unl.edu/index.php/main/project/212>
- Outdoor Skills
<https://4hcurriculum.unl.edu/index.php/main/project/209>
- Taxidermy
<https://4hcurriculum.unl.edu/index.php/main/project/206>
- Wildlife Conservation 1 – Learn about the history of wildlife conservation; Explore the values of wildlife to humans; Learn wildlife management terms
<https://4hcurriculum.unl.edu/index.php/main/project/73>
- Wildlife Conservation 2 – Learn about wildlife habitats; Make a nature diorama; Explore wildlife communities and ecosystems
<https://4hcurriculum.unl.edu/index.php/main/project/74>

- Wildlife Conservation 3 – Learn about the interface between people and wildlife; Explore why and how we manage wildlife; Learn about threatened and endangered species
https://4hcurriculum.unl.edu/index.php/main/program_project/75
- Wildlife Habitat Evaluation
https://4hcurriculum.unl.edu/index.php/main/program_project/204

Dept. 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, participants would learn more about common Nebraskan trees.
- The official reference for all forestry projects is the Tree Identification manual (4-H 332) which was recently revised and is available for purchase from UNL Marketplace. Other helpful forestry references include Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431), and Plant a Tree (EC 17-11-80)
- Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, 1/4" to 1/2" thick and no larger than 24" x 24". Display boards may be coated, painted or varnished, on both sides to prevent warping.
- Display "posters" must be made from a material, e.g. foam board or poster board, which will stand upright without buckling, and be no larger than 24" x 24".
- Display "books" must measure no more than 16" x 16".
- At least 5 of the 10 samples in Class 2, 3, 4, and 5 must be from the list of 60 species described in 4-H 332. Samples must be from 10 different tree species. Ex: 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 a display, only the first 10 samples of 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 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 – Forestry

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|------------|--|
| sf 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, wild fire, forest products, forest wildlife, or forest pests. The only requirement is that the display must be no larger than 24" x 24" x 24". Photographs, drawings, samples, charts, posters, etc. can be used but include enough information to explain the topic. Your display should be substantially different from other display classes. Be as creative as you like. |
| sf Class 2 | Leaf Display – This display should include samples of "complete leaves" from at least 10 different tree species. The display must include at least 2 samples of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried, and mounted. |
- Collection: Whenever possible, collect leaves from mature trees. Collect leaves any time after they have reached full size, usually beginning in early summer. Leaf samples should be in good condition and representative of the average leaves on the tree. Keep in mind that shaded leaves are often much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis intact. After collection, fresh leaf samples can be temporarily stored within the pages of an old magazine, but they should be properly pressed and dried for display. Be sure to record pertinent information during collection. All collection must be done by the exhibitor.
 - Mounting leaves: 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,

<p>staples, plastic bags, but be sure all their features can be clearly identified.</p> <ul style="list-style-type: none"> Labeling leaves: Label each sample with the following information: <ol style="list-style-type: none"> Common name Scientific name Leaf type (broadleaf, needle-like, scale-like, awl-like) Leaf arrangement for broad leaf trees (opposite, alternate, whorled) Leaf composition for broad leaf trees (simple, compound), Collector's name Collection date Collection location (be specific, include state and county at a minimum) <p>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.</p> <p>sf Class 3 Twig Display – must include twig samples from at least 10 different tree species. Include at least two samples each of opposite and alternate leaf arrangements from broadleaf trees.</p> <ul style="list-style-type: none"> Collection: Twig samples should be collected during the dormant season (November – April) when the buds are mature. Twig samples must be at least 6 inches long and exhibit buds. Leaves must be removed and side branches should be trimmed to less than 1 inch in length. All collection must be done by the exhibitor. Mounting: Twigs must be mounted on a display board. Any method, e.g. wire, glue, tape, staples, plastic bags, etc., may be used to mount twigs, but be sure all their features can be clearly identified. Be sure to cut the non-terminal end at a slant so the pith can be seen. Labeling: Label each sample must include: <ol style="list-style-type: none"> Common name Scientific name Leaf arrangement for broadleaf trees (opposite, alternate, whorled) Collector's name Collection date Collection location (be specific-include state and county at minimum) Supplemental information, e.g. general uses, tree characteristics, etc., may be included to enhance educational value. 	<p>sf Class 4 Seed Display – The seed display must include seed samples from at least 10 different tree species.</p> <ul style="list-style-type: none"> 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 collection must be done by the exhibitor. Mounting: Seeds may be displayed in a variety of ways, (ex: 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: Labels for each sample must include: <ol style="list-style-type: none"> Common name Scientific name Type of fruit, if known (example-samara, pod, nut, legume, etc.) Collector's name Collection date Collection location (be specific-state and county at minimum) Supplemental information, e.g. maturity date, average number of seed in the fruit, etc., may be included with the display to enhance educational value. <p>sf Class 5 Wood Display – This display requires samples of wood from 10 different tree species</p> <ul style="list-style-type: none"> 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 collection must be done by the exhibitor. Mounting: Samples may be displayed in a variety of ways, (e.g. mounted on a display board, displayed in a box or rack, etc.) but they must be securely mounted and easily viewed. Be as creative as you like. Labeling: Label each sample with:
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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 minimum)
- Supplemental information, e.g. common products, wood density, etc., may be included with the display to enhance its educational value.
- ^{sf} Class 6 **Cross Section** – Display a disc cut from a tree species listed in 4H 332. The sample must be collected, by the exhibitor, within one year of the state 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:
 - a) Pith
 - b) Heartwood
 - c) Sapwood
 - d) One growth ring (beginning and end)
 - e) Cambium
 - f) Bark
- A separate label attached to the back of the disc must include:
1. Common name
 2. Scientific name
 3. Tree classification (softwood or hardwood)
 4. Age of cross section
 5. Collector's name
 6. Collection date
 7. Collection location (be specific-state and county at minimum)
- ^{sf} Class 7 **Parts of a Tree** – (This project is only for ages 8-11) Prepare a poster, no larger than 24"x 24" that clearly identifies the main external parts of any tree.
1. Trunk
 2. Crown
 3. Roots
 4. Leaves
 5. Flowers
 6. Fruit

7. Buds
 8. Bark
- Identify 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.
- ^{sf} Class 8 **Living Tree** – Display a living tree seedling grown by the exhibitor from seed in the display container. The seed must be from a species listed in 4H 332. The seedling must be 60 days to 1 year old (on State Fair Judging Day). The display container must contain at least 8 inches of soil (potting mix or suitable natural soil), have drainage hole(s), and a drain pan to catch drainage water.
- Labeling: The 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.
- ^{Sf} Class 9 **Forest Product Display** – Prepare a visual display and/or collection tracing the origin of one non-lumber product that comes from trees and/or forests. The display must be no larger than 24" x 22" x 28". 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 harvest, 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.

^{sf} Class 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" x 24" x 24". 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 or dried. Posters submitted may be no larger than 24" x 24".

- 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 specific 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.

^{sf} Class 11 **Wildfire Prevention Poster** – Prepare a poster, no larger than 24" x 24" 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.

^{sf} Class 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 stakeholders 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.

^{sf} Class 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" x 24" x 24". Photographs, drawings, samples, charts, posters, etc. can be used. Posters submitted may be no larger than 24" x 24". 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.

Resources:

- Tree Identification – Learn to use a dichotomous key to classify trees; Identify common Nebraska trees https://4hcurriculum.unl.edu/index.php/main/program_project/65

SECTION VI – HEALTHY LIFESTYLES

Dept. E – Nutrition, Foods, & Food Preservation

General Information:

- 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.
- **Supporting Information:** Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place food on the appropriately sized plate or container and put in self-sealing bag. Attach entry tag and recipe at the corner of the bag. For non-food entries please attach the entry tag to the upper right-hand corner of the entry. Additional information including recipes and supplemental information should be identified with 4-H'ers name and county.
- **Criteria for Judging:** Exhibits will be judged according to score sheets available at <https://go.unl.edu/ne4hfood-nutrition>. Make sure to follow all entry instructions required for your exhibit. Incomplete exhibits will be lowered a ribbon placing. Commercially prepared mixes are ONLY allowed in Cooking 201 Creative Mix Class. Prepared baking mixes, biscuit mixes, commercially prepared seasoning mixes for food preservation and other pre-made mixes entered in other categories will be lowered a ribbon placing.
- **Food Projects:** Exhibits should be entered using a disposable pan or plate and covered by a plastic self-sealing bag.
- **Ingredients:** Any ingredient that the 4-H'er uses must be able to be purchased by the 4-H'er. Ingredients such as beer, whiskey, rum, etc. may NOT be used in any recipe file or food exhibit. Exhibits that include alcohol will be disqualified.
- **Food Safety:** Exhibits are on display for several days. Please think FOOD SAFETY! Items that require refrigeration will not be accepted, judged, or displayed as exhibits must be safe to eat when entered, whether they are tasted or not. Glazes, frostings and other sugar-based toppings are considered safe due to their high sugar content. Egg glazes on yeast breads and pie crusts BEFORE baking are acceptable. Eggs incorporated into baked goods and crusts are considered safe. The following food ingredients are considered unsafe for fair exhibits and will be disqualified:
 - o Egg or cream fillings and cream cheese frostings
 - o Any meat item including meat jerky, imitation meat bits (bacon bits, pepperoni, etc)
 - o Melted cheese on top of food exhibit (cheese mixed into baked goods is considered safe and will be accepted)
 - o Uncooked fruit toppings (i.e. fresh fruit tart)
- **Freshness** - Products should be baked the day before entry day.
- **Labels-**
- General Information - All additional information pieces (recipes, special items) must be labeled with exhibitor's name and county.
- For All Food Products and Food Preservation Entries including Cookie Jar and Cake Decorating - Each exhibit must include the recipe. Recipes may be handwritten, photocopied or typed. Place the food on the appropriate size plate. Put exhibit in a self-sealing bag.
- For Non-Food Entries- Please attach the entry tag to the upper right hand corner of the entry.
 - o Improperly canned or potentially hazardous food items will be disqualified.
- A dozen cupcakes can be auctioned in place of a cake but they cannot sell both a cake and cupcakes.
- Baked products qualifying at county fair need to be remade for State Fair.

Division 350 – General

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| ^{sf} Class 1 | Food Science Explorations –(SF152) - Open to any 4-H'er enrolled in a Foods and Nutrition project. Show the connection between food and science as it related to food preparation, food safety, or food production. Exhibit may be a poster or foam core board (not to exceed 22"x30"), computer based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, and a written report in portfolio or notebook. Consider neatness and creativity. |
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sf Class 2	Foods, & Nutrition Poster, Scrapbook, or Photo Display – (SF122)-Open to any 4-H'er enrolled in a Foods and Nutrition 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 reports to highlight the concept. Exhibit may be a poster or foam core board (not exceed 22"x30"), computer-based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, a written report in portfolio, or notebook. Consider neatness and creativity.
sf Class 3	Physical Activity and Health Poster, Scrapbook, or Photo Display – (SF122)-Open to any 4-H'er enrolled in a Foods and Nutrition or Food Preservation project. The project should involve a physical activity to explore a career-related to physical activity or health (personal trainer, sports coach, physical therapist, etc.), This might contain pictures, captions, and/or reports to highlight the concept. Exhibit may be a poster or foam core board (not to exceed 22" x 30"), computer-based presentation printed off with notes pages, if needed, and displayed in binder, an exhibit display, and a written report in portfolio or notebook. Consider neatness and creativity.
sf Class 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 the 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.

Division 401 – Cooking 101 (No State Fair)

Class 1	Cookies (any recipe) – Four on a small paper plate (Separate four from the Cookie Jar Class cookies)
Class 2	Muffins (any recipe) – Four on a small paper plate
Class 3	No Bake Cookie – Four on a small paper plate.
Class 4	Cereal Bar Cookie – Any cereal based recipe made in pan and cut into bars or squares for serving. Four on a small paper plate.

Class 5	Granola Bar (any recipe) – Four on a small paper plate.
Class 6	Brownies (any recipe) – Four on a small paper plate
Class 7	Snack Mix (any recipe) – At least 1 cup in self-sealing plastic bag.

Division 410 – Cooking 201

sf Class 1	Loaf Quick Bread – (SF123) - (any recipe) – At least $\frac{3}{4}$ of a standard loaf displayed on a paper plate. Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately 8 $\frac{1}{2}$ " x 4 $\frac{1}{2}$ " or 9" x 5". If mini-loaf pans are used for exhibit, two loaves must be presented for judging.
sf Class 2	Creative Mixes (SF142) -(Any recipe, at least $\frac{3}{4}$ 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. (Ex. Poppy seed Quick Bread from a cake mix, cake mix cookies, and sweet rolls made from ready- made bread dough, monkey bread from biscuit dough, Streusel Coffee Cake from a cake mix, etc.) <u>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 us a convenience product or mix? Why or why not?</u>
sf Class 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.
sf Class 4	Healthy Baked Product (SF124)-(Any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins or cookies on a paper plate or in a disposable pan. Recipe must contain a fruit or vegetable as part of the ingredients (Ex. Banana bars, cantaloupe quick bread, zucchini muffins, etc.)
sf Class 5	Coffee Cake (SF129) -(any recipe or shape, non-yeast product – at least $\frac{3}{4}$ of baked product on a paper plate or in a disposable pan. Include menu for a complete meal where this recipe is served, following meal planning guidelines suggested in Cooking 201.

sf Class 6 **Baking with Whole Grains** (SF134) -(any recipe, at least $\frac{3}{4}$ 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. (Ex. Whole wheat applesauce bread, peanut butter oatmeal cookies, etc.)

sf Class 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 $\frac{3}{4}$ baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Entry must include supporting information that discusses alternative preparation method and how it compares with traditional method.

Division 411 – Cooking 301

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

sf Class 1 **White Bread** (SF138) -(any yeast recipe) – At least $\frac{3}{4}$ of a standard loaf displayed on a paper plate.

sf Class 2 **Whole Wheat or Mixed Grain Bread** (SF138) -(any yeast recipe) – At least $\frac{3}{4}$ of a standard loaf displayed on a paper plate.

sf Class 3 **Specialty Rolls** (SF138) -(any yeast recipe) – 4 rolls on a paper plate. May be sweet rolls, English Muffins, Kolaches, Bagels, or any other similar recipe that makes individual portions.

sf Class 4 **Dinner Rolls** (SF138) -(any yeast recipe) – 4 rolls on a paper plate. May be Clover Leaf, Crescent, Knot, Bun, Bread Sticks, or any other type of dinner roll.

sf Class 5 **Specialty Bread** (SF141) -(any recipe made with yeast) – Tea rings, braids, or any other specialty bread products. Must exhibit at least $\frac{3}{4}$ of a full-sized baked product.

sf Class 6 **Shortened Cake** – (SF137) - Must exhibit at least $\frac{3}{4}$ of the cake (recipe must not be from a cake mix). Shortened cakes use fat for flavor and texture and recipes usually begin by beating fat with sugar by creaming and include leavening agents in the recipe. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed).

Division 412 – Cooking 401

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

sf 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, cut-out or lattice topping. Using an 8- or 9-inch disposable pie pan is recommended.

sf Class 2 **Family Food Traditions** – (SF145) -(Any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins/cookies on a paper plate. May be baked in a disposable pan) – Any baked item associated with family tradition and heritage. Entry must include (a) recipe, (b) tradition or heritage associated with preparing, serving the food, (c) where or who the traditional recipe came from.

sf Class 3 **Ethnic Food Exhibit** -(SF146) -(any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins/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.

sf Class 4 **Candy** – (SF147) - (Any recipe, 4 pieces of candy on a paper plate or $\frac{1}{2}$ cup. No items containing cream cheese will be accepted, Ex. Cream cheese mints). – Candy may be cooked or not cooked; dipped, molded, made in the microwave, or other methods of candy preparation. Recipe must be included.

^{sf} Class 5 **Foam Cake** – (SF138) -Original recipe (no mixes) of at least $\frac{3}{4}$ of the cake. Foam cakes are cakes that have a high ratio of eggs to flour and fall into three categories: angel food cakes or meringues; sponge or jelly roll cakes; and chiffon cakes. Cake may be frosted with a non-perishable frosting (no cream cheese or egg white based frostings allowed).

^{sf} Class 6 **Specialty Pastry** –(SF143) -(Any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Baked items such as pie tarts, puff pastry, phyllo dough, 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.

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

- 4-H Food Preservation Manuals (Freezing, Drying, Boiling Water Bath Canning, Pressure Canning)
- USDA Guide to Home Canning
- Nebraska Extension's Food Website: or Extension publications from other states
- Ball Blue Book (published after 2009) or online:

<https://www.freshpreserving.com/recipes> All exhibits must include the 4-H Food Preservation Card attached to the project as the required supporting information or include the following information with exhibit.

- Name of Product
- Date preserved
- Method of preservation (pressure canner, water bath canner or dried)
- Type of pack (raw pack or hot pack)
- Altitude and altitude adjustment if needed
- Processing time
- Number of pounds of pressure, if pressure canner used,
- Drying method and drying time (for dried food exhibits).
- Recipe and Source of recipe (If a publication, include name and date)
- RECIPE CAN COME FROM ANY SOURCE BUT CURRENT USDA GUIDELINES FOR FOOD PRESERVATION METHODS MUST BE FOLLOWED. See <http://food.unl.edu/web/preservation/home> for current USDA guidelines

Dept. E – Food Preservation

General Information:

- Current USDA processing methods and altitude adjustments must be followed for all food preservation. Jam, preserves, 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 open containers disqualifies entry.
- Jars do not need to be the same brand. Half pint jars may be used for jellies and preserves. Do not decorate the jars 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.
- All canning must be the result of this year's 4-H project. **Criteria for Judging:** 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. (Sheridan County's average elevation is 3,700 feet)
- **Labeling:** Jars should be labeled with the name of the food item, name of the 4-H'er, county, and date of processing on the bottom of each jar. Each bag containing dried foods should also be labeled with the name of the food item, the name of the 4-H'er, county and drying date. Multiple dried food exhibits should be secured by a rubber band or "twisty" to keep exhibit containing the 3 self-sealing bags together.

Division 407 – Unit 1 Freezing Manual

^{sf} Class 1 **Baked Item Made with Frozen Product** – (SF155) -Any recipe, at least $\frac{3}{4}$ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe MUST include a food item preserved by the freezing method done by the 4-H'er. Ex. Peach pie, blueberry muffins, zucchini bread, etc. Supporting information must include both the recipe for the produce that was frozen as part of this project AND the baked food item.

Division 408 – Unit 2 Drying Project Manual

sf 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 ¼ cup) in separate sealed bags. Use a rubber band or "twisty" to keep exhibit together.
sf Class 2	Fruit Leather – (SF154) -Exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit in separate self-sealing bags. Use a rubber band or "twisty" to keep exhibit together.
sf Class 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 a separate self-sealing bag. Use a rubber band or "twisty" to keep exhibit together.
sf Class 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.
sf Class 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.
sf Class 6	Baked Item Made with Dried Produce/Herbs – (SF156) - (any recipe, at least ¾ of baked product or 4 muffins/cookies on a paper plate or in a disposable pan. Recipe MUST include a dried produce/herb item made by the 4-H'er. Ex. Granola bar made with dried fruits, dried cranberry cookies, Italian herb bread, lemon thyme cookies, Supporting information must include both the recipe for the dried produce/herb AND the baked food item.

Division 408 – Unit 3 Boiling Water Canning Manual

sf Class 1	1 Jar Fruit Exhibit – (SF150) -One jar of a canned fruit. Entry must be processed in the boiling water bath according to current USDA recommendations.
sf Class 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.

sf Class 3	1 Jar Tomato Exhibit – (SF150) -One jar of a canned tomato product. Entry must be processed in the boiling water bath according to current USDA recommendations.
sf Class 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 the boiling water bath according to current USDA recommendations.
sf Class 5	1 Jar Pickled Exhibit – (SF150) - One jar of a pickled and/or fermented product. Entry must be processed in a boiling water bath according to current USDA recommendations.
sf Class 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 USDA recommendations.
sf Class 7	1 Jar Jelled Exhibit – (SF153) -Exhibit one jar of a jam, jelly fruit butter or marmalade. Entry must be processed in a boiling water bath according to current USDA recommendations.
sf Class 8	3 Jar Jelled Exhibit –(SF153) - Exhibit 3 different kinds of jelled products. Entry may be made up of either pints or half pints (but all jars must be the same size). Entry must be processed in a boiling water bath according to current USDA recommendations.

Division 414 – Unit 4 Pressure Canning Project Manual

sf Class 1	1 Jar Vegetable or Meat Exhibit – (SF150) - One jar of a canned vegetable or meat. Include only vegetables canned in a pressure canner according to current USDA recommendations.
sf Class 2	3 Jar Vegetable Exhibit – (SF150) -Three jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner according to current USDA recommendations.
sf Class 3	3 Jar Meat Exhibit – (SF150) -Three jars of different kinds of canned meats. Include only meats canned in a pressure canner according to current USDA recommendations.
sf Class 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 a 3" x 5" file card and attach to one of the jars. Entry must be processed according to current USDA recommendations.

- ^{sf} Class 5 **1 Jar Tomato Exhibit** –(SF150) - One jar of a canned tomato product. Entry must be processed pressure canner according to current USDA recommendations.
- ^{sf} Class 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.

Resources:

- Cooking 101 – Learn how to use MyPlate; Learn how to avoid spreading germs while cooking; Learn how to measure and mix ingredients; Learn how to test baked goods for doneness; Learn how to brown meat; Learn how to set the table for a family meal
<https://4hcurriculum.unl.edu/index.php/main/project/194>
- Cooking 201: Understand and prevent foodborne illnesses; Learn how to thaw foods; Learn proper knife techniques; Learn how to read Nutrition Fact labels; Learn how to make soups, rice, pasta, and other foods
<https://4hcurriculum.unl.edu/index.php/main/project/195>
- Cooking 301: Practice making bread, grilling meats, vegetables, and fruit; Learn how to and practice making butter; Learn about yeast, gluten, and different types of fats
<https://4hcurriculum.unl.edu/index.php/main/project/196>
- Cooking 401: Learn about herbs and spices; Learn how to make ethnic foods; Practice making cakes, candy, pastries, and pies
<https://4hcurriculum.unl.edu/index.php/main/project/197>

Division 920 – Cake Decorating

- **LEVEL 1:** Exhibitors in Unit 1 may decorate a Styrofoam shape (form), or a cake made by someone else. All others must bake the cake themselves. Put on disposable, covered cardboard. One entry per class in only one unit. Units are progress and exhibitors may not go back to previous units. Cakes should be no larger than 16" square. The following must be specified on a 3 x 5 card: occasion for cake, tips used; techniques used and number of years in cake decorating. Frozen cakes must be completely thawed at entry time.

- Class 1 **Single-Layer, Cut-Up or Shaped Specialty Pan** – creative decoration without tips.
- Class 2 **One layer** – decorated cake using two decorating tips
- Class 3 **Novelty Cake** – using character or shaped pan, two decorating tips.
- Class 4 **Sample Cake Board** – demonstrating a least 1 technique from 3 different categories.
- Category A: Basic Borders – dots, balls, stars, rosettes, shells or zigzag. Make 1 border 4" long.
- Category B: Message – printed, may use round or star tips. The message should read Happy Birthday.
- Category C: Drop Flower with center – star or swirled. Make 3 samples of 2 different kinds of flowers.
- Category D: Leaves. Make 3 samples of the same leaf.
- Class 5 **Cake Portfolio Book** – Include pictures of 5 cakes decorated by 4-Her. Each picture should have accompanying information including: a) occasion for cake, b) type of frosting, c) tips name and number used and d) technique used.

- **LEVEL 2:**

- Class 10 **Two layer** – decorated cake using unlimited tips.
- Class 11 **Novelty Cake** – using character or shaped pan, using 3 or more tips
- Class 12 **Two layer** – decorated cake using fondant frosting.
- Class 13 **Sample Cake Board** – demonstrating at least 3 techniques from 3 different categories
- Category A: Figure piping – clowns, people, animals, etc. Make 2 different figures.
- Category B: Flowers made on a flat surface, not on a nail – sweet peas, rosebuds, half roses, etc. Make 5 samples of 3 different kinds of flowers.
- Category C: Borders – reverse shells, grass, ruffles, ribbons bows, puffs. Make 2 borders 6" long.
- Category D: Side decorations – dots or stars, scrolls, reverse shell, "c" scroll, fier-de-lis. Make 2 side decorations 6" long
- Category E: Message - script (not printed) may use round or star tips. The message should read Best Wishes.

Class 14 **Cake Portfolio Book** – A continuation of the Unit 1 portfolio. Include an additional 5 photos (total 10 including Unit 1 pictures) of cakes created by 4-Her. A progression of skill and difficulty should be shown. Each picture should have accompanying information including: a) occasion for cake, b) type of frosting, c) tips name and number used and d) technique used.

Class 31 **Cake Portfolio Book** – a continuation of the Unit III portfolio. Include an additional 5 photos (total 20 including Unit I, II, III pictures) of cakes created by 4-Her. A progression of skill and difficulty should be shown. Each picture should have accompanying information including: a) occasion for cake, b) type of frosting, c) tips name and number used and d) technique used.

- **LEVEL 3:**

Class 20 **Two or Three tiered, stacked cake or combination tiered or stacked** – each tier or stack must be 2 layers. Plastic separators may be used.

Class 21 **One or Two layer cake** – decorated with flowers made on a flower nail.

Class 22 **Original Shaped Cakes** – (ex. Butterfly) from a cut up cake baked in a round, square, heart, rectangle or a combination to make a new shape. May decorate using unlimited tips.

Class 23 **Sample Cake Board** – demonstrating at least 3 techniques from each category

Category A: Fancy borders – ruffled garland and reverse shells, shell and flute, puff and flower, zigzag garland and string work or other border combinations. Make 2 borders 8" long

Category B: Nail flowers – daffodils, violets, lily, bluebells, daisies, chrysanthemums, roses, wildflowers, etc. Make 3 samples of 3 different kinds of flowers.

Category C: Design techniques – basket weave, string work, lattice work, cornelli and other laces, etc. Make 2 different design technique samples 3" x 3"

Class 24 **Cake Portfolio Book** – A continuation of the Unit II portfolio. Include an additional 5 photos (total 15 including Unit I and II pictures) of cakes created by 4-Her. A progression of skill and difficulty should be shown. Each picture should have accompanying information including: a) occasion for cake, b) type of frosting, c) tips name and number used and d) technique used.

CUPCAKES: Cupcakes may be in cupcake papers but not required. Include a card with the recipe for the cake and frosting. Mixes are allowed by entries from scratch are preferred.

Class 40 **Frosted and Decorated Cupcakes** – Four on a plate. All decorations are to be edible.

Class 41 **Nutritious Cupcakes** – Four on a plate. Share in writing what was done to alter the recipe to make it healthier or why these cupcakes are considered a healthy/nutritious snack option.

Class 42 **Plate/Tray of Decorated Cupcakes** – Cupcakes that are decorated to create a centerpiece or create a theme-based cake. All decorations must be edible. Exhibit cannot exceed 16" x 16". Use your imagination!

Dept. E – Cookie Jar

General Information:

- Each exhibitor will start with a 1-gallon jar of your choosing. **The jar must fit in a 12"x12"x18" space. The jar needs to be functional and must be able to be wiped clean. It must be a 1 gallon jar.**
- Decoration is up to the creativity of the exhibitor. The jar should be safe for food, functional, and washable; paint and other decorations should not be applied to the inside of the jar. (Ex. If an external housing is used, the jar should be easily removable for washing. If painting the jar, a clear coat should be used to protect the design. Paint and other decorations should not be inside the jar.)
- The jar must be used in some way but need not be visible.
- The lid must be able to open to access cookies.
- Attach a label with what kind of cookies you are entering. (Ex: chocolate chip, peanut butter, etc.)
- Jars will be entered and judged with the other Static exhibits.
- A sample of 4 cookies of each variety will be entered on a paper plate sealed in a plastic bag, with each jar. You will take these with you to your interview judging. This sample of 4 cookies cannot be used as your 4 cookies for another foods project. It can be the same

LEVEL 4:

Class 30 **Exhibit a cake using one of the following skills:** figure piping, cone figures, marzipan, fondant/gum paste, sugar molds, filigree work

recipe but needs to be 4 cookies on a different plate. Do not include the 1 dozen cookies for the sale at this time.

- After judging, the jar and sample cookies will remain on display, until the auction.
- Judging will be 50% jar and 50% cookies. Creativity and appearance will be judged, as well as taste/appearance of cookies.
- **Read additional rules for the Cookie Jar Auction below.**
- **Photograph** – Be sure to have a photograph taken. The photos will be hung for display in the Exhibit Building and used for "Thank You" cards.

Cookie Jar Auction

- **4-H'ers MUST enroll in and exhibit a separate Foods project in order to sell their cookie jar.**
- **It is the youth's responsibility to enroll in another foods project. Youth not enrolled in a second food project will not be allowed to sell.**
- **The separate Food project must be age appropriate (ex. Seniors may not take Cooking 101.)**
- **The four cookies brought to this event needs to be 4 separate cookies than Cooking Project cookies, it can be the same recipe.**
- **The 4-H Exhibitor is responsible for any copy right infringements and will not be allowed to sell if they are violated. (See Copy Right Rules)**
- For the auction, the exhibitor will present the jar and 1 dozen of each variety of cookie entered.
 - o Cookies can be sealed in a separate container rather than in the jar.
- Exhibitors must personally present their jar during the auction or arrange for a substitute. The substitute must be enrolled in Sheridan County 4-H.
- Exhibitors are limited to one Cookie Jar in the sale.
- A consignment fee of 3% will be assessed from the Sale Check.
- 4-H'ers are allowed to sell only two items total during Fair Auctions.
- **Official 4-H dress code will be observed for the Cookie Jar Auction.**
- **REMINDER:** All 4-H projects must comply with copyright laws. You cannot reproduce a copyrighted figure. This practice is against the law. If you purchase a copyrighted item to use such as a stuffed Cookie Monster, Sponge Bob printed fabric, Disney decals, etc. that is okay. Someone has paid for the copyright to that item. You cannot copy, paint, download from the internet, etc. any copyrighted items that you do not purchase. Any cookie jar that

violates the copyright law will be disqualified and will not be allowed to sell. If you have any questions on your design, contact the office.

- **GIVE PHOTO THANK YOU CARD TO YOUR BUYER!!!**

Division 919 – Cookie Jar

Class 1	Senior Cookie Jar Display – age 12 and up, One gallon jar with at least <u>2 varieties</u> of cookies.
Class 2	Junior Cookie Jar Display – 8-11 years old, One gallon jar and <u>1 variety</u> of cookies.
Class 3	Clover Bud Jar Display – a cookie jar created by the member to display in their area. <u>It will not be judged or sold.</u> Cookies are optional.

- Special Recognitions will be awarded in each the Jr. and Sr. Divisions for:
 - Best County Fair Theme
 - Best Use of Recycled Materials
 - Most Creative
 - Best Workmanship
- A Champion and Reserve Champion will be awarded to the top Jr. and top Sr. Cookie Jar.

Dept. E – Safety

Division 440 – Safety Kits

- In this category 4-H'ers have the opportunity to create exhibits about all-terrain vehicles, fire, and tractor safety. In addition, participants 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. For more resources and materials in this category refer to the resource section at the bottom of the page.

^{sf} Class 1 **First Aid Kit** – (SF110) - 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 the situation should be included in the exhibit. The kit should include a written inventory and purpose statement for included items. Items should cover the following areas: airway and breathing, bleeding control, burn treatment, infectious disease protection, fracture care and miscellaneous supplies, Use Citizen Safety manual, 4-H 425, pages 6 & 7 for guidelines.

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, expire on the last day of the month.)
3. Any controlled/illegal substance.

^{sf} Class 2 **Disaster Kit** (Emergency Preparedness) – (SF111) - must contain materials to prepare a person or family for emergency conditions caused by a natural or man-made event. Selection of materials is left to the exhibitor. Family or group kits must have enough material or items for each person. A description of the kit's purpose, the number of people supported, and a list of contents is required. Youth are encouraged to test their kit by challenging their family to try to survive using only the included materials for the designated time. If tested, share that experience in kit documentation. Please include an explanation of drinking water needs for your disaster kit. Do you bring actual water to the fair in the kit.

^{sf} Class 3 **Safety Scrapbook** – (SF292) -The scrapbook must contain 15 news articles from both print and internet sources of 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 for 8 ½" X 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

^{sf} Class 4 **Safety Experience** – (SF190) - The exhibit should share a learning experience the youth had related to safety. Examples could be participating in a first aid or first responder training, a farm safety day camp, babysitting workshop or similar event; scientific experiment related to safety; or the youth's response to an emergency situation. The exhibit should include a detailed description of the experience, the youth's role, some evidence of the youth's leadership in the situation and a summary of the learning that took place. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

^{sf} Class 5 **Careers in Safety** – (SF191) -The exhibit should identify a specific career area in the safety field and include education and certification requirements for available positions, salary information, demand for the field and a summary of the youth's interest in the field. Examples of careers include firefighters, paramedics, emergency management personnel, some military assignments, law enforcement officers, emergency room medical personnel, fire investigator, and more. It is recommended youth interview a professional in the field in their research. Additional research sources might include books, articles, career web sites, job-related government web sites or interviews with career placement or guidance counselors. Exhibits may be presented in a poster with supplemental documentation, a notebook including up to ten pages of narrative and pictures, or a multimedia presentation on a CD lasting up to five minutes.

Division 450 – Fire Safety

^{sf} Class 1 **Fire Safety Poster** – (SF269) -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" x 28".

^{sf} Class 2 **Fire Safety Scrapbook** – (SF270) - The scrapbook must contain at least 10 news articles from both print and/or internet sources about fires to residential or commercial properties or landscapes. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The Scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½" x11" size paper. Correct sentence structure, readability, and thorough explanations are an important part of judging.

^{sf} Class 3 **Fire Prevention Poster** – (SF268) - Posters should promote a fire prevention message and be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Halloween, 4th of July etc.) Originality, clarity, and artistic impression will all be judged. **Do not include live fireworks, matches or other flammable/explosive/hazardous materials.** Any entry containing this material will be disqualified. Posters must be constructed of commercial poster board at least 11" x 14" but not larger than 22" x 28"

Resources:

- Safety – Learn how to report an emergency; learn basic first aid; Find out how to stock a first aid kit: Discover strategies for safety at home and away <https://4hcurriculum.unl.edu/index.php/main/project/86>
- Fire Safety – Design a poster about fire safety; Learn to develop fire escape plans <https://4hcurriculum.unl.edu/index.php/main/project/87>
- All-Terrain Vehicles (ATV) – Find out how to use ATV's safely; Learn about trouble-shooting and emergency procedures; Find out about hazards of the trail; Learn how to dress appropriately when riding. <https://4hcurriculum.unl.edu/index.php/main/project/88>
- Tractor Safety – Learn to operate a tractor safely; understand tractor controls and safety checks <https://4hcurriculum.unl.edu/index.php/main/project/89>

SECTION VII – PERSONAL DEVELOPMENT & LEADERSHIP

Dept. F – Entrepreneurship

- 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.

General Information:

- 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.
 - o **Exhibit Guidelines:** The 4-H member's name, age, town and county must be listed on the back of the exhibit.
 - o If exhibit is a poster, it must be 14" x 22" and may be arranged either horizontally or vertically.
 - o Poster may not use copyrighted materials, such as cartoon characters or commercial product names.
 - o Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing.
 - o Posters may include photographs, charts or examples as well as a written explanation.
 - o Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hentrepreneurship>.

Division 531 – Entrepreneurship (ESI)

ESI Unit 1 – Discover the E-Scene

- ^{sf} Class 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

- ^{sf} Class 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 print out 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

- ^{sf} Class 3 **Marketing Package** (SF181) -(mounted on a 14" x 22" poster) – must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.

- ^{sf} Class 4 **Sample of an Original Product** – (SF181) - with an information sheet (8 ½" x 11") answering the following:

1. What did you enjoy the most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If so, what?
3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community -data gathered through a survey of potential customers.
- a. 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?

- ^{sf} Class 5 **Photos of an Original Product** - (SF181) - (mounted on a 14" x 22" poster) must include three photos of developed product and a mounted information sheet answering the following questions. **If exhibiting both Class 4 and Class 5, products must be entirely different products.**

Information Sheet:

1. What do you enjoy most about making the product?
2. What challenges did you have when making the product? Would you do anything differently next time? If, so, what?

3. What is the suggested retail price of the product? How did you decide on the price?
4. Market analysis of the community – data gathered through a survey of potential customers.
 - a. 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?

- The Case of Me – Learn about the importance of reputation; Sell your product or idea; Learn about a business plan
https://4hcurriculum.unl.edu/index.php/main/program_project/94
- Your Business Inspection – Develop a concept; Find resources; Learn about business start up
https://4hcurriculum.unl.edu/index.php/main/program_project/95
- Blueprint – Working knowledge of entrepreneurship; Understand financials and feasibility; Understand marketing principles, including global markets; Understand what it takes to be in business
https://4hcurriculum.unl.edu/index.php/main/program_project/96

ENTREPRENEURSHIP – All Units

^{sf} Class 6 **Entrepreneurship Challenge** – (SF181) -Take on the entrepreneurship challenge. Entrepreneurship Challenge is open to 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 your local extension Office to learn about entrepreneurship opportunities.
9. Create an activity to teach others about entrepreneurship (coloring page, puzzle, game, etc.)

Resources:

- Discover the E-Scene – Learn about entrepreneurs; Take Entrepreneur Skills Assessment: Investigate the risk
https://4hcurriculum.unl.edu/index.php/main/program_project/93

Dept. F – Leadership

General Information:

- 4-H'ers will develop exhibits that best show what they have learned. The exhibit may include but is not limited to: posters (14" by 22"), notebooks (8½" by 11"), PowerPoint with printed copy of slides, scrapbook (any size) or any other means that would best show skills learned in the project to accomplish exhibit.

Division 800 – Leadership (No State Fair)

- | | |
|---------|--|
| Class 1 | Junior Leader- Serving as a Junior Leader – Completed record book (4-H F14) to be judged by personal interview. Interview may include member, parents, and leader along with the judge. |
| Class 2 | News Reporter & Secretary Books – Poster displaying at least 3 news report. Three or more news clippings from daily or weekly newspaper(s) mounted horizontally on a single sheet poster (8 ½ " x 11"). Clippings must be from newspapers dated from the current 4-H year starting October 1. Display must have the name, age and county of the club member. Name of paper and date of clipping should also be listed. The news article may be about any subject related to 4-H Clubs and will be judged on news value and style. |
| Class 3 | Other Records/Management – 4-H'ers carrying projects related to records and management not listed under other categories may enter an exhibit related to what they have learned. Exhibit can be a poster, notebook, article made or display board. |

Class 4	Community Awareness – Exhibit may be a poster, including photographs of activities as part of project or map of area showing activities as part of project.
Class 5	Club Display – A club may display an outstanding project or and educational exhibit of a specific idea in a project or activity, consider topics not shown in other exhibits such as careers, cultural understanding, global issues. Display might be a poster, scrapbook or table display. Display will be judged on subject (one main idea), public appeal, attractiveness and originality. Community Service activities should be entered as Citizenship Club Exhibit in Dept. A Division 120 Class 10.

MY LEADERSHIP WORKBOOK (Grades 3-5)

Class 10	Assess Myself – Develop an exhibit about “Me” that depicts who you are by using at least five of the questions on page 8 in the manual.
Class 11	Who is Responsible – Make a list of activities that you control in your life. Keep a record of your choices for these activities. Were they positive or negative? What are the consequences for your choices? Write ways of how you can make positive choices. How will positive choices affect your leadership potential?
Class 12	Observation of Non-Verbal Communication Skills – Observe three conversations for 10 to 15 minutes each. Complete the chart on Page 18. Answer the questions in the “Step Inward” box on Page 19 of the grade 3-6 manual.
Class 13	Get Organized – Develop a plan for organizing your room. Take a “Before Picture”. Then use pictures to show the steps taken to complete the task. Complete Step Out and Step Inward Activities on pages 22-23 of the manual.
Class 14	Plan a Vacation – Follow guidelines on pages 26-27 on Step Out and Step Inward Activities to help you develop a vacation timeline to depict what needs to be completed to have a successful vacation. Exhibit could be a poster, notebook or calendar with steps listed and dated. Also pictures could be added to better tell your story.
Class 15	Make a Decision – Complete the decision making process. See pages 32-33 in the manual for direction. Plan a group or individual event. Follow the Seven Steps of Decision Making. Exhibit could be a notebook.

Class 16	Other Educational Display or Poster – learned from My Leadership Workbook
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MY LEADERSHIP JOURNAL (Grades 6-8)

Class 20	Becoming Accountable for Your Responsibilities – Develop a chart that shows your responsibilities. List each responsibility with the time you spent on that activity. List how you can reorganize your time to become more accountable to your responsibilities.
Class 21	Leader Essay – Write a 1-2 page essay that identifies a local, regional, state or national leader; discuss their strengths and weaknesses as a leader and leadership characteristics.
Class 22	Interview a Leader – Interview a person close to you. What is very important to them? Explain an activity or event they enjoy. Why is it important? Who is important to them, and why? Have the person interviewed describe something about themselves that is not known by many people. How has the person’s life been shaped because of this? Exhibit should include the questions asked and the responses. Examples could be as a tape recording, video, written format, etc.

MY LEADERSHIP PORTFOLIO (Grades 9-12)

Class 30	Interview a Leader – Develop interview questions for someone you want to interview. Complete the interview and write a story based answers from in the interview. Exhibit should include the questions and responses in a written format. Examples: What is very important to them? Explain an activity or event they enjoy. Why is it important? Who is important to them, and why? What leadership characteristics do they possess? What are their strengths and weaknesses as a leader? What would they like to improve? How will what you have learned through this interview change your future plans or way of thinking about leaders? What can you apply to your own life and how?
Class 31	My Treasure Chest – Develop an exhibit that shows your skills as a leader and skills that you would like to achieve to become a better leader. Include a plan for how you could obtain those skills.

Class 32	Your Mission – Review/critique mission statements and vision statements for an organization to which you belong or write a mission statement and a vision statement for your organization. Mission statements should include 3 points: 1) What is the purpose of the organization? 2) What is the business of the organization? 3) What are the values of the organization? Vision statements identify where the organization intends to be in the future.	community improvement or any other topic facing youth today.
Class 33	Decisions, Decisions, Decisions – Explore an issue and develop recommendations to how you should respond to the issue. Example could include homelessness, school violence,	Class 34 Youth Leadership Experience – Share what you have learned while participating in a youth leadership role through photos and narrative. May cover a single event or ongoing experience.
		Class 35 Career Essay – Choose a career and job shadow in that career. Write a 1-2 page essay to share your experience and what you learned. What type of leadership skills did this person utilize in their position? What goals will you set as a result of this experience?

SECTION VIII – ANIMAL SCIENCE

Dept. G – Animals

Code of Ethics: Exhibitors who violate this code of ethics demean the integrity of all livestock exhibitors.

- Exhibitors of animals at livestock shows shall at all times conduct themselves with honesty and good sportsmanship. Their conduct in this competitive environment shall always reflect the highest standards of honor and dignity to promote the advancement of agricultural education.
- All youth leaders working with junior exhibitors have a responsibility to do more than avoid improper conduct or questionable acts. Their moral values must be so certain and positive that younger 4-H'ers will be influenced by their fine example.
- Exhibitors are expected to care for and groom their animals the entire time the animals are at the fairgrounds.
- Animals shall be presented to show events, where they will enter the food chain, free of volatile drug residues. The act of entering an animal in a livestock show is the giving of consent by the owner/exhibitor for show management to obtain any specimens of urine, saliva, blood, or other substances from the animal to be used in testing. Animals not entered in an event which culminates with the animal entering the food chain shall not be administered drugs other than in accordance with applicable federal, state and provincial statutes, regulations and rules. Livestock shall not be exhibited if the drugs administered in accordance with federal, state and provincial statutes, regulations and rules affect the animal's performance or appearance at the event.
- The use of showing and/or handling practices or devices such as striking animals to cause swelling, using electrical devices, or other similar practices are not acceptable and are prohibited.
- Direct criticism or interference with the judge, fair or livestock show management, other exhibitors, breed representatives, or show officials before, during, or after the competitive event is prohibited. In the furtherance of their official duty, all judges, fair and livestock show management, or other show officials shall be treated with courtesy, cooperation and respect and no person shall direct abusive or threatening conduct toward them.

Safety

- All animals must be properly restrained and stalled in the barns. Portable pens are not allowed.

- Animals can be removed from stalls 3 hours prior to show for fitting purposes; however they must remain within the blue fencing. Awnings for shade are allowed in the fenced area.
- When in commons area, animals must be restrained and attended at all times.

Number of Entries- A 4-H'er may exhibit:

- Beef - 2 market, 3 breeding, 3 feeder calves, 1 bucket calf
- Dairy cattle - 2 per class, up to 5 total
- Goats - 3 dairy, 3 breeding, 3 market
- Sheep - 3 market, 3 breeding
- Swine - 3 market
- Horse - 1 per class, up to 5 total
- Dogs - 2
- Cats - 1 per class, up to 3 total
- Companion Animals - 1 per class, up to 3 total
- Rabbits - 7
- Poultry - 7

OWNERSHIP OF ANIMALS - All animals in 4-H Shows must be owned by the exhibitor who entered it. Ownership must be certified on ID forms by June 1, except Market Beef due April 1.

Eligibility of Animals - The superintendent may declare an animal ineligible at any time, if said animal becomes wild and uncontrollable and safety is a concern. If an animal is disqualified for any reason, it must be removed from the fairgrounds within 24 hours of the disqualification.

Youth for the Quality Care of Animals (YQCA) Training- All exhibitors/showmen, including substitutes, in Bucket Calves, Stocker Feeders, Market Beef, Breeding Beef, Dairy Cattle, Market Goats, Dairy Goat, Breeding Goats, Poultry, Rabbit, Market Lamb, Breeding Sheep and Market Swine must have completed YQCA training. **Exhibitors not meeting the YQCA requirements will not be able to show or sell at the County or State Fair.** Exhibitors must have received YQCA Certification through a UNL Extension based program by **June 1st**. This can be completed online at: <https://yqca.learngrow.io/Account/Login>

Training and certificate must be completed turned into the office by June 1.

Market Beef Weigh in - All Market Beef must attend a spring weigh-in. Obtain beginning weight, 4-H ear tag or EID tag, ID sheet and collect DNA samples for State Fair (if desired). Read the newsletter for date and time. You are allowed to weigh up to 5 market beef animals. If you cannot attend our weigh-in, you must attend a 4-H weigh-in in another county. If you are not able to make it to another county weigh-in, make

up dates will be made on a case-by-case basis. If you are not able to make our weigh-in, you are not eligible for Rate of Gain.

Market Sheep & Goat Spring Weigh –In - Get beginning weight, 4-H ear tag or scrapies tag, ID sheet and collect DNA samples for State Fair (if desired). Read the newsletter for date & time. The weigh-in is held at the Sheridan Co. Fairgrounds in Gordon. You are allowed to weigh-in 5 market lambs and 5 market goats. All animals must carry an official USDA Identification (scrapies tag). If you cannot attend our weigh-in, you must attend a 4-H weigh-in in another county and you will not be eligible for the Rate of Gain contest. If you are not able to make it to another county weigh-in, make up dates will be made on a case-by-case basis.

Swine Spring Weigh-In – All swine must attend a spring weigh-in. Obtain a 4-H ear tag, get beginning weight, ID sheet, and collect DNA samples for State Fair (if desired). Read the newsletter for date & time. The weigh-in is held at the Sheridan Co. Fairgrounds in Gordon. You are allowed to weigh-in 3 market swine. If you cannot attend our weigh-in, you must attend a 4-H weigh-in in another county and you will not be eligible for the Rate of Gain contest. If you are not able to make it to another county weigh-in, make up dates will be made on a case-by-case basis.

Animal Substitution: Within the same class or division, substituting a different animal for a pre-entered animal, provided the substitute meets all ownership and eligibility rules. Inform the superintendent of the change at check-in. Substitutions between divisions, except within Breeding Beef and Dairy are not allowed (i.e. a market lamb cannot be substituted for a breeding sheep entry).

Animal Testing and Examination- Any animal entered in 4-H classes is subject to both urine and blood testing at the discretion of the superintendent or official veterinarian. If the results of testing indicate the possible use of compounds or drugs not approved for use in that species by FDA or compounds or drugs used outside the specified withdrawal requirements of FDA, those animals will be declared ineligible for competition and awards. In the case of market animals, show management will determine the appropriate disposal of the animals. The superintendent may declare an animal that is tampered with by unusual means to change appearance or weight ineligible.

PEN OF THREE COMPETITIONS

In the divisions of market beef, stocker/feeder, breeding beef, market lambs, breeding sheep, dairy goats, and market hogs, there is a class for pen of three. The animals shown can be three project animals from one individual or at least two members of one club. There may be one showman in the ring for each animal. They will be judged on quality and uniformity. For club entries, ONE member of the Club enters the class and denotes on their entry form the name of the club. **Premiums for club pens will go to the club.**

MARKET ANIMAL LIVESTOCK SALE

Options for 4-H'ers to Sell Market Animals

- **Livestock Sale** - an animal that was shown goes through the sale ring and is purchased by public auction bid. The purchaser then chooses the final destination. The 4-H'er is responsible for knowing who purchased their animal and its destination. 4-H'er must give purchaser a thank you. Exhibitor needs to be at the sale.
- **Premium Only** - the animal will go through the sale ring during the Livestock Auction and will be bid upon. The youth will retain ownership and receive any amount bid over the Buy Back price. **Animals must be designated "Premium Only" in the 4-H Fair Office within 1 hour following the show.**
- **Off Sale** - sometimes called Buy Back. This option gives youth the opportunity to sell their excess animals that were shown during Fair, but cannot go through the sale ring. The Direct Sale price is a set by a bid process. Any interested party may submit a bid for consideration. The 4-H Council accepts the highest bid for each species on the morning of the Livestock Sale. **Animals must be placed on the list in the 4-H Fair Office within 1 hour following the show. No changes will be accepted afterward.** Direct Sale checks come from the bid holder, NOT the 4-H Council. The animals will go on the bid holders' trucks during Load-Out. It is the youth's responsibility to place their animal on the list, get the animal to the appropriate truck and make sure the buyer has their contact information. The UNL Extension Office is not allowed to give out youth addresses.
- **Private Sales** - 4-H'er may choose to sell an animal privately to another individual. 4-H'er is responsible for the collection of the money from the buyer and ensuring delivery of the animal to the buyer. These animals will not go through the 4-H Council accounts.
- **No Sale** - the animal is taken back home during Load-Out. The 4-H'er retains ownership and responsibility.

- **4-H Dress Code** is required during the Livestock Sale
- **Sale Order** -superintendents designate a sale order immediately after the removal/consignment deadlines.
- **No Show=No Sale**-Animals not shown at Fair cannot sell in the sale or by direct sale to the Buy Back bid holder.
- **Removal from Sale Order**- If you do **NOT** want to sell your animal or you have more than one animal of a species, you must come to the 4-H Fair Office and remove the animal from the sale order within one hour following each corresponding show. If you have more than one animal of a species and do not remove one, neither will be allowed to sell. To remove them from the sale order, complete your card denoting the animals you want to sell.
- **Sale Line- Up**- If you are not at the sale ring when called, you will be moved to the end of the line. (No matter what ribbon or placing! NO EXCEPTIONS!!!)
- **Excessive Fill**- on market animals prior to weighing shall constitute grounds for dismissal from the sale.
- **Animal Care**- Livestock sold in the sale must be cared for by the exhibitor until the animal is released during Load-Out by the superintendent. Exhibitor is responsible for delivery of livestock to purchaser's truck as directed. No check will be paid unless exhibitor delivers animal.
- **Destination Changes**- NO changes after the livestock sale.
- **Sale Checks** - are mailed to exhibitors after **ALL** payments have been received. **This usually takes at least a month, so plan accordingly.** Buyers should pay at the time of sale, if at all possible, however, we have several very generous buyers who have to send payment requests through their corporate offices and this takes some time to process. (We also have very understanding businesses who will usually delay interest charges on feed bills if asked.)
- **Consignment Fee**- 3% will be deducted from sale proceeds to pay for ear tags, check-off fees, Buyer's Bonanza dinner, sale advertising, thank you cards, pictures, woodchips, etc. Consignment fee is subject to change, by vote of the 4-H Council.
- **Thank You Cards**- The Extension Office will provide a thank you card for each animal on the sale. **You are responsible for getting a picture of you and your animal after weigh-in.** The thank you will be given to you during the sale. All buyers should receive a thank you card.

- **Release of Animals** - If an exhibitor removes a 4-H animal from the Fairgrounds early, without approval from the superintendents, the premium will be forfeited.
- **Sellable Items**- A 4-H'er may sell 2 items total during 4-H Sales. Options are:
 - 2 animals of different species
 - 1 animal & 1 cake or cupcakes
 - 1 animal & 1 cookie jar
 - 1 cake or cupcakes & 1 cookie jar

HERDSMANSHIP

- Herdsmanship duties are the responsibility of **exhibitors, not leaders and parents.**
- Clubs and Independents, as a group, will be judged on their animal care and visitor appeal of their stalls throughout Fair week.
- Livestock will be stalled/penned according to club.
- Barns will be inspected at least twice daily throughout the week.
- All exhibitors with any animal housed on the fairgrounds are judged.
- Herdsmanship begins at Check-in and ends with the exhibitor release by the superintendent during Load-out.
- All 4-H'ers entering an animal project are automatically entered in Herdsmanship as a club. Independents will work together as a club.
- **4-H members are responsible for his/her animal at all times.** The animal is on display to promote 4-H. If you cannot be in attendance during a certain period, work with other 4-H'ers to ensure your animal is cared for in your absence.
- **STATE FAIR** - If you are attending State Fair, be sure to read their herdsmanSHIP rules. They are different from our county rules.

BASIS OF RATING HERDSMANSHIP

- 25 Points Animals - clean with proper watering, feeding, grooming, bedding and care apparent.
- 20 Points Stalls - clean and neat, bedding clean and fresh, feed and feed pans/buckets clean and in place at all times, water fresh, clean and in place at all times.
- 10 Points Tack and Feed Area - kept clean and neatly arranged, fork handles and similar equipment kept down.
- 15 Points Alleyways - Exhibitor's share of alley kept clean at all times, wheelbarrows and equipment kept from alley.

- 15 Points Exhibitor - Proper courtesy and conduct shown by exhibitors at all times including with the public and other exhibitors. **Evidence that exhibitors are doing the herdsmanship (not parents).**
- 15 Points Identification - Signage identifying 4-H member and Club displayed during stall set-up and maintained throughout Fair Week. Ribbons displayed nicely. Sponsors/buyers clearly recognized.
- 100 Total Points Possible per barn
- Scores will be converted to % based on the number of total possible points for each Club, as each Club will have a different number of barns used. The scores are posted each day during Fair.

ROUND ROBIN LARGE ANIMAL SHOWMANSHIP

- The top two senior and intermediate showmen from each of horse, beef, sheep, swine, and goat showmanship will compete in the Round Robin Contest. **(Must be purple ribbon winners)**
- **Do not enter this contest on the Fair Entry Form.**
- Exhibitor must have number on back and wear 4-H Dress Code.
- Previous Round Robin winners may not compete in the Round Robin Contest but can in the individual species Showmanship.
- If a member qualifies for Round Robin in more than one species, they must pick one species to show.
- If a showman cannot show in the Round Robin for one of the above reasons, or if someone qualifies for Round Robin and declines to participate, then the next highest place purple winner may enter the Round Robin. Positions will be left blank, if no one qualifies.
- In case of a tie, the following tie breaker scores will be used in order:
 - o Showing own animal
 - o Appearance of exhibitor's own animal
 - o Appearance of exhibitor
 - o Oldest exhibitor
- There will be a Champion and Reserve Champion in both senior and intermediate divisions.
- Champions will receive a traveling trophy for one year.

ROUND ROBIN SMALL ANIMAL SHOWMANSHIP

- The top two senior and intermediate showmen from each of cat, dog, rabbit, poultry, and companion animal showmanship will compete. (Must be purple ribbon winners)
- **Do not enter this contest on the Fair Entry Form.**

- Exhibitor must have number on back and wear 4-H Dress Code.
- Previous Round Robin winners may not compete in the Round Robin, but can in the species showmanship.
- If a member qualifies for Round Robin in more than one species, they must pick one of the species to show.
- If a showman cannot show in the Round Robin for one of the above reasons, or if someone qualifies for round robin and declines to participate, then the next highest place purple winner may enter the round robin. Positions will be left blank, if no one qualifies.
- In case of a tie, the following tie breaker scores will be used in order:
 - o Showing own animal
 - o Appearance of exhibitor's animal
 - o Appearance of exhibitor
 - o Oldest exhibitor
- There will be a Champion and Reserve Champion in both senior and intermediate divisions.
- Champions will receive a traveling trophy for one year.

Dept. G – Livestock Judging Contest

Division 10 – Livestock Judging Contest

- Youth can participate in a livestock judging contest for premium money during the county fair. The youth will judge four market classes with one set of reasons and one questions class.

Class 1	Sr. Livestock Judging
Class 2	Int. Livestock Judging
Class 3	Jr. Livestock Judging

Dept. G – Beef

General Information:

- **YQCA Training** - All exhibitors/showmen, including substitutes, in Bucket Calves, Stocker Feeders, Market Beef, Breeding Beef and Dairy Cattle, must have received Quality Assurance training. Families need to send a copy of the certificate to the Extension Office. **Training must be completed by June 1.**
- Animals that have active ringworm, or visible warts, will not be allowed entry for exhibition at the County Fair and must be removed immediately from the fairgrounds. This also applies to animals exhibited at State Fair or Ak-Sar-Ben.

- No hay or straw will be used for bedding beef. Wood chips will be furnished.
- All livestock must remain within the 4-H Complex of the Sheridan County Fairgrounds until released by the superintendent, unless you have a signed release from the 4-H office.
- Back numbers and 4-H dress code must be worn during all classes.
- Substitute showmen will only be allowed if the owner is showing another animal in the same class or the owner is sick/injured. NO EXCEPTIONS. superintendent must be given the name of the substitute one hour before the show. This applies to all animal species. The substitute must be currently enrolled in 4-H or FFA in Sheridan County and have completed YQCA Training.
- Unsound animals shall not be allowed to show.
- A separate class by breed may be provided for breeds with five or more head of straight bred animals exhibited. To be "straight bred" an animal must be 75% or more of the one breed or have registration papers from a breed association.
- Number of animals a 4-H'er may exhibit: 2 market, 3 breeding, 3 feeder calves, 1 bucket calf.
- Pen assignments will be determined by superintendent for breeding livestock brought in early due to travel time.
- No Supreme Show.
- Feeder calves, bucket calves and breeding beef will be released after they show.
- No one is to remove another person's animal(s) without permission of the owners.
- Use the State Fair Book for rules on entering, taking & showing livestock at State Fair. Animals sold at the livestock auction are not eligible for Nebraska State Fair unless sell for a premium.

Beef Showmanship:

- Youth with an unruly animal may not show someone else's animal during Showmanship.
- Unruly animals, during Showmanship will be removed and appropriate ribbon will be given outside the ring.

Division 1 – Beef Showmanship

Class 1	Sr. Beef Showmanship – 14 years or older on January 1. Past champions are eligible.
Class 2	Int. Beef Showmanship – 11, 12, and 13 years old on January 1.
Class 3	Jr. Beef Showmanship – 9, and 10 years of age, January 1.
Class 4	Novice Beef Showmanship – 8 years old on January 1.

- **Clover Buds** – Production Records, ID forms, QA and Conference Judging are NOT required. The class consists of the Clover Bud leading their bucket calf into ring where the judge will ask a few basic questions. The calf must weigh under 350 pounds. A participation ribbon is presented. Parental guidance in ring is acceptable.

Division 5 – Team Fitting

- Teams of three will be allowed 30 minutes to fit their animal in the show ring. Teams can contain no more than one senior member. Animals must enter the ring in a clean and dry, but unfitted condition. Prior to entering no coat dressings, adhesives, etc., can be used. Teams can bring these items with them in the ring. Winning team cannot group up next year, but still can participate on a different team.

Class 1	Team Fitting
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Division 11 – Market Beef

- Spring Market Beef Weigh-in. Animals **MUST** be weighed, tagged and ID as 4-H animals. If you are interested in showing at State Fair, DNA samples should be taken at this time and EID tags inserted. If you are not able to attend, you must attend another county's 4-H Weigh-in; the animals will not be eligible for Rate of Gain Contest. If you are not able to make it to another county weigh-in, make up dates will be made on a case by case basis.
- All other beef must be ID by June 1.
- All Market Beef must check-in at the scheduled time during Fair. Weight will determine class flights and sale eligibility. Members cannot substitute another animal for one that fails to meet the weight requirements.
- Market Beef animals may not have more than two permanent incisor teeth (18 months). Questionable aged animals will be mouthed.
- **Market Steers, min. (1000lbs.), max. (no lid). Market Heifers, min. (900lbs.), max. (no lid).** Livestock failing to meet the weight requirement may show and earn premium money, **but will be ineligible for championship awards and the livestock sale.**
- Market Heifers cannot be pregnant. If pregnant, they can show as breeding beef instead.

- All market animals are automatically consigned to the Livestock Sale. Youth must come to the office and remove those animals they do not wish to sell within one hour after the show. If youth have more than one animal of the same species and do not remove one, neither animal will be allowed to sell.

- Remember to have your photograph taken with your animal after weigh-in for your thank you card.

Carcass Ultrasound Contest – Ultrasound is conducted during fair weigh-in. Result will be announced after the Market Beef Show. Everyone is automatically entered into this contest. Thanks to Vin-Mar for making this contest available to all exhibitors through their generous donation.

Rate Of Gain Contest- Entry is automatic if animals completed Spring and Fair weigh-ins. Winners announced at the conclusion of the show or the Livestock Sale. ROG is calculated: pounds gained divided by number of days on feed.

- Animals may not arrive more than 24 hours prior to animal check in time, unless the family has received approval from the superintendents.

A 4-H'er may sell only 2 items total. Listed are the options.

- 2 animals of different species (Rabbit Meat Pen and Poultry Pen of Broilers count as one item)
- 1 animal and 1 cake
- 1 animal and 1 cookie jar
- 1 cake and 1 cookie jar

Class 1	Market Beef Steer – will be separated into flights after weigh-in
Class 50	Market Beef Heifer – will be separated into flights after weigh-in
Class 51	Pen of 3 Market Beef – may belong entirely to one member or to at least two members of a club

Division 12 – Breeding Beef

- **Breeding Heifers Only** – Breed Registration Certificates and tattoo numbers must be on ID forms. Ear tags are not required. For State Fair need Breeding Nomination completed by August 10th.
- A cow/calf pair does not have to be previously shown as a breeding heifer.

Class 1	Breeding Beef Heifer – Born in previous year
Class 2	Breeding Beef Heifer – Born in current year
Class 3	Cow/Calf – Calf may be shown in other classes
Class 4	Breeding Beef Bull – Born in previous year
Class 5	Breeding Beef Bulls – Born in current year

Class 6	Pen of 3 Breeding Beef – may belong entirely to one member or to at least two members of a club
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Division 27 – Feeder Calves

- Entries may be heifer and/or steer calves, born during the current year before June 1. To qualify in this division, each calf entered must have the birthdate listed on the ownership affidavit form on or before June 1st.

Class 1	Feeder Steer Dropped – after January 1 of current year.
Class 2	Feeder Heifer Dropped – after January 1 of current year.
Class 3	Pen of 3 Feeders – may belong entirely to one member or to at least two members of a club.

Division 28 – Bucket Calves

General Information:

- Project emphasizes what youth learned through their experiences in caring for a young animal and related health issues, success in the project is NOT based on the quality of the calf.
- Calf must be born after January 1st of current year and ID on a Bucket Calf Ownership Affidavit by June 1st. Bucket calves must have an ear tag but it does not have to be a 4-H tag.
- Calf has never been fed by mother or nurse cow.
- 4-H'er may exhibit only one bucket calf. Bucket calves do NOT sell at the Livestock Sale.
- Calf will be broke to lead and shown at halter. Calf will be clean, washed and brushed. Additional fitting is optional.
- No weight limit for calves, except Clover Buds (see below).
- Production records (age appropriate) are required and may be handwritten but must be the work of the 4-H'er.
 - o Production record format is available from the Extension Office (and online).
 - o Production record will be maintained in a notebook.
 - o Production record is used by 4-H'er during interview (see below) and reviewed by judge.
- Classes are judged by conference method (interview). Judge uses age appropriate questions, for all classes, focusing on the same knowledge areas to gauge 4-H'er's knowledge gained during project. 4-H'er must participate in 1st interview in order to exhibit calf in ring.

- 1st Interview occurs during **Static Exhibit judging**. Calf is not present during interview. 1st interview is worth 70% of the points.
- 2nd Interview occurs in the ring during Beef Show. Production record is not used in ring. 2nd interview is worth 30% of the points.
- 4-H'er **MUST** participate in 1st interview to exhibit calf in ring.
- Conference judging based on:
 - What 4-H'er learned about all aspects of caring for and raising a calf.
 - General health of calf and knowledge of 4-H'er in health-related areas. (Condition)
 - Production record completed, to best of exhibitor's ability, considering member's age.
 - Beef or dairy quality of calf will not be considered; project is NOT based on calf confirmation.

- Bucket Calf – Learn how to care for young beef or dairy animals; Learn what kind of records should be kept for animal projects
<https://4hcurriculum.unl.edu/index.php/main/project/1>
- Feeder Calf – Learn about beef cattle parts: Find out how to feed beef animals to achieve a reasonable amount of gain.
<https://4hcurriculum.unl.edu/index.php/main/project/2>
- Market Beef – Learn about beef cattle parts: Calculate the cost to raise a market beef animal; Learn how to select project animals
<https://4hcurriculum.unl.edu/index.php/main/project/4>

Dept. G – Dairy

General Information:

- Dairy cattle must be owned by the 4-H members by June 1 of the current year.
- Each exhibitor is limited to 2 animals per class, up to 5 total.
- Stalls will be assigned by the superintendent. Stalls must be clean to the satisfaction of the superintendent.
- Exhibitors furnish feed. Woodchips will be provided.
- All Purebred animals must be registered or eligible to register by fair time.
- Grade animals must have the characteristic color markings, conformation and general size of the breed it represents. Registered and Grades will show together. Dairy show will be Ayrshire, Brown Swiss, Guernsey, Holstein, Jersey, and Milking Shorthorn.
- 4-H Dress code applies.
- Animals may not arrive more than 24 hours prior to animal check in time, unless the family has received approval from the superintendents.
- Animals born after August of previous year that have calved must be shown as two-year-olds in class 90.
- **YQCA Training** - All exhibitors/showmen, including substitutes, with Dairy Cattle must have received Quality Assurance training. A certificate must be turned into the office, **Training must be completed by June 1.**
- All 4-H'ers entering an animal project are automatically entered in Herdsmanship.

Division 40 – Dairy Cattle

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|---------|---|
| Class 1 | Sr. Dairy Showmanship - 14 years or older on January 1. Past champions are eligible. |
| Class 2 | Int. Dairy Showmanship –11, 12, and 13 years old on January 1. |

Class 1	Senior Bucket Calf Producer – 14 years of age or older, January 1
Class 2	Intermediate Bucket Calf Producer – 11, 12, and 13 years of age, January 1.
Class 3	Junior Bucket Calf Producer – 9, and 10 years of age, January 1.
Class 4	Novice Bucket Calf Producer – 8 years of age, January 1.
Class 5	Explorer Bucket Calf Producer – 8 – 11 years of age, January 1.

- Class intended for 4-H'ers wanting to explore the Bucket Calf Producer class. All requirements remain the same (like QA, ID, etc.) EXCEPT, class uses Project Record Sheet in place of Production Records and there is NO Conference Judging (no 1st interview) requirement. Participants are encouraged to try the Production Records and/or Conference Judging. Ribbon placing is based on individual's knowledge about raising/caring for calf (much like a Static Exhibit placing). Ribbon placing in the ring is NOT an indication of overall class ranking. Class NOT eligible for overall Bucket Calf Producer award.

Resources:

- Breeding Beef – Learn about beef cattle breeds; Learn how to care for beef animals; Learn to make buying decisions based on performance and visual evaluation.
<https://4hcurriculum.unl.edu/index.php/main/project/3>

Class 3	Jr. Dairy Showmanship- 9 and 10 years of age, January 1.
Class 4	Novice Dairy Showmanship- 8 years old on January 1.
Class 10	Junior Calves- calved Mar-Apr 2022
Class 20	Intermediate Calves- calved Dec 2021-Feb-2022
Class 30	Senior Calves- calved Sept-Nov 2021
Class 40	Summer Yearlings- calved June-Aug 2021
Class 50	Spring Yearlings- calved Mar-May 2021
Class 60	Winter Yearlings- calved Dec 2020 – Feb 2021
Class 70	Fall Yearlings- Sept-Nov 2020
Class 80	Dry Cow (any age)
Class 90	Two-Year Olds- Sept 2019 – Aug 2020
Class 100	Three Year Olds- Sept 2018 – Aug 2019
Class 110	Four Year Olds- Sept 2017 – Aug 2018
Class 120	Five+ Year Olds- prior to Sept 2017

Resources:

- Explore dairy cattle breeds, select calves, and identify parts; Focus on housing, hay quality, milking, and health; Select cattle through records, promote dairy products, and explore careers.

https://4hcurriculum.unl.edu/index.php/main/program_project/7

Dept. G – Goats

General Information:

- All goats must have horns blunted. Dehorning is acceptable and preferred.
- All animals must be ID by June 1.
- **YQCA Training** - All exhibitors/showmen, including substitutes, Market Goats, Dairy Goat and Breeding Goats must have received YQCA training. **Training must be completed by June 1.**
- A 4-H member may exhibit up to 3 dairy goats, 3 breeding goats and 3 market goats.
- Animals may not arrive more than 24 hours prior to animal check in time, unless the family has received approval from the superintendents.
- All animals must carry an official USDA Identification (scrapies tag).
- All 4-H'ers entering an animal project are automatically entered in Herdsmanship as a club.

Division 5 – Goat Showmanship

Class 1	Sr. Goat Showmanship – 14 years or older on January 1. Past champions are eligible.
Class 2	Int. Goat Showmanship - 11, 12, and 13 years old on January 1.

Class 3	Jr. Goat Showmanship - 9, and 10 years of age, January 1.
Class 4	Novice Goat Showmanship – 8 years of age, January 1.
Class 5	Best Dressed Goat – Exhibitors are encouraged to use their imagination to design a costume for their 4-H Goat and themselves. Attire should emphasize the personality of the animal.
Class 6	Goat Trail – Does and Wethers may be used. Age of goat, 5 months and up. Class is judged on how well the handler can get the goat through a trail of obstacles and how willing the goat is to maneuver the obstacles and speed. Different goats can be used for the Trail Class.

Division 51 – Dairy Goats

- Need to have ID sheets turned in by June 1.
- No Spring weigh-in.
- The Dairy Goat Show is for does only.

Class 10	Kids Under 5 Months
Class 20	5-8 Months
Class 30	8-12 Months
Class 40	1 Year to 2 Years-Non Milking Doe
Class 50	Under 2 Years-Milking
Class 60	2 & 3 Years-Milking Doe
Class 70	3 and 4 years – Milking doe
Class 80	4 Years & Older-Milking Doe
Class 90	Junior Herd- 3 animals, one must be bred by exhibitor and one must be in milk.

Division 58 – Meat Goats

- Spring Weigh-in for Market Goats will be held in May. Animals must be weighed, tagged and ID at this time. (You may attend a 4-H weigh-in in another county and still show, but you will not be eligible for the Rate of Gain Contest.) DNA samples for State Fair and Ak-Sar-Ben will be taken. If you are not able to make it to another county weigh-in, make up dates will be made on a case by case basis.
- Youth are automatically entered in Rate of Gain upon completing both Spring and Fair Weigh-ins.
- Up to 5 market goats may be ID. All animals must carry an official USDA Identification (scrapies tag).
- Clipping is not required for the Sheridan County Fair. However, clipped market goats should be slick shorn with $\frac{3}{8}$ " of hair or less at the time of show. Legs may have hair up to the hock and knee only.

- Market goats may be either non-bred does or wethers. If a doe is found to be bred, she can be placed in a breeding class.
- Market goats must be born on or after December 1, 2020.
- Market goats must weigh a minimum of 50 pounds. Goats 49 pounds or less will show in the feeder class.
- No re-weighs.
- Market Goats can participate in the Carcass Ultrasound Contest. Exhibitor is responsible for getting animal to the ultrasound techs during check-in. Results announced after the Goat show. Thanks to Vin-Mar for making this contest available to all exhibitors through their generous donation.

A 4-H'er may sell only 2 items total. Listed are the options.

- 2 animals of different species (Rabbit Meat Pen and Poultry Pen of Broilers count as one item)
- 1 animal and 1 cake
- 1 animal and 1 cookie jar
- 1 cake and 1 cookie jar

All market animals are automatically consigned onto the Livestock Sale. Youth must come to the 4-H Office and remove those animals within one hour following the show. If youth have more than one animal of the same species and do not remove one, neither animal will be allowed to sell.

- Remember to get a photo after weigh-in for your thank you card.

Class 10	Feeder Goat 49# & Down
Class 20	Market Goat 50# & Up

Division 59 – Breeding Goats

- Need to have ID sheets turned in by June 1.
- Up to 5 animals may be ID.
- No spring weigh-in or ear tags.
- These classes are meant for Breeding Meat goats. Breeding Dairy goats should be entered in the Dairy classes above.

Class 10	Kids 5-12 Months
Class 20	Yearlings 13-24 Months
Class 30	Aged Doe 25 + Months

- Dairy Goat – Learn about goat parts and breeds; Figure the cost to raise goats; Find out how to care for goats.
https://4hcurriculum.unl.edu/index.php/main/program_project/9
- Meat Goat – Learn and practice important life skills, such as decision making, record keeping, marketable skills, planning and organizing, and self-responsibility; Demonstrate good care taking of the animals; land, and other resources involved; Help to spread knowledge about meat goat products and the meat goat industry.
https://4hcurriculum.unl.edu/index.php/main/program_project/11
- Pygmy Goat
https://4hcurriculum.unl.edu/index.php/main/program_project/184

Dept. G – Horse

General Information:

- **Horses must be identified by June 1**, (unless attending District & State Horse Show then they are due in May, according to the state deadline) with the County Extension Office and exhibitors may be requested to have horses checked for identification purposes.
- **Advancement Levels must be completed by June 1 (unless attending District & State Horse Show then it is due the first part of May) All exhibitors must complete Level 1 to participate in the fair.**
- Horses and exhibitors will be judged according to **Nebraska 4-H Horse Show and Judging Guide.**
- **You will need this book to be successful in a Horse Project.**
- Exhibitors may show one horse per class, up to 5 horses total.
- Exhibitors must enter one of the judged performance classes (this is not showmanship or halter) to be eligible to run barrels, poles, and/or rope.

Resources:

- Breeding Meat Goat – Learn about breeding meat goats; Learn how to care for meat goats; Learn to make buying decisions based on performance and visual evaluation.
https://4hcurriculum.unl.edu/index.php/main/program_project/10

- Check-in and Horse ID will be from 7:00-8:00 am, beside the bucking chutes. Bring your horse to the check-in table. Extension Staff will check your horse's markings and brands against the identification sheets that were turned in on June 1. If the office does not have copies of your Horse ID sheets, you will not be allowed to show. Please bring your copies of your ID sheets with you to the fair. Confirm all classes entered. Pick up your Back Tag with your exhibitor number (keep this tag throughout fair week). Horse Show judging begins at 8:00 am. If you are entered in the first class, be ready to enter the arena at 8:00 am.
- English Pleasure class may ride with Western Pleasure at judge's discretion.
- All horses must be haltered while at the fair.
- Chosen patterns will be posted the morning of the show. The patterns and show rules are located in the Nebraska 4-H Horse Show and Judging Guide, available at the Extension Office.
- A horse may be used in each event only once (i.e. two exhibitors may not use the same horse in the same event).
- For breakaway roping, the rope must pass over the calf's nose and come tight on calf's body behind the head. If steers are used, then team roping head catch rules will apply. In Break-a-way, roper will be allowed two loops: roper will be allowed to rebuild. Do not carry two ropes.
- Banding Horse(s) mane is allowed.
- An Overall Horseman will be chosen from the Junior, Intermediate, Senior divisions. Classes that count for points include Showmanship, Western/English Pleasure, Horsemanship, Reining, Trail, Barrels, Poles and Working Ranch. Points will be awarded on the following basis: **Champion=6pt.; Reserve=5pt.; Purple=4pt.; Blue=3pt.; Red=2pt.; White=1pt.** Tie will be broken by the highest number of Champion (6pt) placings.
- Conformation classes and Futurity classes will not be included in the Overall Horseman.
- **STALLIONS MAY NOT BE SHOWN!**
- Horses become one year older on January 1 for show purposes.
- **Dress Code:** "Plain" white shirt (no frills, gems or embellishments), dark blue western jeans with belt, boots (no crepe sole with wedges) & cowboy hat. Hat is optional during speed events and loss of hat is a penalty during these events.

ADVANCEMENT LEVELS

- Youth participating in the Horse Project are expected to learn about and care for their horse. The Advancement Levels are a way of showing this knowledge. There are four levels, each increasing in difficulty as the youth progresses. The Sheridan County 4-H Horse Show does require youth to pass Level I by June 1st. Youth who wish to participate in Break-away roping at the County Fair must complete Horse Advancement Level by June 1st.
- The knowledge and skills learned in Level I will help the youth to better understand the project, their horse and safety issues. This makes for a higher quality show and reduces the risk of injuries. **District 4-H Horse Shows require that youth pass both Levels I and II in order to participate.** State 4-H Horse Show requires Levels III and IV for entry into certain classes. Information and study guides can be found online at <http://www.animalscience.unl.edu/extension/equine/4H/advancementlevels.html>

HORSE FUTURITY PROGRAM

- Futurity is a Sheridan County special program for those involved in the horse project who wish to train their own young horse.
- Pre-approval from the Horse Committee is needed to enter the Futurity Program.
- It is strongly recommended that an exhibitor be of the Intermediate Age Level before beginning the Futurity program. This is an extensive program that requires a lot of commitment.
- Youth are expected to be the full time caretakers of the horse entered and they are expected to break the horse themselves.
- **The program begins with showmanship with a 2-year-old horse.**
- A horse and/or member may be excused from participation in any one year of futurity with no points awarded and still compete the program. Before the show, written notice must be presented to the 4-H Council containing the reason why they cannot compete that year. (i.e. injury, sickness or yearling not yet castrated).
- **Futurity Champion-** member with the highest total points after the fourth year.
- Futurity horse may be used in any of the regular county events.
- Youth will show Futurity at the same time as the corresponding regular class.

Division 90 – Halter Classes

- For Classes 1-4, the Horse is mainly being judged. Exhibitor leads horse on halter. Scoring is based on Conformation only.

Class 1	Yearling Gelding – born any month in the previous year to the Show. See #15 and 16 above.
Class 2	Yearling Fillies
Class 3	Two-Year-Old Geldings
Class 4	Two-Year-Old Fillies
Class 5	Aged Mares Judging – youth will place a class of aged mares and compare it against the judges' placing.
Class 6	Aged Gelding Judging – youth will place a class of aged geldings and compare it against the judges' placing.

Division 90 – Showmanship Classes

- For Classes 12-15, the Exhibitor is being judged on appearance, knowledge, care and handling of their horse.

Class 7	Sr. Showmanship – age 14 or older as of January 1
Class 8	Int. Showmanship – age 11, 12 or 13 as of January 1
Class 9	Jr. Showmanship – age 8, 9 and 10 as of January 1
Class 10	First Time Showmanship – youth may choose to show in this class, if it is their first time ever showing a horse, no matter what age of youth. This class will not receive points toward the Overall Champion Score nor be eligible for Round Robin. You cannot show in another Showmanship Class if entered in this one.

Division 90 – Performance Class

- Exhibitors must enter a riding class to participate in the speed classes.

Class 11	English Pleasure
Class 12	Sr. Western Pleasure
Class 13	Int. Western Pleasure
Class 14	Jr. Western Pleasure
Class 15	Walk Trot – this class is for Juniors only who have not completed the lope portion of the Level 1 testing but wish to still ride.
Class 16	Sr. Horsemanship
Class 17	Int. Horsemanship
Class 18	Jr. Horsemanship

Class 19	Sr. Reining
Class 20	Int. Reining
Class 21	Jr. Reining
Class 22	Sr. Trail Class
Class 23	Int. Trail Class
Class 24	Jr. Trail Class
Class 25	Sr. Barrel Race
Class 26	Int. Barrel Race
Class 27	Jr. Barrel Race
Class 28	Sr. Pole Bending
Class 29	Int. Pole Bending
Class 30	Jr. Pole Bending
Class 31	Sr. Working Ranch Horse – move calf through an obstacle course
Class 32	Int. Working Ranch Horse – move calf through an obstacle course
Class 33	Jr. Working Ranch Horse-Dummy Roping – ages 8, 9 and 10 as of January 1- youth get to throw 5 loops.
Class 34	Break-a-Way Roping – rope live calf. Must complete Advancement Level 2 to participate.
Class 35	Hippology – participants will take a Hippology test to demonstrate their knowledge of their horse project
Class 36	First Year Futurity – Showmanship
Class 37	Second Year Futurity – Western Pleasure
Class 38	Third Year Futurity – Trail
Class 39	Fourth Year Futurity – Reining

Dept. G – Sheep

General Information:

- Spring Market Sheep Weigh-in will be held in May. Animals **MUST** be weighed, tagged and ID'ed at this time. State Fair/Aksarben DNA should be collected at this time. If you cannot attend our weigh-in, you must attend a 4-H weigh-in in another county and you will not be eligible for the Rate of Gain contest. If you are not able to make it to another county weigh-in, make up dates will be made on a case-by-case basis.
- All animals must carry an official USDA identification (scrapies tag). They should come from your breeder, a State Veterinarian Field Officer, or some local veterinarians.
- Sheep entered must have been owned by 4-H members by June 1 of the current year.
- **YQCA Training** - All exhibitors/showmen, including substitutes, with Market Lambs must have Quality Assurance training. A certificate must be turned into the office. **Training must be completed by June 1.**
- Exhibitors may show up to 3 market lambs and 3 breeding sheep.

- Breeds and classes will be divided or grouped, as superintendent deems necessary.
- Pens will be pre-assigned by superintendent. Pens must be kept clean to the satisfaction of the superintendent in charge.
- Bedding of wood chips will be provided. Exhibitor furnishes feed.
- Market and Feeder lambs will be weighed to assist the superintendent in setting up classes. The weight on entry day will be the official weight for the sale. Market lambs must weigh 90 lbs. to sell.
- All purebred animals must be registered or eligible for registry grade. Breeding individuals must be of the color or color markings, conformation, and general size of the breed it represents.
- **Carcass Ultrasound Contest** – Have your animal undergo ultrasound at fair weigh-in. Result will be announced after the Sheep Show. Thanks to Vin-Mar for making this contest available to all exhibitors through their generous donation.
- Rate of gain contest is calculated as follows: pounds gained divided by number of days between weigh-ins. Animals may not arrive more than 24 hours prior to animal check in time. **Youth are automatically entered in Rate of Gain upon completing both Spring and Fair Weigh-ins.**
- All youth showing animals will be automatically entered in Herdsmanship.
- Classes of ewes and rams will be shown by breed and age (unless there are not enough numbers of animals to warrant a class by breed). Market lambs are required to be born on or after December 1, 2020.
- The use of showing and/or handling practices that may be considered objectionable or abusive, such as striking or slapping lambs and exhibiting the lamb with its feet off the ground, are not acceptable. The use of such practices may result in the lowering of a ribbon placing.

A 4-H'er may sell only 2 items total. Listed are the options.

- 2 animals of different species (Rabbit Meat Pen and Poultry Pen of Broilers will count as one unit)
- 1 animal and 1 cake or cupcakes
- 1 animal and 1 cookie jar
- 1 cake or cupcakes and 1 cookie jar

All market animals are automatically consigned to the Livestock Sale. Youth must come to the office and remove those animals they do not wish to sell within one hour after the show. If youth have more than one animal of the same species and do not remove one, neither animal will be allowed to sell. Remove animal by turning in card stating what you are selling within an hour after the show.

- Remember to get a photo after weigh-in for your thank you card.

Division 30 – Showmanship

- | | |
|---------|---|
| Class 1 | Sr. Sheep Showmanship –14 years or older on January 1. |
| Class 2 | Int. Sheep – 11, 12, and 13 years old on January 1. |
| Class 3 | Jr. Sheep Showmanship – 9, and 10 years of age, January 1. |
| Class 4 | Novice Sheep Showmanship – 8 years old by January 1 |

Division 31 – Market Lambs

- | | |
|----------|---|
| Class 10 | Market Lambs |
| Class 20 | Club Pen of 3 Market Lambs – ewes or wethers |
| Class 30 | Feeder Lambs – ewes or wethers, under 90 lbs |

Division 32 – Breeding Sheep

- | | |
|----------|--|
| Class 10 | Breeding Ram Lambs – 5-12 months old |
| Class 20 | Breeding Ewe Lambs – 5-12 months old |
| Class 30 | Breeding Ewe Yearlings – 13-24 months |
| Class 40 | Aged Breeding Ewes – 25 + months |
| Class 50 | Pen of 3 Breeding Sheep |

Dept. G – Swine

General Information:

- **YQCA Training** - All exhibitors/showmen, including substitutes, with Market Swine must have received Quality Assurance training. A certificate must be turned into the Extension Office. **Training must be completed by June 1.**
- **Ear Tag** – Market swine must have an official 4-H ear tag or EID tag to show at county fair. Ear tag should be placed in the backside of the right ear facing up, so can be read standing up. Pigs may eat the ear tags. It is recommended to ear notch initially and place ear tags in two weeks before the show to allow time for ear to heal. Open wounds are not allowed. Ear tags need to be in place during the Weigh-In, see schedule.
- **June 1 - ID Forms Due** - Obtain ear tags from the weigh-in, so you will have the numbers to match to the ear notches. Up to 10 animals per member may be ID.
- **June 1** - DNA samples, EID tags and fees are due for animals that might go to State Fair or AK-SAR-BEN.

- Swine must be owned by the 4-H member by June 1 of the current year.
- Each exhibitor is limited to 3 Market Hogs and 1 Pen of Three Market Hogs.
- **Each hog exhibited at the Fair must be wormed at least two weeks prior to Fair with a non-residual wormer.**
- Pens will be assigned by the superintendent and must be kept clean to the satisfaction of the superintendent.
- Exhibitor furnishes their own feed. One bag of wood shavings will be provided per youth.
- Animals may not arrive more than 24 hours prior to animal check in time, unless the family has received approval from the superintendents.
- Flights are created by the superintendent based on weight.
- The weight on entry day will be the official weight for the sale. Market animals are only weighed once.
- All Market Swine must weigh at least 200 lbs. to sell (there is no max. weight limit). Underweight animals can be shown. They cannot be sold or receive Overall Champion.
- **Carcass Ultrasound Contest** – Have your animal undergo ultrasound at fair weigh-in. Result will be announced after the Market Swine Show. Thanks to Vin-Mar for making this contest available to all exhibitors through their generous donation.
- Hogs must be shown without hairdressing compounds. This includes oil, powder or any other coat dressing compounds. Water is permitted. Hogs found in violation of this rule will be lowered one ribbon group.
- **Rate Of Gain Contest-** Entry is automatic if animals completed Spring and Fair weigh-ins. Winners announced at the conclusion of the show or the Livestock Sale. ROG is calculated: pounds gained divided by number of days on feed.
- **This Is A Non-Terminal Swine Show.**
- All 4-H'ers entering an animal project are automatically entered in Herdsmanship.
- Swine shall originate directly from a herd not under quarantine for pseudo rabies.

A 4-H'er may sell only 2 items total. Listed are the options.

- 2 animals of different species (Rabbit Meat Pen and Poultry Pen of Broilers count as one item)
- 1 animal and 1 cake or cupcakes
- 1 animal and 1 cookie jar
- 1 cake or cupcakes and 1 cookie jar

All market animals are automatically consigned to the Livestock Sale. Youth must come to the office and remove those animals they do not wish to sell within one hour after the show. If youth have more than one animal of the same species and do not remove one, neither animal will be allowed to sell.

- Remember to get a photo taken after weigh-in for your thank you card.
- **State Fair** - The State Swine rules are considerable different from our county rules. Read and understand them before considering entry.

Division 35 – Swine Showmanship

Class 1	Sr. Swine Showmanship – 14 years or older on January 1. Past champions are eligible
Class 2	Int. Swine Showmanship – 11, 12, and 13 years old on January 1.
Class 3	Jr. Swine Showmanship – 9, and 10 years of age, January 1.
Class 4	Novice Swine Showmanship – 8 years old by January 1.

Division 36 – Market Swine

Class 10	Market Swine
Class 20	Pen of 3 Market Hogs

Resources:

- Breeding Swine – Learn about pig breeds; Discover how to market products; Find out how prevent, diagnose and treat swine health problems.
https://4hcurriculum.unl.edu/index.php/main/program_project/18
- Market Swine – Learn about hog body parts; Calculate the cost to raise pigs; Find out how to care for pigs.
https://4hcurriculum.unl.edu/index.php/main/program_project/19

Dept. G – Poultry

General Information:

- ID Forms and Health certificates are not required. It is highly recommended that you purchase your birds from a NPIP participating flock.
- **YQCA Training** - All exhibitors/showmen, including substitutes, in Poultry must have received Quality Assurance training. A certificate must be turned into the Extension Office. **Training must be completed by June 1.**
- Enter your poultry at the Small Animal Barn. They must be looked at by a superintendent before they are placed into cages. If something is found wrong

with your animal, it will be sent home and not allowed to show.

- A Nebraska Department of Ag representative may be present to swab for Avian Influenza.
- Poultry are released by the superintendent during the scheduled Load-out.
- Animals should be free from fleas, ticks, mites, lice or other parasites. Birds showing any sign of disease or parasites will not be allowed to check in.
- Exhibitors may show up to 7 birds.
- Exhibitors will be responsible for feeding, watering, and keeping cage areas cleaned up on a regular basis. Feed and water containers are not provided. The cage and wood shavings will be provided.
- The Small Animal Barn is locked at 8 pm and will be open each day by 7am except for Load-Out day, it will be open by 8:30 am.
- All 4-H'ers entering an animal project are automatically entered in Herdsmanship.
- 4-H Dress Code is required.
- Exhibitors will be required to show their birds during judging. If there is a family emergency, a substitute showman may be appointed. The superintendent must approve substitute showman. Substitute showman must be a registered 4-H member in Sheridan County and have received YQCA training.
- If an exhibitor has more than one entry in a class, the exhibitor is responsible for finding an eligible Sheridan County 4-H member to substitute show one of the animals. No parents will be allowed to show for the exhibitor.
- Minimum weights for exhibition birds will be as stated in The American Standard of Perfection and the Bantam Standard.
- If there are 5 or more of any variety, that variety may be shown and judged as a separate group.
- Limit of one poultry entry per member may be sold at the livestock sale.

A 4-H'er may sell only 2 items total. Listed are the options.

- 2 animals of different species (Rabbit Meat Pen and Poultry Pen of Broilers count as one item)
- 1 animal and 1 cake or cupcakes
- 1 animal and 1 cookie jar
- 1 cake or cupcakes and 1 cookie jar
- **All market animals are automatically consigned onto the Livestock Sale. Youth must come to the 4-H Office and remove those animals they do not wish to sell by 10:00 am of the morning following the show. If youth have more than one animal of the same species and do not remove one, neither animal will be allowed to sell.**

- Remember to get a photo for your thank you card.

Poultry Showmanship Contest Rules

- All exhibitors are encouraged to enter poultry showmanship.
- Participant may use any bird they choose for Showmanship, as long as it was raised and trained by the 4-H'er.
- Coaching of exhibitors is strictly prohibited. The exhibitor is responsible for presenting their animal on their own merit.
- Showmanship judging is based on the grooming and training of the bird, and the appearance, knowledge and behavior of the exhibitor. Exhibitors must orally and physically explain the steps in their routine and the merit of the bird. Showmanship is the skill of the exhibitor presenting and explaining the bird before the judge.
- Showmanship scores will be based on the criteria listed on the showmanship score sheet.
- The judge may or may not ask questions of the exhibitor at the close of the routine.
- The excellence of the bird is NOT considered in scoring.
- If there is a tie, oral questions will break the tie.

Division 69 – Poultry Showmanship

- | | |
|-------------|---|
| sf Class 10 | Sr. Poultry Showmanship 14+ on January 1.
Past champions are eligible |
| sf Class 20 | Int. Poultry Showmanship- 11, 12, and 13 years old on January 1 |
| sf Class 30 | Jr. Poultry Showmanship- 9, and 10 years of age, January 1 |
| sf Class 40 | Novice Poultry Showmanship- 8 years of age, January 1 |

Division 71 – Large Fowl (American, Asiatic, English, Mediterranean, Continental and other Standard Breeds)

- | | |
|---------|---|
| Class 1 | Cockerel (current year hatch) |
| Class 2 | Pullet (current year hatch) |
| Class 3 | Cock (prior year hatch) |
| Class 4 | Hen (prior year hatch) |
| Class 5 | Trio (1 cockerel and 2 pullets 6-9 weeks of age) |
| Class 6 | Pen of 3 Layers-Egg Production |
| Class 7 | Pen of 3 Layers-before egg production |

Division 72 – Bantam (Game Class, Single Comb Clean Legged, Rose Comb Clean Legged, All other Comb Clean Legged, Feather Legged Class and other Standard Breeds)

Division 73 – Ducks

Class 1	Drake
Class 2	Duck
Class 3	Pen of 3 Ducks-1 Drake & 2 Hens

Division 74 – Goose

Class 1	Gander
Class 2	Dame

Division 75 – Turkeys

Division 76 – Breeding pair of pigeons

Division 77 – Exotic birds or avian species-peacock, guinea, ostrich, emu, pheasants, quail

Resources:

- Poultry – Find out how to care for poultry; Select breeding pens; Learn to process a chicken; Learn about poultry breeds.
https://4hcurriculum.unl.edu/index.php/main/program_project/14
- Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hpoultry>

Dept. G – Rabbit

General Information:

- Rabbit ID forms are due June 1.
- Health certificates are not required. Animals should be free from fleas, ticks, mites, lice or other parasites. Rabbits showing any sign of disease or parasites will not be allowed to check in. All exhibitors must have their rabbits checked by a superintendent prior to placing them in a cage. If something is found wrong with your animal, it will be sent home and not allowed to show.
- **YQCA training** - All exhibitors/showmen, including substitutes, in Rabbit must have received YQCA training. A certificate must be turned into the Extension Office. **Training must be completed by June 1.**
- Any 4-H'er with a rabbit may enter the Showmanship class.
- Pet Rabbits should be entered under the Companion Animal Class 10, to avoid addition of your rabbit to the Livestock Sale.
- Enter Rabbit Showmanship using the class number in this Rabbit Division.

- Rabbits must exhibit as a breeding class rabbit and must be a fair representation to the Standards and Weight set by the American Rabbit Breeders Association.
- Exhibitors may show up to 7 animals.
- Enter your rabbits at the Small Animal Barn.
- Exhibitors will be required to show their rabbits during judging. If there is a Family emergency, a substitute showman may be appointed. The superintendent must approve substitute showman. Substitute showman needs to be a registered 4-H member in Sheridan County and completed YQCA training.
- If an exhibitor has more than one entry in a class, the exhibitor is responsible for finding an eligible Sheridan County 4-H member to substitute show one of the animals for them. No parents will be allowed to show for the exhibitor.
- All 4-H'ers entering an animal project are automatically entered in Herdsmanship.
- Cages and wood shavings are provided.
- Exhibitors are responsible for feeding and watering their animals regularly until the animals are released by the superintendent.
- The Small Animal Barn is locked at 8 pm and will be open each day by 7am except for Load-Out day, it will be open by 8:30 am.
- All exhibitors are responsible for keeping the area around their rabbit cage clean and presentable to the public. Feed and water containers are NOT provided.
- 4-H Dress Code is required.
- Limit of one animal per member may be sold at the Livestock Sale.

A 4-H'er may sell only 2 items total. Listed are the options.

- 2 animals of different species (Rabbit Meat Pen and Poultry Pen of Broilers count as one item)
- 1 animal and 1 cake or cupcakes
- 1 animal and 1 cookie jar
- 1 cake or cupcakes and 1 cookie jar
- **All market animals are automatically consigned onto the Livestock Sale. Youth must come to the 4-H Office and remove those animals they do not wish to sell by 10:00 am of the morning following the show. If youth have more than one animal of the same species and do not remove one, neither animal will be allowed to sell.**
- Remember to get a photo for your thank you card.

Division 79 – Rabbit Showmanship

Class 10	Sr. Rabbit Showmanship – age 14+, by January 1
Class 20	Int. Rabbit Showmanship – age 11, 12, 13, by January 1

Class 30	Jr. Rabbit Showmanship – age 9 and 10, by January 1
Class 40	Novice Rabbit Showmanship – age 8, by January 1

Polish
English Angora
Rex
English Spot
Rhinelander
Florida White
Satin Angora
French Angora
Silver Marten
Harlequin
Silver
Havana
Standard Chinchilla
Himalayan
Tan
Holland Lop
Thrianta
Hersey Woolie

Rabbit Showmanship Contest Rules

- Showmanship must be pre-registered along with your individual classes. All exhibitors are encouraged to enter rabbit showmanship.
- Participant may use any rabbit they choose, as long as it was raised, trained and ID by the 4-H'er.
- Coaching of exhibitors is strictly prohibited. The exhibitor is responsible for presenting their animal on their own merit.
- Showmanship judging is based on the grooming and training of the rabbit, and the appearance and behavior of the exhibitor. Exhibitors must vocally and physically explain the steps in their routine and the merit of the rabbit. Showmanship is the skill of the exhibitor in presenting and explaining the rabbit before the judge.
- Showmanship scores will be based on the criteria listed on the showmanship score sheet.
- The judge may or may not ask questions of the exhibitor at the close of the routine.
- The excellence of the rabbit is NOT considered in scoring.
- If there is a tie, oral questions will be given to break the tie.
- Maximum length of showmanship presentations is four minutes.
- Items to Bring – Showmanship exhibitors are asked to bring a carpet square or mat for showmanship.

Division 82 – Commercial (purebred rabbits only)

Class 10	Junior Commercial Breed – under 6 months of age
Class 20	Int. Commercial Breed – 6-8 months of age
Class 30	Senior Commercial Breed – over 8 months of age

Commercial Breed List

Satin
Crème D'Argent
Silver Fox
Beveren
Giant Angora
Blanc De Hotot
Giant Chinchilla
Californian
New Zealand

Division 81 – Fancy Breeds (purebred rabbits only)

Class 10	Junior Fancy Breed – under 6 months of age
Class 20	Int. Fancy Breed – 6-8 months of age
Class 30	Senior Fancy Breed – over 8 months of age

Fancy Breed List

American Sable
Lilac
American Fuzzy Lop
Mini Rex
Belgian Hare
Mini Lop
Britannia Petite
Mini Satins
Dutch
Netherland Dwarf
Dwarf Hotot

Division 83 – Pet Class

Class 10	Pet Class
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For crossbred rabbits only. Rabbits are judged on: care-condition, temperament and other qualities looked for in pets

Division 84 – Market Class

Class 10	Single Fryer – 3 ½ to 5 ½ lbs under 69 days of age
Class 20	Meat Pen of Three – 3 ½ to 5 ½ lbs under 69 days of age
Class 30	Roaster – over 5 ½ lb

Resources:

- Rabbit – Learn about rabbit breeds; Learn how to care for a rabbit; Learn to tattoo a rabbit; Learn about genetics and rabbit breeding.
https://4hcurriculum.unl.edu/index.php/main/program_project/15
- Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hrabbit>

Dept. G – Educational Display for Animal Entries

General Information:

- 4-H'ers are invited to create a poster highlighting an educational aspect of their animal project. The poster could focus on a current livestock issue, animal industry career, animal care or health, economic impacts of the livestock industry, within the species of dairy, beef, sheep, swine, goat, poultry, and rabbit.
- Posters will be displayed in the entrance of the Rabbit and Poultry barn or the 4-H Exhibit Building as a way to increase educational experiences of both the 4-H member and the general public increasing agriculture literacy and promoting good will at the Sheridan County Fair.
- Entries are limited to those that reference species that stall on the fairgrounds during the Sheridan County Fair. Species include dairy, beef, sheep, swine, goat, poultry, and rabbit. (Horse, small animal, and dog posters are not allowed in this division).
- Posters will be judged on static entry day of the Sheridan County Fair in the Photography division.
- Posters may be displayed in the respective barns based on the focus of the exhibit.
- Poster display should be sturdy enough to last through the fair and no larger than 22" x 28". Only standard poster board will be accepted. Foam Board or cardboard posters are discouraged. NOTE: Please take into consideration that these exhibits may be displayed inside the barns and may not be returned to the exhibitor in the original condition at the time of entry.
- All entries must match the specie of livestock they have entered at the county fair. For example, if a 4-H'er is exhibiting beef, their entry must be about beef and not another species.
- **Posters will be judged.**

Division 90 – Educational Display

Class 100 Educational Display

Dept. G – Cat

General Information:

- **Cats are to be photo identified by June 1, with Exhibitor's name, cat's name, breed, age and sex, and vaccination records.** If the cat's vaccinations are due after this date, the vaccination record must be brought by July 1.
- Exhibitors may show 1 cat per class, up to 3 total animals.
- All cats are to be caged or on leash at all times and will be released after judging.
- Exhibitors are to furnish own cage. Cage and accessories are included in the Showmanship judging.
- Exhibitors are encouraged to bring their own carpet/mat to show on.
- Classes may be offered for cats of identifiable breeds, if five or more are entered.
- Cats must be at least 4 months old.
- All cats must be vaccinated for distemper and rabies. Any cat not vaccinated will not show.
- All cats must be vaccinated at least 2 weeks before the show. All vaccinations must have a veterinarian's signature.
- Any sick or injured cat will not show (superintendent and judge will decide).
- Any abuse of cats on fairgrounds or in show ring will result in disqualification.

Division 690 – Cat Showmanship

Class 10	Sr. Cat Showmanship – age 14+, by January 1
Class 20	Int. Cat Showmanship – age 11, 12, 13, by January 1
Class 30	Jr. Cat Showmanship – age 9 and 10, by January 1
Class 40	Novice Cat Showmanship – age 8, by January 1

Division 691 – Cats & Kittens

Class 40	Kitten (4-8 months)
Class 50	Cat (over 8 months)
Class 60	Senior Cat Class (for cats of 5 years of age and older)

Class 70 **Costume Class** – will involve the cat dressed in a costume. At their option, the exhibitor may also dress in a costume and decorate their cat carrier. A decorated cat carrier may be displayed in the exhibit building during fair week. A short preparation time for the costume classes will be allowed during the cat show.

- Gerbils, hamsters, mice, rats: 4 weeks

Division 695 – Companion Animals

sf Class 10 **Pet Rabbit** – Rabbits shown in the pet class are not judged on breed standards, therefore mixed breed rabbits can be entered and ear tattoos are not required. These animals can be used for Rabbit Showmanship. **These animals cannot sell at the Livestock Sale and will not go on the sale consignment.** Quality Assurance is not required to show Pet Rabbits.

sf Class 20 **Small Household Pets** – includes only ferrets, guinea pigs, chinchillas and hedgehogs

Class 30 **Fish**

Class 40 **Hamsters, Gerbils, Rats, Mice**

Class 50 **Reptiles, Amphibians**

Class 60 **Birds**

Class 70 **Other**

Resources:

- Cat – Learn about cat breeds, senses, shows, tricks, signs of illness and health, cat sounds, emergency situations, feeding, special diets, and traveling with cats.

https://4hcurriculum.unl.edu/index.php/main/program_project/207

Dept. G – Companion Animal

General Information:

- Companion animals will be checked-in and released on the same day. They must have their own cage and all shots.
- Judging will begin immediately after the Poultry Show.
- Show Procedure: Exhibitors must be present at time of showing. Animals must be in a cage at all times unless judge asks to remove them. If being shown in a travel cage, exhibitors should bring photographs of the animal's normal habitat.
- Exhibitors may show one entry per class, up to 3 total animals.
- Each exhibitor will be interviewed on their knowledge of their animal and its care.
- **The Judge will evaluate the participant on the following basis: knowledge of the project - 45 points, interview - 20 points, health of the animal - 20, cage and appropriate housing - 15 points.**
- Ferrets require rabies vaccine, submit health form signed by the veterinarian with the Fair Entry Form.
- Disqualified Animals - Any animal showing signs of sickness, disease, or parasite infestation will be eliminated from the show and must be removed from the fairgrounds.
- Age of animals - All animals must be weaned prior to show. Minimum age of animals to be shown:
 - Pet rabbits: 9 weeks
 - Ferrets: 12 weeks
 - Guinea pigs: 4 weeks
 - Chinchillas: 7 weeks
 - Hedge hogs: 5 weeks

Resources:

- Other Pet or Small Animal – Find out what it costs to have a pet; Learn about animal digestion; Learn to keep a pet healthy; Consider a career with animals
https://4hcurriculum.unl.edu/index.php/main/program_project/6

Dept. G – Dog

General Information:

- **Dogs are to be photo identified by June 1, with Exhibitor's name, dog's name, breed, age and sex, and vaccination records.** If the dog's vaccinations are due after this date, the vaccination record must be brought in July 1.
- All dogs **must** be vaccinated for distemper, rabies and parvo. Vaccination records must have a veterinarian's signature. Any dog not vaccinated will not show. Any sick or injured dog will not show.
- Exhibitors may show 2 dogs.
- Dogs must be at least 6 months of age by the Dog Show.
- Dogs in season will not be allowed to show.
- Any abuse of dogs on show grounds or in the show ring will **not** be tolerated and result in disqualification.
- Dogs must be attended on leash or kenneled at all times not showing.
- This is an unbenchd 4-H Dog Show and may not be consistent with all AKC rules.

- Showmanship will be judged on handler's appearance (10%), grooming and conditioning of dog (20%), coordination of the dog and handler (50%), and general knowledge (20%).
- Obedience - The exhibitor may select the obedience class best suited for his dog (exception: dogs with AKC "Champion Dog" degree may not compete in the Beginning Novice obedience class). Those with "CDX" or "UD" degrees may not compete.
- Obedience - Dogs receiving first place in an obedience class at County Fair must advance to the next obedience class. The dog may stay in the Graduate Novice as long as the handler wishes. If your Graduate Novice dog fits the Open Class, you are encouraged to participate.
- Obedience - Dogs will stay at their highest attained Class. A "new" handler must enter at the level of the dog, whether a beginner or not.
- Bring your dog to the fairgrounds for check-in. Confirm all class entries.
- Dogs are released to take home after the show.
- No dogs allowed at the cat show!

Division 700 – Dog Showmanship

- Class 1 **Novice Showmanship** – 8 years old.
 sf Class 10 **Junior Showmanship** – 9-10 years old
 sf Class 20 **Intermediate Showmanship** – 11-13 years old
 sf Class 30 **Senior Showmanship** – 14-18 years old

Division 701 – Dog Obedience Class

- Follow rules in Nebraska 4-H Dog Show Rules 4-H 421
- Beginning Novice-All exercises must be performed on a 6-foot leash. Dogs must heel, including figure 8; come on recall; stand for examination; 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 Division A** – Handler and the dog being shown are both in their first year of county, district, or state 4-H experience, started Dog Project after October 1, 2020. Dog being shown may not have completed on AKC "leg" toward a "CD" degree. Handlers and dogs may show only one year in Division A. They must advance to Division B.
- Class 20 **Beginning Novice Division B** – Exhibitor or dog is beyond first year of competition
- Class 25 **Beginning Novice Division C** – Exhibitor and dog are beyond their first year of competition
- Class 30 **Novice A** – exhibitor and dog is in first year of Novice Class competition, started after October 1, 2020. Must have received a purple from the Beginning Novice Division.
- Class 35 **Novice B** – exhibitor and dog is beyond first year of Novice Class competition.
- Class 40 **Graduate Novice** – Dogs must heel on leash; stand for examination off leash; heel free; come on recall off leash, long sit for three minutes and long down for five minutes, both with handler out of sight.
- Class 45 **Advanced Graduate Novice**
- Class 50 **Open** – All exercises off leash. Heel free and figure 8; drop on recall; retrieve on flat; retrieve over high jump; broad jump, long sit for three minutes and long down for five minutes, both with handler out of sight.

Division 703 – General

- Class 10 **Costume Contest** – Have fun, be creative, match exhibitor and dogs

Resources:

- Learn basic skills for dog care and training; Explore dog health, nutrition, care, showmanship, and training; Investigate responsible breeding; diseases, dog roles, and careers.
<https://4hcurriculum.unl.edu/index.php/main/project/8>
- Scoresheets, forms, contest study materials, and additional resources can be found at <http://go.unl.edu/ne4hdog>

SECTION IX – PLANT SCIENCE

Agronomy

- The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection. For guidelines on specific projects, refer to appropriate project manuals.
- For General Rules visit <https://4h.unl.edu/fairbook/general/rules>

Dept. G – Crop Production

General Information:

- A completed Crop Production Worksheet (available at <https://go.unl.edu/ne4hagronomy>)
 - o must accompany grain and plant exhibits or it will automatically be deducted one ribbon placing. The worksheet must include the exhibitors name and address, county, plant hybrid or variety, plant population, whether crop production was irrigated or dryland, and General Information including farm cropping history, soil type and weather effects.
- The worksheet also must include an economic analysis of the project, listing individual expenses and income on a per acre basis. Other topics to discuss are the selection of variety or hybrid, impacts of tillage and conservation practices, inputs (fuel, fertilizer, irrigation, labor, pesticides, etc.) any observations made during the growing season, and what you learned from your crops project.
- The worksheet counts as 50% of the total when judged.
- Worksheet must be the original work of the individual exhibitor or it will be deducted one ribbon placing.
- Attach the worksheet to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the worksheet, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill), uniformity (size, shape, color, maturity), and quality of exhibit.
- Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g. corn or soybeans) may be from the previous year's project.
- Plant exhibits, with the exception of ears of corn must be the result of the current year's project.
 - o Corn – 10 ears or 3 stalks (cut at ground level with no soil and bound together);
 - o Grain Sorghum -4 stalks (cut at ground level and bound together);
 - o Soybeans -6 stalks (cut at ground level and bound together);
 - o Small grains (oats barley, wheat, triticale) – sheaf of heads 2 inches in diameter at top tie with stems about 24" long.
 - o Other crops (alfalfa, millet, etc.) –Sheaf of stems 3 inches in diameter at top tied with stems cut at ground level or half size small square bale.

Division 750 – Crop Production

- Guidelines for all Displays:
 - o The purpose of the display is to tell an educational story to those that view the display.
 - o The display is a visual representation (pictures, charts, graphs) no larger than 28" wide by 28" on plywood or poster board.
 - o 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.
 - o 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.
 - o The essay should be in a clear plastic cover with the exhibitors name outside.
 - o If a display does not have an essay, it will automatically be deducted one ribbon placing.
- NEW: Special Agronomy 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 across the state. 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.

sf Class 1	Corn - (SF264) - (includes yellow, white, pop, waxy, or any other type)
sf Class 2	Soybeans _ (SF264)
sf Class 3	Oats _ (SF264)
sf Class 4	Wheat _ (SF264)
sf Class 5	Any Other Crop- _ (SF264) (includes grain sorghum, alfalfa, millets, barley, rye, triticale, amaranth, dry beans, sugar beet, mung bean, canola, forage sorghum, safflower, etc.)
sf Class 6	Crop Production Display – (SF259) -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.
sf Class 7	Crop Technology Display – (SF259) - Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.
sf Class 8	Crop End Use Display – (SF259) -Display information about the final product or end uses for a crop, such as food, feed, fuel, 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).
sf Class 9	Water or Soil Display – (SF259) -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.
sf Class 10	Career Interview Display – (SF259) -The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview one person that works with crops about such topics as, what parts of their job do they enjoy or dislike, why did they choose that career, what was their education, etc. Include a picture of the person interviewed.

The crop for 2022 is broomcorn sorghum.

Class 11	Special Agronomy Project - Educational Exhibit (SF259) - 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. 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.
Class 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. Any of the following file formats will be accepted: mp4, .mov, .ppt, or .avi.
Class 13	Special Agronomy Project (Freshly Harvested Crop) Plant exhibits must be the result of the current year's project. Depending on the type of crop selected for the current year: 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 inches in diameter at top tie with stems about 24" long. Other crops (alfalfa, millet, etc.) - sheaf of stems 3 inches in diameter at top tied with stems cut at ground level. Supporting documentation (1/2 to 1 page in length) should include the following: Economic Analysis and/or research that supports feasibility of this crop in Nebraska or how the crop has evolved over time.

Other topics to discuss are past/current commercial production of this crop. This includes: 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 about this crop and what you learned from your corps project.

This ½ to 1-page summary counts as 50% of the total when judged. In addition to the summary, 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.

County of collection: Sheridan County

Collection date: 6 July 2014

Collector's name: Dan D. Lion

Personal collection number: 3

Life cycle: Annual

- 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" by 28" on plywood or poster board. The display should be neatly titled.
- Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely.
- Each display must have a one page essay explaining why the exhibitor chose the area of display and what they learned from the project. Include any references used.
- The essay should be in a clear plastic cover with the exhibitor's name outside.

Dept. G – Weed Science

General Information:

- 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 the Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).

- 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.
- Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness, and conformity to exhibit requirements.
- Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet:
 - Scientific name (in italic or underlined), with authority,
 - Common name,
 - County of collection,
 - Collection date,
 - Collectors name,
 - Personal collection number, indicating order that plants were collected in your personal collection,
 - Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

Ex:

Scientific name: *Abutilon theophrasit* Medik.

Common name: Velvetleaf

Division 751 – Weed Science

- sf Class 1 **Weed Identification Book** – (SF261) -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.
- sf Class 2 **Life Span Book** –(SF261) - A collection of 7 perennials, 1 biennial, and 7 annual weeds.
- sf Class 3 **Weed Display Book** – (SF259) -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, effects of weed control, herbicide-resistant weeds, what makes a weed a weed, or uses for weeds.

Resources:

- Field Crops 1 – Discover the world of farming; Learn how plants grow; Learn the value and uses of field crops
https://4hcurriculum.unl.edu/index.php/main/program_project/101

- Field Crops 2 – Take a soil sample; Learn about products made from field crops; Describe what crops need to grow and at what time.
https://4hcurriculum.unl.edu/index.php/main/program_project/102
- Field Crops 3 – Learn about integrated crop management; Discover hybrid selection; Find out more about harvesting and marketing crops
https://4hcurriculum.unl.edu/index.php/main/program_project/103

Dept. D – Range Management

General Information:

- 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. For more resources and materials in this category refer to the resource section at the bottom of the page.
- Each exhibit must be properly identified with Unit and Class.
- All plant displays and display covers must be the result of the current year's work.
- Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide, Common Grasses of Nebraska, and Common Forbs and Shrubs of Nebraska.
- The purpose of these exhibits is to demonstrate to the public the benefits from the study and application of crop, weed, range and soil sciences to solving problems in management, conservation, sustainability and environmental protection.
- For guidelines on specific projects, refer to appropriate project manuals.
- 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 on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements.
- Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet:

1. Scientific name (in 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.

Example:

Plants of Nebraska

Scientific name: *Schizachyrium scoparium* (Michx.) Nash

Common name: Little bluestem

County of collection: Sheridan County

Collection date: 6 August 2017

Collector's name: Joe Smith

Collection number: 37

Value and Importance: Livestock Forage: High

Wildlife Habitat: High

Wildlife Food: Medium

Life Span: Perennial

Season of Growth: Warm Season

Origin: Native

- Displays

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

- Boards

- Boards should be no larger than 30" wide x 36" tall. Boards should be adequately labeled.

- ^{sf} Class 1 **Value and Importance for Livestock Forage and Wildlife Habitat and Food Book** – (SF260) -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, Appendix Table 1 (Revised July 2016) starting 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.
- ^{sf} Class 2 **Life Span Book** – (SF260) - A collection of 6 perennial plant mounts and 6 annual plant mounts selected from grasses or forbs.
- ^{sf} Class 3 **Growth Season Book** – (SF260) - A collection of 6 cool-season grass mounts and 6 warm-season grass mounts.
- ^{sf} Class 4 **Origin Book** – (SF260) - A collection of 6 native range grass and 6 introduced grass. Introduced grasses are not from North America and often used to seed pastures.
- ^{sf} Class 5 **Major Types of Range Plants Book** – (SF260) - A collection of plant mounts of 3 grasses, 3 forbs, 3 grass-like, and 3 shrubs.
- ^{sf} Class 6 **Range Plant Collection Book** – (SF260) -A collection of 12 range plant mounts with something in common (ex: 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.
- ^{sf} Class 7 **Parts of Range Plant Poster** – (SF259) - 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.
- ^{sf} Class 8 **Special Study Board** – (SF260) - A display of the results of a clipping study, a degree of use study, 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.

- ^{sf} Class 9 **Junior Rancher Board** – (SF260) -This exhibit should include a ranch map with a record book or an appropriate educational display on some phase of rangeland or livestock management. A short essay must accompany the display to explain the purpose of the rancher board, what was learned, etc.

Resources:

- Reading the Range – Learn the names of range plants; Identify and collect range plants; Explore the basics of range management
https://4hcurriculum.unl.edu/index.php/main/program_project/116
- Using Nebraska Range – Study Nebraska grassland heritage; Understand plant vigor and the effects of grazing; Identify range sites; Calculate range conditions; Understand stocking rates
https://4hcurriculum.unl.edu/index.php/main/program_project/117
- Weed Science – Learn the names of range plants; Identify and collect range plants; Explore the basics of range management
https://4hcurriculum.unl.edu/index.php/main/program_project/118

Dept. G – Floriculture

General Information:

- The purpose of Horticulture is to encourage participants 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.
- Youth must be enrolled in the **World of Flowers** and/or **Annual Flowers** projects.
- 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 all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor not the Extension staff or office personnel.

- Exhibits entered under an incorrect class number or containing an incorrect number of stems will be dropped one ribbon placing. In classes 23, 45, & 46, do not duplicate entries with the classes listed by using other cultivars or varieties, or entry will be dropped one ribbon placing. For example 4-H's 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 over winters.
- An annual is a plant that grows from seed each season, whether self-seeded or planted by the gardener.
- A biennial is a plant that germinates, grows and over winters as a crown, blooms the following year and dies.
- Foliage will be considered when exhibit is judged.
- Cut Flowers: All 3 or 5 stems 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 of adequate size to display blooms.
- Follow the guidelines in 4-H "Preparing Cut Flowers for Exhibits" when preparing entries for the fair. (Free Download-
<http://4h.unl.edu/web/4hcurriculum/PreparingCutFlowers>)

Division 770 – Flowers

Annuals and biennials – 5 stems of a single variety (cultivar) unless otherwise noted.
Classes 1-26 – (SF106)

- sf Class 1 **Aster**
- sf Class 2 **Bachelor Buttons**
- sf Class 3 **Bells of Ireland**
- sf Class 4 **Browallia**
- sf Class 5 **Calendula**
- sf Class 6 **Celosia** (crested or plume) (3 stems)
- sf Class 7 **Cosmos**
- sf Class 8 **Dahlia**
- sf Class 9 **Dianthus**
- sf Class 10 **Foxglove**
- sf Class 11 **Gladiolus** (3 stems)
- sf Class 12 **Gomphrena**
- sf Class 13 **Hollyhock** (3 stems)
- sf Class 14 **Marigold**
- sf Class 15 **Pansy**
- sf Class 16 **Petunia**
- sf Class 17 **Salvia**
- sf Class 18 **Snapdragon**
- sf Class 19 **Statice**

- sf Class 20 **Sunflower** (under 3" diameter -5 stems, 3" or more in diameter-3 stems)
- sf Class 21 **Vinca**
- sf Class 22 **Zinnia**
- sf Class 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).
- Class 24 **Floral Arrangement** (Themed) – Theme, flowers, and design elements will be included in judging. 4Her does not have to grow plants used. Supporting information stating the theme (i.e. red theme, rose theme, etc.) must be included.
- Class 25 **Floral Arrangement** (Small) – Diameter of overall exhibits must be less than 6". 4Her does not have to grow plants used.
- Class 26 **Floral Arrangement** (Large) – Diameter of overall exhibit must be greater than 6". 4Her does not have to grow plants used.

Cut Flower Perennials – 5 stems of a single variety (cultivar) unless otherwise noted in parenthesis.
Classes 30- 49 – (SF106)

- sf Class 30 **Achillea/Yarrow**
- sf Class 31 **Chrysanthemum**
- sf Class 32 **Coneflower**
- sf Class 33 **Coreopsis**
- sf Class 34 **Daisy**
- sf Class 35 **Gaillardia**
- sf Class 36 **Helianthus**
- sf Class 37 **Hydrangea** (3 stems)
- sf Class 38 **Liatris** (3 stems)
- sf Class 39 **Lillies** (3 stems)(Not Daylilies)
- sf Class 40 **Platycodon**
- sf Class 41 **Rose** (3 stems)
- sf Class 42 **Rudbeckia/Black-eyed Susan**
- sf Class 43 **Sedum**
- sf Class 44 **Statice**
- sf Class 45 **Any other perennial** (under 3" diameter-5 stems, 3" or more in diameter -3 stems)(do not duplicate entries in classes 30-44)
- sf Class 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.
- Class 47 **Cut Flower Theme Arrangement** – Theme exhibit, arrangement of fresh flowers pertaining to any type theme.

- Class 48 **Cut Flower Small Arrangement** – Cut flowers displayed in a container with a 6 inch or less diameter.
- Class 49 **Cut Flower Large Arrangement** – Cut flowers displayed in a container larger than 6 inches.

Educational Exhibits

- ^{sf} Class 50 **Flower Notebook** – (SF100) - Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. 4-H'ers may show more than one cultivar of the same species, but they will only count as one species. The notebook must be the result of the current year's work. Pictures from garden catalogs, hand drawn pictures, or photographs may be used. Each species/cultivar must be labeled with the correct common name and scientific name; the height and spread of the plant and the growing conditions (for example: needs full sun and dry sandy soil) the species prefers. In addition to this information, bulbs should also be labeled as spring or summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the notebook.
- ^{sf} Class 51 **Flower Garden Promotion Poster** – (SF103) - Individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium: watercolor, ink, crayon, etc. as long as it is not 3-dimensional. Posters using copyrighted material will not be accepted. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, county, and years in the project(s) must be on the back of the poster.

- ^{sf} Class 52 **Educational Flower Garden Poster** – (SF104) -Prepare a poster 14" x 22" x 2" (can be 3-dimensional) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flower or houseplant project. One might show a special technique or equipment used in the garden. Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.

- ^{sf} Class 53 **Flower Gardening History Interview** – (SF105) -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 member's name, age, full address, county, and years in the project(s) must be on the back of the report cover.

Houseplants

- Youth must be enrolled in the Growing Great Houseplants project to exhibit in classes 60-66.
- **Container Grown Plants:** The choice of container and soil quality will be considered in judging. Each plant must be identified by listing the names on the entry tag or 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 weeks. Plants grown as houseplants must be used. NebGuide G2205 "Guide to Growing Houseplants: and NebGuide G837 "Guide to Selecting Houseplants" (<http://www.ianrpubs.unl.edu/epublic/live/g1853/build/g1853.pdf>) includes a listing 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 Class 60-66 must have been designed and planted by the 4-H member.

- Container grown houseplants shall be in pots no greater than 12" in diameter (inside opening measurement). Dish gardens, fairy or miniature gardens, desert gardens and terrariums may be up to 12" in diameter (inside opening measurement). Any container grown plant in Class 60-66 that is greater than 12" in diameter (inside opening) will be dropped one ribbon placing.
- Class 60-65 exhibitors must have and provide a saucer to catch drainage water. The 4-H member name, age, full address, county, and years in the project(s) must be on the bottom or back of the container and the saucer.
- The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension staff. Exhibits containing an incorrect number of vegetables will be dropped one ribbon placing. In classes 252, 255, 268, 269, 285 and 286 do not duplicate entries 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 guidelines in "Selecting and Preparing Vegetables, Herbs and Fruits for Exhibit" (Free Download at <http://4h.unl.edu/web/4hcurriculum/PreparingVegetablesHerbsandFruit>)
- **For County Fair – Exhibit items in cardboard flats lined with aluminum foil. Plates will not be accepted.**
- **Place each Class in a separate box.**

- ^{sf} Class 60 **Flowering Potted Houseplant(s)-blooming for exhibition.** (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.
- ^{sf} Class 61 **Foliage potted houseplant** – (SF107) – one variety of tropical or cacti or succulent plant.
- ^{sf} Class 62 **Hanging basket** (SF107) - of flowering and/or foliage plants. Container may have one or more houseplants in container. Label name for each plant.
- ^{sf} Class 63 **Dish Garden** – (SF107) - an open/shallow container featuring a variety of houseplants excluding cacti and succulents. Label name for each plant
- ^{sf} Class 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, ie bench, fence, made from tiny twigs, small shell for a bath tub etc. Label name for each plant.
- ^{sf} Class 65 **Desert Garden** –(SF107) - an open/shallow container featuring cacti and/or succulents grown as houseplants. Label name for each plant.
- ^{sf} Class 66 **Terrarium** – (SF107) -a transparent container, partially or completely enclosed; sealed or unsealed. Label name for each plant.

Division 773 – Vegetables- # to exhibit **Classes 201-256 – (SF108)**

- ^{sf} Class 201 **Lima Beans** -12
- ^{sf} Class 202 **Snap Beans** - 12
- ^{sf} Class 203 **Wax Beans** -12
- ^{sf} Class 204 **Beets** -5
- ^{sf} Class 205 **Broccoli** -2
- ^{sf} Class 206 **Brussels Sprouts**-12
- ^{sf} Class 207 **Green Cabbage**-2
- ^{sf} Class 208 **Red Cabbage**-2
- ^{sf} Class 209 **Carrots**-5
- ^{sf} Class 210 **Cauliflower**-2
- ^{sf} Class 211 **Slicing Cucumbers**-2
- ^{sf} Class 212 **Pickling Cucumbers**-5
- ^{sf} Class 213 **Eggplant**-2
- ^{sf} Class 214 **Kohlrabi**-5
- ^{sf} Class 215 **Muskmelon/Cantaloupe**-2
- ^{sf} Class 216 **Okra**-5
- ^{sf} Class 217 **Yellow Onions**-5
- ^{sf} Class 218 **Red Onions**-5
- ^{sf} Class 219 **White Onions**-5
- ^{sf} Class 220 **Parsnips**-5
- ^{sf} Class 221 **Bell Peppers**-5
- ^{sf} Class 222 **Sweet (Non-Bell) peppers**-5
- ^{sf} Class 223 **Jalapeño Peppers**-5
- ^{sf} Class 224 **Hot (non-Jalapeño) peppers**-5
- ^{sf} Class 225 **White Potatoes**-5
- ^{sf} Class 226 **Red Potatoes**-5
- ^{sf} Class 227 **Russet Potatoes**-5
- ^{sf} Class 228 **Other Potatoes**-5
- ^{sf} Class 229 **Pumpkins**-2

Dept. G – Horticulture

General Information:

- Youth enrolled in the **Everyone a Gardener** project, **Gardening Unit 1-4**, and/or **Special Garden Project**.

sf Class 230	Minaturei Pumpkins (Jack Be Little type)-5
sf Class 231	Radish -5
sf Class 232	Rhubarb -5
sf Class 233	Rutabaga -2
sf Class 234	Green Summer Squash -2
sf Class 235	Yellow Summer Squash -2
sf Class 236	White Summer Squash -2
sf Class 237	Acorn Squash -2
sf Class 238	Butternut Squash -2
sf Class 239	Buttercup Squash -2
sf Class 240	Other Winter Squash -2
sf Class 241	Sweet Corn (in Husks)-5
sf Class 242	Swiss Chard -5
sf Class 243	Red Tomatoes (2" or more in diameter)-5
sf Class 244	Roma or Sauce-type Tomatoes -5
sf Class 245	Salad Tomatoes (under 2" in diameter)-12
sf Class 246	Yellow Tomatoes (2" or more in diameter)-5
sf Class 247	Turnips -5
sf Class 248	Watermelon -2
sf Class 249	Dry Edible Beans -1 pint
sf Class 250	Gourds , mixed types-5
sf Class 251	Gourds , single variety-5
sf Class 252	Any other vegetable 2, 5 or 12 (do not duplicated entries in classes 201-251) that doesn't fit in any other class.
sf 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 Class 201-252 with any in the group collection.
sf Class 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, squash, onions, 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

- 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.

Classes 260-269 – (SF108)

sf Class 260	Basil -5
sf Class 261	Dill (dry)-5
sf Class 262	Garlic (bulbs)-5
sf Class 263	Mint -5
sf Class 264	Oregano -5
sf Class 265	Parsley -5
sf Class 266	Sage -5
sf Class 267	Thyme -5
sf Class 268	Any other herb -5 (do not duplicate classes 260-267)
af Class 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 260-268. Do not duplicate entries in Class 260-268 with any in the group collection.

Fruits

- Fruit 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.

Classes 280-286 – (SF108)

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

EDUCATIONAL EXHIBITS

^{sf} Class 290 **Garden Promotion Poster** – (SF103) - 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. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.

^{sf} Class 291 **Educational Vegetable or Herb Garden Poster** – (SF104) -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. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the poster.

^{sf} Class 292 **Vegetable and/or Herb Gardening History Interview** – (SF105) -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-H member's name, age, full address, county, and years in the project(s) must be on the back of the report cover.

^{sf} Class 293 **Vegetable Seed Display** – (SF101) -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-H'ers 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.

^{sf} Class 294 **World of Vegetables Notebook** – (SF102) - 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-H member's name, age, full address, county, and years in the project(s) must be on the back of the report cover or notebook.

Division 775 – Special Garden Project

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

The 2022 Special Gardening Project is focused on the Rubenza Cosmos.

^{sf} Class 1 **Special Garden Project – (SF109)** - Educational exhibit based on what was learned from this 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.

^{sf} Class 2 **Special Garden Project Fresh Cut Flowers or Harvested Vegetables – (SF109)** -The current years' 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.

Rules

1. The cultivar or variety name must be included on all entry cards. Failure to identify the cultivar or variety will drop the entry one ribbon placing. Proper identification is the responsibility of the exhibitor, not the Extension staff or office personnel. Exhibits entered under an incorrect class number or containing an incorrect number of vegetables will be dropped one ribbon placing. In classes 252, 255, 268, 269, 285 and 286 do not duplicate entries with the classes listed by using other cultivars or varieties or entry will be dropped one ribbon placing. For example: 4-H'ers with two cultivars or varieties of red tomatoes can only enter the red tomatoes class and cannot enter the other cultivar or variety in any other vegetable class. Score Sheet SF108.

2. Follow the guidelines in Selecting and Preparing Vegetables, Herbs and Fruits for Exhibit 4H226 (revised June 2013) when preparing entries for the fair. At State Fair, plates will be provided for the exhibitor.

3. Vegetables (Classes 1-56) Class, Vegetable, Number's to Exhibit

4. Herbs (Classes 60-69) Herbs will be judged using the same general criteria used for vegetables. Those grown mainly for their seed, such as dill and caraway, should be exhibited on a plate. Those grown for their leaves such as basil, parsley, etc. should be exhibited in a glass container of water. Containers will not be returned at State Fair. Potted herb plants will be disqualified and will not be judged. Score Sheet SF108.

5. Fruits (Classes 80-86) 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.

Resources: Annual Flowers – Plant, grow, and care for annual flowers

https://4hcurriculum.unl.edu/index.php/main/program_project/105

- Everyone A Gardener- Choose a garden site; Plan a garden; Grow vegetables; Select and purchase garden supplies; Grow transplants

https://4hcurriculum.unl.edu/index.php/main/program_project/107

- Gardening A- Plan and plant a garden; Find out how seeds germinate; Learn what different plant parts do/ harvest and use your vegetables

https://4hcurriculum.unl.edu/index.php/main/program_project/108

- Gardening B- Transplant plants into your garden; Grow plants from plant parts; Feed your garden: Earn money by growing vegetables

https://4hcurriculum.unl.edu/index.php/main/program_project/109

- Gardening C – Learn about succession planting; Grow an herb garden; Find out about photosynthesis: Identify pest damage

https://4hcurriculum.unl.edu/index/php/main/program_project/110

- Gardening D – Use intercrop and double crop planting methods; Plant a computer planned garden; Identify plant diseases; Learn about plant scientists

https://4hcurriculum.unl.edu/index.php/main/program_project/111

- Houseplants – Grow foliage and bulb plants indoors; Learn what houseplants need to stay healthy.

https://4hcurriculum.unl.edu/index/php/main/program_project/106

- Special Gardening Project

https://4hcurriculum.unl.edu/index/php/main/program_project/176

- The World of Flowers – Learn about growing healthy plants; Grow flowers from seeds; Learn about caring for flowers

https://4hcurriculum.unl.edu/index.php/mainn/program_project/104

SECTION X – SCIENCE, ENGINEERING, & TECHNOLOGY

General Information:

- Entomology exhibits give 4-H'ers the opportunity to demonstrate their knowledge about insects and insect displays. This category has multiple projects that allows 4-H'ers to progress over numerous years.
- The Entomology project levels 1-3 increase in difficulty. A youth should advance to the next level within three years. **Youth should not enroll in more than one level at a time.** When enrolling, choose **one** appropriate level.
- Specimens in display collections should be mounted properly and labeled with location, date of collection, name of collector, and order name. Follow mounting and labeling instructions in the Nebraska 4-H Entomology Manual.
- Boxes are preferred to be 12" high x 18" wide, and landscape orientation, so they fit in display racks.
- Purchase of commercially-made boxes is allowed.
- All specimens must be from the collector.
- Premier 4-H Science Award is available in this area.
- Scoresheets, forms, contest study materials, and additional resources can be found at <https://go.unl.edu/ne4hentomology>.
- The insect of the year for the Special Entomology Project is Tiger Beetle.

Division 800 – Entomology

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| sf Class 1 | Entomology Display, First-Year Project – Collection to consist of <u>25</u> or more different kinds (species) of insects representing at least <u>6</u> orders. Limit of <u>one</u> box. |
| sf Class 2 | Entomology Display, Second Year Project – Collection to consist of a minimum of <u>50</u> kinds (species) of insects representing at least <u>8</u> orders. Replace damaged or poorly mounted specimens. At least <u>25</u> species must be from after July 1 of previous year. Limit <u>2</u> boxes. |
| sf Class 3 | Entomology Display, Third –Year or More Project – Collection to consist of a minimum of <u>75</u> kinds (species) of insects representing at least <u>10</u> orders. Replace damaged or poorly mounted specimens. At least <u>25</u> species must be from after July 1 of previous year. Limit of <u>3</u> boxes. |

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| sf Class 4 | Special Interest or Advanced Insect Display – Educational display developed according to personal interests and/or advanced identification capability. This also is 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 (i.e. family, genus, species). A specialty collection may consist of insects by taxonomic group (e.g. butterflies, grasshoppers, dragon flies, scarab beetles) or by host, subject, or habitat (i.e. insect pests of corn aquatic insects, insect mimicry, insect galls, insects from goldenrod, insect pollinators, etc.) |
| sf Class 5 | Insect Habitats – Habitats consist of any hand-crafted objects, made of natural or artificial materials, placed outdoors, which promote or conserve insects in the environment. Insects may include bee pollinators, butterflies, beneficial insects, etc. A one-page report describing activities must accompany the exhibit. |
| sf Class 6 | Macrophotography – Subjects should be insects, spiders, or other arthropods, or any nests, webs or constructions they make. All exhibits prints should be either 8" x 10" or 8 ½"x 11" and mounted on rigid, black 11" x 14" poster or mat board. Either orientation is acceptable. No frames or mat board framing are allowed. A caption of a few sentences should explain the subject, and be printed on white paper, and glued below the print on the poster board. |

sf Class 7 **Insect Poster/Display Exhibits** – Exhibits can be posters or three-dimensional displays, and artistic creativity is encouraged. Posters should be no larger than 22" x 28". They should be instructional and can be attractive and have pictures, drawings, charts, or graphs. Posters and displays may show any aspect of insect life, habitat, or related conservation or management. Examples include life history and other facts about an insect; insect anatomy; how to manage insects in a farm home, lawn, or garden setting; experiences rearing one kind of insect; survey of an important insect; insect behavior (ex. Nesting, finding food, mobility, defenses, etc.); habitats (i.e. forests, grasslands, wetlands, rivers, or lakes) and what insects are found there, etc. Three dimensional displays, such as dioramas, sculptures, models, or decorative boxes should have a page of explanatory information accompanying them and fit within a 22" x 28" area.

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

Division 810 – Special Entomology Project

sf 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 group of insects.

sf Class 2 **Special Entomology Project Display** – The current year's Special Entomology Project pinned species along with a one to two page 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.

Resources:

- Entomology 1 – Make an insect collection; Learn where to look for insect; Learn how to identify and classify insects.
https://4hcurriculum.unl.edu/index.php/main/program_project/62
- Entomology 2 – Complete an insect collection table; Plan an insect collection trip; Raise meal worms; Explore insect legs and collect insects with an extractor
https://4hcurriculum.unl.edu/index.php/main/program_project/63
- Entomology 3 – Test ant food preferences; Conduct honey bee learning experiments; Record insect observations; Identify insect mouth types
https://4hcurriculum.unl.edu/index.php/main/program_project/64
- Insectigator – Learn the difference between and insect and a bug; Identify insect parts and know why each is important; Find and examine bugs and insects in the field; Design your own insect or create a home for an insect
https://4hcurriculum.unl.edu/index.php/main/program_project/61

Dept. H – Veterinary Science

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

Rules:

- A Veterinary Science exhibit may consist of a poster, notebook or a display. The exhibit may represent material the exhibitors enrolled in Animal Disease or Animal Health.
- If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate. For exhibits related to veterinary surgical procedures, aseptic techniques need to be shown, for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.
- **First-Aid Kits:** Because of public safety concerns and risk of theft of first-aid kit contents (veterinary drugs/equipment) with perceived potential for drug abuse, animal first aid kits containing any drugs or medications will be immediately disqualified and not displayed. First Aid kits wishing to include medication information should instead utilize written descriptions, photographs, drawings, computer generated print-outs, or empty packaging of pharmaceuticals.
- **Veterinary Science Posters:** This exhibit presents the viewer with a design that is simple and direct, unlike a display that usually presents more information. A poster should not exceed 22" x 28" and may be either vertical or horizontal.
- **Veterinary Science Displays:** A display may include but is not limited to: a 3-dimensional exhibit, a scale model, the actual product (for example: skeleton; teeth; samples of leather, fur, or dried skin damaged by disease or parasites) or a notebook. A display is not a poster. A display may be mounted on poster board not to exceed 22" x 28" or on 1/4" plywood or equivalent that does not exceed 24" high or 32" wide or in a three ring binder or another bound notebook format.
- **Appropriate Veterinary Science Topics:**
 - Maintaining health
 - Specific disease information
 - Photographic display of normal and abnormal characteristics of animals
 - Animal health or safety
 - Public health or safety

- Proper animal management to ensure food safety & quality
- Efficient and safe livestock working facilities
- Or a topic of the exhibitors choosing related to veterinary medicine or veterinary science

****Remember, since these are science displays, all references and information needs to be properly cited. Proper sources include but are not limited to: Professional journals and publications, professional AVMA accredited websites, interviews with Veterinarians and excerpts from Veterinary Educational Literature. Plagiarism will result in a disqualification. Please study your topic and present the information to your audience in your own words.**

Division 840 – Veterinary Science

sf Class 1	Veterinary Science Large Animal Poster, Notebook, Kit, or Display
sf Class 2	Veterinary Science Small Animal/Pet Poster, Notebook, Kit or Display
Class 3	Other Veterinary Science Exhibit – can be a notebook, multi-media presentation or video detailing your experience raising an animal.

Resources:

- Animal Disease - Study bacteria, viruses, and parasites; Learn about disease relationship to nutrition, stress, heredity, and poison; Learn basic disease prevention techniques
<https://4hcurriculum.unl.edu/index.php/main/project/22>
- Animal Health and Its Relationship to Our World – Study environmental influences on animal health; Learn about maintaining animal health; Explore veterinary medicine as a career
<https://4hcurriculum.unl.edu/index.php/main/project/23>
- The Normal Animal – Take an animal's temperature and pulse; Recognize healthy skin and membranes; Clean and disinfect animal quarters.
<https://4hcurriculum.unl.edu/index.php/main/project/21>
- Veterinary Science – Understand animals basic needs; Keep health records; Learn about future veterinary science technology
<https://4hcurriculum.unl.edu/index.php/main/project/20>

Dept. H – Aerospace/Rockets

General Information:

- 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.
- 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.
-
- Rockets must be supported substantially to protect the rocket from breakage. Rockets are to be mounted on a base that has dimensions equal or less than 12" x 12" and the base should be 3/4" thick. No metal bases. If the rocket fins extend beyond the edges of the required base (12" x 12"), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins.
- The rockets must be mounted vertically. Please do not attach sideboards or backdrops to the displays. In addition, a used engine or length of a dowel pin is to be glued and/or screwed into the board and extended up into the rockets 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:
 - o Rocket specification (include original or photo of manufacture packaging stating rocket skill level)
 - o A flight record for each launching (weather, distance, flight height)
 - o Number of launchings
 - o Flight pictures
 - o Safety (how did you choose your launch site? Document safe launch, preparations, precautions)
 - o Objectives learned
 - o Conclusions
- The flight record should describe the 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 and damage that may show on the rocket. Complete factory assembled rockets will not be accepted.
- Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, number of times launched, and report. Three launches are required to earn the maximum launch points given on the score sheets. For scoring, only actual launches count, misfires will not count towards one of the required three launches.
- For self-designed rockets only, please include digital recorded copy of one flight. In the documentation please include a description of stability testing before the rocket was flown.
- Youth enrolled in Aerospace 2, 3, or 4 may exhibit in any class within this division.
- For self-designed rockets only, please include digital recorded copy of one flight. In the documentation please include a description of stability testing.
- 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.
- Posters can be any size up to 28" x 22" when ready for display. Example: tri-fold poster boards are not 28" by 22" when fully open for display.

High power rockets (HPR) is similar to model rocketry with differences that include the propulsion power and weight increase of the model. They use motors in ranges over "G" power and/or weigh more than laws and regulations allow for unrestricted model rockets. These rockets are NOT appropriate for 4-H projects and will be disqualified. Youth enrolled in Aerospace 2, 3, or 4 may exhibit in any class within this division.

Division 850 – Aerospace (Rockets & Drones)

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| sf Class 1 | Rocket – Any Skill Level Rocket with wooden fins and cardboard body tubes painted by hand or air brush. |
| sf Class 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" by 22". |

^{sf} Class 3 **Rocket** – Any Skill Level Rocket with wooden fins and cardboard body tubes painted using commercial application, for example: commercial spray paint

Self-Designed Rocket

^{sf} Class 4 **Rocket** – any self-designed rocket with wooden fins and cardboard body tubes.

Drones

^{Sf} Class 5 **Drone Poster** – Exhibit must be designed to educate yourself and other 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. Posters can be any size up to 28" x 22".

^{Sf} Class 6 **Drone Video** – Exhibit must demonstrate how the drone interacts with the outside world. Examples include: field scouting, surveying damage from natural disasters, drones used in commercial applications and settings, and drones used for structural engineering. Video should not exceed 5 minutes. Videos should be submitted to the Extension Office by July 15th. Videos should also be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing.

Resources:

- Aerospace 2 – Fly kites and launch rocket; Explore space; Experience disorientation
https://4hcurriculum.unl.edu/index.php/main/program_project/120
- Aerospace 3 – Learn to fly an airplane; Make a shuttle on a string; Control flight directions
https://4hcurriculum.unl.edu/index.php/main/program_project/121
- Aerospace 4 – Create an altitude tracker; Evaluate navigation systems; Explore pilot certification requirements
https://4hcurriculum.unl.edu/index.php/main/program_project/122

Dept. H – Computers

General Information:

- This category gives 4-H'ers a chance to display their knowledge of computers. Through participating 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.
- The name of the county of each exhibitor should appear separately on the back of each board, poster, or article and on the front cover of the notebooks so the owner of the exhibit may be identified if the entry tag is separated from the exhibit.
- 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, 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.
- Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
- Please refer to the general rules for the policy regarding use of copywritten images.
- Premier 4-H Science Award is available in this area.
- The Computer project levels 1-3 increase in difficulty. A youth should advance to the next level within three years. **Youth should not enroll in more than one level at a time.** When enrolling, choose **one** appropriate level.
- Team Entries: To qualify for entry at the Nebraska State Fair team materials in Class 7– Maker Space/Digital Fabrication 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 members on the team should register. 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 860 – Computers

Computer Mysteries Unit 1

Class 14 **Computer Art Poster (Black & White)** – Exhibit should be created on at least an 8.5"x11" page using a commercially available graphics software package and color printer/plotter. No theme required.

Class 15	Computer Art Poster (Color) – Exhibit should be created on at least 8.5"x11" page using a commercially available graphics software package and color printer/plotter. No theme required.
Class 16	Computer Designed Greeting Cards – Exhibit will consist of six (6) greeting cards each for a different occasion/holiday. Cards should be created on an 8.5"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. Pre-fabricated cards from commercially available card programs will NOT be accepted. No theme required. Put cards in some type of protective cover.
Class 17	4-H Promotional Flier – Create on 8.5"x11" page using commercially available software. Flier can be color or black and white. Fliers can be a whole page or folded. Put in protective cover.
Class 18	Utilizing the Internet – Exhibit will be a notebook of web sites used to plan a real or fictitious vacation. Notebook will consist of at least (4) different web sites illustrating the following: 1) airfare and/or directions to drive to destination 2) hotels/motels in the area 3) things to do (i.e. baseball game, Disney World, amusement park) and 4) a maximum one-page text telling the steps taken to plan the vacation. List web sites for each site and tell how you may be able to use the web to plan or research other things in the future.

Computer Mysteries Unit 2

- ^{sf} Class 1 **Computer Application Notebook**– (SF277) - 4-H exhibitor should use computer application to create a graphic notebook utilizing computer technology. 4-H'er may create any of the following: greeting card (5 different cards such as birthday, wedding, anniversary, sympathy get well or other); a business card (3 cards for 3 different individuals or businesses); menu (minimum of 2 pages including short description of foods and pricing); book layout (I-book); promotional flyer (3 flyers promoting 3 different events); newsletter (minimum of 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:
- Detailed report describing:
 - The task to be completed,
 - The computer application software required to complete the task,
 - Specific features of the computer application software necessary for completing the task
 - Print out of your project. Project may be in color or black and white.
- ^{sf} Class 2 **Produce a Computer Slideshow Presentation** – (SF276) -Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. All slide shows for fair should be emailed to Marie Nelson mnelson82@unl.edu before July 15. Files must be saved in a PC compatible format with county name and last name of participant before emailing. OR the slide show may be shared through a share link or QR code which is included in the notebook. A notebook with a printout of all the slides should be submitted. Slideshow should include a minimum of 10 slides and no more than 25. Incorporate appropriate slide layouts, graphics, animations and audio (music or voice and transition sounds do not count). Each slide should include notes for a presenter. All slideshows must be uploaded.

Computer Mysteries Unit 3

^{sf} Class 3 **Produce an Audio/Video Computer Presentation** – (SF276) - Using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. All presentations should be emailed to Marie Nelson at mnelson82@unl.edu before July 15. OR the presentation can also be uploaded to a video streaming application and exhibitors must provide a hard copy QR code for viewing. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes, or QuickTime Player. A notebook with a printout of all the slides should be submitted. 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.

^{sf} Class 5 **How to STEM (Science, Technology, Engineering and Math) Presentation** – (SF276) -Youth design a fully automated 2 - 5 minute 4-H “how to” video. Submissions should incorporate a picture or video of the 4-Her, 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 steaming application and exhibitors can provide a hard copy QR code for public viewing.. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .ov, .ppt, or .avi.

^{sf} Class 5 **Create a Web Site/Blog or App** – (SF275) - Design a simple Web site/ blog for providing information about a topic related to youth using either software programs such as an HTML editor like Microsoft's FrontPage or Macromedia's Dreamweaver, and image editor like IrfanView or GIMP OR online using a WIKI such as Google Sites. If the 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.

^{Sf} Class 6 **3D Printing** – 3D printing uses plastic or other materials to build a 3 dimensional (3D) 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 motivation and/or problem identified. For example, 3D objects printed as part of the design process for robot or other engineering project. Must include design notebook that addresses the following questions:

- What was the motivation for your design or the problem you were solving with your design? ie. Is your item a functional or decorative piece?
- 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 stated in #1 above. 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.
- 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)?
- What materials were selected for your project?
- If your final design has any moving parts, define how you determined appropriate allowance in your design.
- Identify any changes that you would make to improve your design.

^{Sf} Class 7 **Maker Space/Digital Fabrication** – (SF1051) - This project is a computer generated project created using a laser cutter, vinyl cutter, heat press or CNC router. Vector or 3D based software such as Corel Draw or Fusion 360 would be an example of an appropriate software used to create your finished project. Project should include a notebook with the following:

- What motivated you to create this project
- Software and equipment used
- Directions on how to create the project
- Prototype of plans
- Cost of creating project
- Iterations or modifications made to original plans

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|---|
| g. Changes you would make if you remade the project |
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Resources:

- Computer Mysteries 1 – Learn about hardware and software; Discuss Internet safety; Create and save data
https://4hcurriculum.unl.edu/index.php/main/program_project/123
- Computer Mysteries 2 – Use Internet search engines; Take apart a computer; Participate in a chat room; Create a newspaper or magazine
https://4hcurriculum.unl.edu/index.php/main/program_project/124
- Computer Mysteries 3 – Build your own computer system; Design a Web site; Develop a multimedia presentation; Use spreadsheets.
https://4hcurriculum.unl.edu/index.php/main/program_project/125

Dept. H – Robotics

General Information:

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

- The name and county of each exhibitor should appear separately on the back of each board, poster, or article and on the front cover of the notebooks so the owner of the exhibit may be identified if the entry tag is separated from the exhibit.
- 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" x 22" when ready for display. Example: tri-fold poster boards are not 28" x 22" when fully open for display.
- Youth enrolled in Virtual Robotics, Junk Drawer Robotics (Levels 1,2, or 3), or Robotics Platforms may exhibit in any class within this division.

- Team Entries: To qualify for entry at the Nebraska State Fair team materials entered in robotics classes that are clearly the work of a team instead of an individual must have at least 50% of all team members enrolled in 4-H. Additionally all enrolled 4-H members on the team should complete and attach an entry tag to the materials. A supplemental page documenting the individual contributions to the project should be included. The entry will be judged as a team, with all team members receiving the same ribbon placing.
- Creating a video of your robot in action would be helpful for the judges but is not mandatory. Present as a CD Rom with your robot entry. Videos should be uploaded to a video streaming application and exhibitors should provide a hard copy QR code for viewing.

Division 861 – Robotics

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|------------|---|
| sf Class 1 | Robotics Poster – (SF236) - Create a poster (14" X 22") communicating a robotics theme such as "Robot or Not", "Pseudocode", "Real World Robots", "Careers in Robots" "Autonomous Robotics", "Precision Agriculture" or a robotic topic of interest to the 4-H'er. |
| sf Class 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. |
| sf Class 3 | Robotics Video – This class should be displayed in a notebook. The notebook should include a video clip on a CD/DVD that demonstrates the robot performing the programmed function. Include your pseudo code and screenshots of the actual code with a written description of the icon/command functions. Files must be saved in a PC compatible format with county name and the last name of participant before emailing to the Extension Office. |
| sf Class 4 | 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.
sf Class 5	Robotics Sensor Notebook – (SF241) - Write pseudo code which includes at least one sensor activity. Include the code written and explain the code function.
sf Class 7	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 youth has constructed. Included in the notebook should be 1) a description of what the robot does, 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 story of assembly is recommended. If robot is more than 15 inches wide and 20 inches tall they may not be displayed in locked cases at State Fair.
sf Class 8	3D Printed Robotics Parts – (SF244) - 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.

Resources:

- Junk Drawer Robotics 1 – Discover the design and functions of robotic arms; Build a robotic arm that moves.
<https://4hcurriculum.unl.edu/index.php/main/project/136>
- Junk Drawer Robotics 2 – Explore robot movement, power transfer, and locomotion; Design and build machines that roll, slide, draw, or move underwater
<https://4hcurriculum.unl.edu/index.php/main/project/137>
- Junk Drawer Robotics 3 – Make the connection between the mechanical and electronic elements of

robots; Explore sensors, write programs, build circuits and design your own robot.

<https://4hcurriculum.unl.edu/index.php/main/project/138>

- Robotics Platforms – Use commercial robotics kits to explore the world of robotics; Learn to program your robot using sensors, loops, and conditional statements.
<https://4hcurriculum.unl.edu/index.php/main/project/139>
- Virtual Robotics – Learn how robots are designed and developed; Program your own virtual robots and test it in a variety of environments.
<https://4hcurriculum.unl.edu/index.php/main/project/135>

Dept. H – Electricity

In this category 4-H'ers have the opportunity to create information 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.

- The name and county of each exhibitor should appear separately on the back of each board, poster, or article and on the front cover of the notebooks so the owner of the exhibit may be identified if the entry tag is separated from the exhibit.
- Several classes require a display board which should be a height of 24" and not to exceed 1/4" thickness. A height of 24 7/8" is acceptable to allow for the saw kerf (width) if two 24" boards are cut from one end of a 4' by 8' sheet of plywood. Nothing should be mounted within 3/4" of the top or bottom of the board. (Example: Woodworking & Electricity).
 - Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
 - 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, Results: what you learned). All reports should be computer generated and enclosed in a clear plastic over. The reports should be attached securely to the display.

Division 870 – Electricity

Magic of Electricity Unit 1

- Class 11 **Demonstration Board** – Exhibit is to be prepared on a board that is 1/4" thick and 24" high x 32" wide. Exhibit may include a simple switch, simple fuse, and/or conductors/non-conductors. Be sure to include the appropriate labeling.
- Class 12 **A Poster** – that describes and explains any one of these concepts related to electricity: electrical materials, appreciation of electricity, open and closed switches, and conductivity of materials. (change to: should exemplify one of the lessons learned in the Magic of Electricity project. Poster can be any size up to 28" x 22")
- Class 13 **Design a Project** – that demonstrates the capacity for conductivity of materials.

Investigating Electricity Unit 2

- Class 14 **Build a Circuit Board** – Exhibit should be a series or parallel circuit.
- Class 15 **Build a Burglar Alarm**
- Class 16 **Build a Rocket Launcher**
- Class 17 **Telegraph Station** – exhibit must include one telegraph key and one telegraph sounder. The telegraph must be attached to a wooden base and wired to a battery to demonstrate its operation. Label the display and the major components.
- Class 18 **Electric Toy Motors** – working model of an electric motor. The motor is to be of the 4-H'sers designed should have the major parts labeled. A short, written description of how the motor works is to be included in a clear protective cover. No pre-manufactured electric motors will be accepted.
- Class 19 **Toy Electric Motor Converted to DC or AC Generator** – exhibit is to consist of a toy electric motor shown in Unit II, converted to use as a DC or AC generator. Generator should be exhibited on base including a battery and a light bulb or Galvanism to demonstrate its operation. Title the exhibit and label the major parts.
- Class 20 **A Poster** – describe and explain the purpose of the National Electrical Code.

- Class 21 **A Poster** – illustrate how an electrical usage meter or a main service panel for a building works.

Wired for Power-Unit 3

- sf Class 1 **Electrical Tool/Supply Kit** – (SF224) - 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.
- sf Class 2 **Lighting Comparison** – (SF225) - Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster, display or an actual item.
- sf Class 3 **Electrical Display/Item** – (SF226) - 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.
- sf Class 4 **Poster** – (SF227) - should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28" by 22".

Entering Electronics-Unit 4

- sf Class 5 **Electrical/Electronic Part Identification** – (SF228) - 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.
- sf Class 6 **Electronic Display** – (SF229) - Show an application of one of the concepts learned in the Electronics project. Examples: components of an electronic device (refer to p. 35 of the Electronic manual).
- sf Class 7 **Electronic Project** – (SF230) - 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.
- sf Class 8 **Poster** – (SF231) - should exemplify one of the lessons learned in Unit 4. Posters can be any size up to 28" by 22".

Resources:

- Electric Excitement 1 – Explore electrical insulation; Learn about the effects of magnetism. Build an electromagnet and electric motor.
https://4hcurriculum.unl.edu/index.php/main/program_project/126
- Electric Excitement 2 – Decode circuit diagrams; Build circuits and test voltages; Build a rocket launcher and a burglar alarm.
https://4hcurriculum.unl.edu/index.php/main/program_project/127
- Electric Excitement 3 – Measure electrical usage; Replace electrical switches; Evaluate light bulbs and test for electrical power.
https://4hcurriculum.unl.edu/index.php/main/program_project/128
- Electric Excitement 4- Explore LED's and SCR's, transistors, and the construction of an SCR intruder alarm, Learn the basics of solid-state electronics; Build a blinking "flasher and an amplifier" "
https://4hcurriculum.unl.edu/index.php/main/program_project/129

Dept. H – GPS

Division 880 – Geospatial

General Information:

- Youth enrolled in Geospatial may exhibit in any class within this division.
- 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.
- 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.
- 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.
- Please refer to the General Rules for the policy regarding firearms, items with a blade, and other related items.
- Please refer to the General Rules for the policy regarding use of copywritten images.
- Premier 4-H Science Award is available in this area.

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| sf Class 1 | Poster- (SF299) - (not to exceed 14" x 22") communicating a GPS theme such as How GPS or GIS works, Careers that use GPS or GIS, How to use GPS, What is GIS, GPS or GIS in Agriculture, Precision Agriculture, or a geospatial topic of interest. |
| sf Class 2 | 4-H Favorite Places or Historical Site Poster – (SF299) - The 4-H exhibitor identifies a favorite place or historical site (including grave sites) in Nebraska. Exhibit should include latitude and longitude, digital picture, and local area map. Poster size should not exceed 14" X 22". |
| sf Class 3 | GPS Notebook – (SF300) - Keep a log of at least 5 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. |
| sf Class 4 | Geocache – (SF301) - Assemble a themed geocache. Each geocache should be 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. |
| sf Class 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 were applications can be purchases is acceptable). A report of how the analysis of the various data will be used to make management decisions. |
| sf Class 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://4hhistorypreservation.com/Hisotry Map |

/ . For a step by step video on nominating a point, please go to this link: <http://tinyurl.com/nominate4h>. Write a brief description of historical significance of 4-H place or person. (a minimum of one paragraph)

sf Class 7

GIS Thematic Map – (SF302) - Using any GIS software, create a thematic map. Thematic maps can utilize any subject of interest to the 4-Her. Example map would be Amelia Earhart's or Sir Francis Drake's voyage, population density maps, water usage "x11" maps, or 4-H projects in Nebraska. Create a GIS Map using data from books and/or internet. Use reliable data, (U.S. Center or U. S. Census Bureau etc.) Map any size from 8.5" x 11" up to 36" X 24", which should include Title, Base map, Neat Line, North Arrow, and Legend. Identify the source of your information on the back of the map.

Dept. H – Small Engines

Division 890 – Small Engines

Crank It Up Unit 1 (No State Fair)

- Class 1 **Poster** – of external parts of engines.
- Class 2 **Poster** – of tools for maintaining and repairing small engines.
- Class 3 **Poster** – describing a cooling system.
- Class 4 **Poster** – of Safety Rules for small engines.

Warm It Up Unit 2 (No State Fair)

- Class 5 **Small Engine Display/Item** – Show an application of one of the concepts learned in the Warm It Up project. Examples include: comparison of engine oil types, transmissions, or safety related to engines. Exhibit could be a poster, display, or an actual item.
- Class 6 **Complete Small Engines** – are to have been reconditioned, repaired or overhauled during a 4-H Small Engine project. A report-listing source of engine, use of engine, repair parts list and cost is to be included in a notebook. Gas tanks are to be EMPTY when entered at the fair. Engines will be fueled and started as part of the judging criteria.

All engines with cast iron flywheels should be mounted on a solid wood base. These engines will run smoothly without attachments on the PTO shaft.

Complete lawn mower exhibits are recommended where the engine is equipped with an aluminum flywheel because the blade is important to the smooth operation of the engine. Engines must be equipped with a throttle control.

- Class 7 **Small Engine Display** – show parts or systems of a small engine, cutaways of engine or systems, worn or broken parts, step by step procedure of how to perform repairs or maintenance, etc. Use needed labeling, short written description or explanations, drawings, etc., to explain what you are showing. Mount on 1/4" thick board, 24" x 32" wide.

Tune It Up Unit 3 (No State Fair)

- Class 8 **Complete Small Engines** – that have been reconditioned, repaired or overhauled in 4-H Small Engine project. A report-listing source of engine, use of engine, repair parts list and cost is to be included and protected in a notebook type of cover. Gas tanks are to be EMPTY when entered at the fair. Engines may be fueled and started as part of the judging criteria. All engines should be mounted on a base at least 3/4" plywood. Complete lawn mower exhibits are recommended where the engine is equipped with an aluminum flywheel because the blade is important to the smooth operation of the engine. Engines must be equipped with a throttle control.
- Class 9 **Engine Display/Item-** Display/Item should exemplify one of the lessons learned in the Tune It Up Project. Examples include: diagnostic tools, fuel systems, ignition systems. If a complete engine is exhibited it will not be started. Must include a report detailing: the process of building/rebuilding engine and how/where engine will be utilized (i.e. lawn mower, weed eater, snow blower, etc.)

Division 891 – Restored Vehicle

General Information:

- Not State Fair Eligible
- Include an item description on your Fair Entry Form.
- Large vehicles will be displayed outside.

Class 1	Restored Vehicle – scoring: 30pts-General Appearance, 25pts-Written Report, 25pts-Operation, 20pts-Innovation in restoring. A notebook should include: <ol style="list-style-type: none"> 1. Vehicle background and source 2. Repairs and parts needed 3. Expenses 4. Time involved 5. Descriptions of special processes used 6. Photographs of the item at different stages and youth in action.
Class 2	Restoration Display – detailing a specific process used to restore a vehicle. Examples: painting process, fiberglass repair, window replacement, etc.
Class 3	Bicycle Demonstration Display – to be exhibited by an individual. Exhibit may include: parts of a bicycle system, worn or broken parts, and a step by step procedure of how some repair or service is performed. A notebook describing what was done and what was learned including photographs should be included. Actual parts or cut-a ways of parts are recommended. The exhibit is to be prepared on a 24" high x 32" wide x 1/4" thick board.
Class 4	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 x 1/4" thick board.

Dept. H – 4 Wheelin'

Division 895 – 4 Wheelin' (No State Fair)

Class 1	Poster –Poster to show something learned about physics or safety from the 4 Wheelin' activities.
Class 2	Toolbox – put together using guidelines from the 4 Wheelin' manual. Include a description of the kit's purpose and a list of individual contents.

Class 3	4 Wheelin' Vehicle – The vehicle needs to be mounted on a base that is equal to or less than 12" by 12" and the base should be 3/4" thick. Please make your vehicle stable. Please do not attach sideboards or backdrops to the display. A report, protected with a clear, plastic cover, needs to be included with the following information: 1) vehicle specification, 2) results of driving, pulling and climbing tests, 3) track diagram, 4) pictures.
Class 4	Track or Course Design Drawing – Scale drawing to actual track or course design. Indicate the direction the course is used with arrows. Display on a 14" x 22" poster.

Dept. H – SET Physics/Power of Wind

Division 900 – SET Physics/Power of Wind

General Information:

- 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.
- 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.
- 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" x 22" when ready for display. Example: tri-fold poster boards are not 28" x 22" when fully open for display.
- Premier 4-H Science Award is available in this area.

sf Class 1	Create & Compare Energy Resources Poster – (SF307) - Poster should explore 2 alternative/renewable energy resources. Compare and contrast the 2 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" by 22".
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sf Class 2	Experiment Notebook – (SF305) - 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.
sf Class 3	Solar as Energy Display – (SF308) - Item should be the original design of the 4-Her. Include the item, or a picture if item is in excess of 6' tall or 2' x 2'. Include a notebook of why the item was designed and how it harnesses the power of the sun. Examples include solar evens, solar panels, etc.
sf Class 4	Water as Energy Display – (SF308) - Item should be the original design of the 4-Her. Include the item, or a picture of the item is in excess of 6' tall or 2' x 2'. Include a notebook of why the item was designed and how it harnesses the power of water.
sf Class 5	Wind as Energy Display – (SF308) - Item should be the original design of the 4-H'er. Include the item, or a picture if item is in excess of 6' tall or 2' X 2'. Include a notebook of why the item was designed and how it harnesses the power of wind.
sf Class 6	Other Nebraska Alternative Energy – (SF306) - Notebook should explore Nebraska an 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.

Resources:

- 4-Wheelin' Physics Fun – Learn basic principles of physics, such as friction, energy, elasticity; Do experiments with a radio-controlled pickup
https://4hcurriculum.unl.edu/index.php/main/program_project/133
- The Power of Wind – Learn about wind and its uses; Design, create, build, and test a wind-powered device; Explore wind as a potential energy source in the community.
https://4hcurriculum.unl.edu/index.php/main/program_project/1

Dept. H – Woodworking

General Information:

- 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 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.
- Requirements: All articles exhibited must include a plan (with drawings or sketch or blueprints) stating dimensions and other critical instructions a builder would need to know how to build the project. Plans may include narrative instructions in addition to the dimension drawings and include any alternations to the original plan. Part of the score depends on how well the project matches the plans. If 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.
- If the project (i.e picnic tables, wishing wells, swings, chairs, bridges, doghouses, etc.) is designed to be used outside, it will be displayed outside.
- All outside projects MUST have 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.
- Premier 4-H Science Award is available in this area.

Division 911 – Woodworking

MEASURING UP –UNIT 1 (No State Fair)

Class 9	Build a Flower Box – include your plan
Class 10	Build a Letter Holder – include your plan
Class 11	Build a Picture Frame – include your plan

MAKING THE CUT –UNIT 2 (No State Fair)

Class 12	Display of Wood Samples – display at least 6 different wood samples, attach securely to a ¼" or ⅜" board, label each sample with tree species and type of wood (hard or soft).
Class 13	Woodworking Tools Poster – Create a poster showing at least 6 tools used in woodworking. Label each tools with its name and general use.
Class 14	Build a Napkin Holder – include your plan
Class 15	Build a Birdhouse – include your plan
Class 16	Build a Foot Stool – include your plan

- Class 17 **Build a Tool Box or a Sawhorse** – include your plan
- Class 18 **Build an Article** – using at least 2 different hand tools, include your plan and what tools you used.

- Sf Class 5 **Outdoor Wood Project made with Treated Wood** – (SF97) - Treated wood projects DO NOT have to have a finished coating. All plans and plan alternations must be attached to the article. Project plans with a cover. If project is designed to be outside. Examples include: picnic tables, planters, outdoor furniture, etc.

NAILING IT TOGETHER-UNIT 3

- ^{sf} Class 1 **Woodworking Article** – (SF91) - Item should be made using skills either joints, hinges, dowels, or a dado joining, learned in the Nailing it Together manual. Item is required to be appropriately finished. Examples include: bookcase, coffee table or end table.

- ^{sf} Class 3 **Recycled Woodworking Display** – (SF95) - Article made from recycled, reclaimed or composite wood. Article must be appropriately finished and/or sealed and utilize one or more woodworking techniques from pg. 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?)

- ^{sf} Class 4 **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 alternations must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish because project may be displayed outside.

FINISHING UP-UNIT 4

- ^{sf} Class 6 **Woodworking Article** – (SF 91) - Item made using skills learned in the Finishing it Up Project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc. Item is required to be appropriately finished.

- ^{sf} Class 8 **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 pg. 2 of the Unit 4 manual. Exhibit must include the woodworking plan and a minimum one page report of how the design and engineering process was used to develop the woodworking plan.

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

Resources:

- Woodworking Wonders 1 – Develop skills such as measuring, squaring, and cutting a board, driving nails, and using clamps and screws; Build a picture frame, a letter holder, a box, or an airplane.
https://4hcurriculum.unl.edu/index.php/main/program_project/144
- Woodworking Wonders 2 – Measure, cut, sand, drill, and use advance hand and power tools; Apply paint and use bolts and staples; Build a sawhorse, birdhouse, toolbox, or a stool

https://4hcurriculum.unl.edu/index.php/main/program_project/145

- Woodworking Wonders 3 – Practice measuring angles, cutting dado and rabbet joints; Use a circular saw, a table saw, and a radial arm saw; Sand and stain wood
https://4hcurriculum.unl.edu/index.php/main/program_project/146
- Woodworking Wonders 4
https://4hcurriculum.unl.edu/index.php/main/program_project/205

Dept. H – Welding

General Information:

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 participants a first-hand experience in a skill that can be used for a lifetime.

- 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" x 15" display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent, so the judge can look at the bottom side of the weld when necessary. Each weld should be labeled with information stated 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.
- 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.
- 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.

- If no plans are included with welding art, welding article, welding furniture or composite weld project item will be disqualified.
- All outside projects MUST have 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.
- Premier 4-H Science Award is available in this area.

ARCS & SPARKS

- All welds exhibited in class 1 or 2 must be mounted on a 12" high x 15" long display board of thickness not to exceed 3/8". Attach each weld on a wire loop hinge or equivalent, so the judge can look at the bottom side of the weld when necessary.

4-H Welding Project Tips and Suggestions:

Class 1

1. All welds should be made with the same electrode/wire/rod size and number.
2. Welds should be made only on one side of metal so penetration can be judged.
3. Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.
4. It is suggested that all welds be of the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5 to 2" wide and 3.5 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.
5. Stick welding - Suggested coupon thickness- 1/4" if using 1/8" rod, Suggested rod-AC and DC straight or reverse polarity- first E-7014, second E-6013
6. MIG welding - Suggested coupon thickness- 1/4" if using .035 wire and 1/8" if using .023 wire
7. Oxy-Acetylene - Suggested coupon thickness- 1/8". Suggested rod- 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" x 4" or on individual coupons that are about 2" x 4" and ¼" thick. Suggested rods for this class of position welds for AC and DC straight or reverse polarity is, first E-6013, second E-7014 and E-6010 for DC reverse polarity only.
2. Welds should be cleaned with a chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off excess oil.

Class 3 & 4

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

Division 920 – Welding

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| sf Class 1 | Welding Joints – (SF281) - a display of one butt, one lap and one fillet weld. |
| sf Class 2 | Position Welds – (SF281) - a display showing three beads welded in the vertical down, horizontal and overhead positions. |
| sf Class 3 | Welding Art – (SF283) – any art created using tack welds to hold the metal pieces together (examples include horseshow projects). Type of welder, welder settings, all plans, plan alternations, and a bill for materials must be attached to the article. Protect plans with a cover. If project is designed to be outside, it is required to have appropriate outdoor finish. |
| sf Class 4 | Welding Article – (SF281) - any shop article where welding is used in the construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans, plan alternations, and a bill for materials must be attached to the article. Protect plans with a cover. If the project is designed to be outside it is required to have appropriate outdoor finish because project may be displayed outside. |

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| Sf Class 5 | Welding Furniture – (SF282) - any furniture with 75% welding is used in construction. 60% of item must be completed by 4-Her and notes regarding laser welding or machine welding must be included. Type of welder, welder settings, all plans plan alternations, 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 because project may be displayed outside. |
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| sf Class 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. |
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In the notebook include:

- A photo (front and back) of the finished project.
- Instructions on how the design was created (include software used), this allows for replication of the project.
- Lessons learned or improvements to the project.
- Steps to finish the project.

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| Sf Class 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 alternations, 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 because project may be displayed outside. |
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Resources:

- ARC Welding – Learn to cut metal with an arc solder; Weld high carbon, spring steel and alloy steels; Weld horizontal, vertical, and overhead positions.
https://4hcurriculum.unl.edu/index.php/main/program_project/143

Dept. H – Rope

General Information:

- Each rope exhibit must be mounted on a board ¾" thick x 24" high x 32" wide.
- For items on demo-boards use instructions found in the 4-H Rope Manual, EC70179.
- 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:
 - End whipping
 - Eye splice
 - Crown splice
 - Rosebud knot
 - Matthew Walker knot
 - Diamond knot

Class 3 Single Loop or Double Loop Halter – sheep and goats use $\frac{3}{8}$ " rope. See above requirements for halter exhibits.
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Dept. H – Leather

General Information:

- Leather garments (chaps/chinks/vest) can be entered under Clothing – STEAM 3 Class 11 Fashion Show – STEAM 3 Class 40.
- Not State Eligible

Division 990 – Rope (Not State Fair Eligible)

Class 1	Rope Display – at least 10 and not more than 12 knots, hitches and splices (include two splices) made of $\frac{3}{8}$ " rope.
Class 2	Single Loop or Double Loop Halter – cattle and horse use $\frac{5}{8}$ " or $\frac{3}{4}$ " rope. See above requirements for halter exhibits.

Division 991 – Leather

Class 1	Tooled
Class 2	Stamped
Class 3	Non-Tooled
Class 4	Tooled & Stamped
Class 5	Other

SECTION XI – CLOVER BUDS

Dept. J – Clover Bud Projects

Participants of the Clover Kids Division must be 5-7 years of age before January 1 of current year and enrolled in 4-H online. Projects are entered, judged and picked up at the same time as other 4-H projects. All projects will receive a participation ribbon. Projects are not eligible for State Fair.

Division 900 – Healthy Lifestyles – Making Food For Me

- Class 1 **Oatmeal Cookies**
- Class 2 **No Bake Cookies**
- Class 3 **Trail Mix**
- Class 4 **“Scoop It Up”** – Exhibit will show measuring skills (ie poster, cookies in a jar, etc.)

Division 901 – Citizenship-Family Celebrations Around the World

- Class 1 **Mexican Pinata** – Display exhibit without candy
- Class 2 **Family Celebration Mini-Poster** – On an 8 ½” x 11” paper or card stock design a mini poster about a family celebration
- Class 3 **Photo Memory Box or Single Scrapbook Page**
- Class 4 **Citizenship Exhibit-“See What I Can Do.”**

Division 902 – Communication & Expressive Arts – Theater Arts 1

- Class 1 **Homemade Puppet**
- Class 2 **Mask or Costume**
- Class 3 **Strike up the Band** – create an instrument
- Class 4 **Photography Exhibit** – maximum exhibit size 8 ½” x 11”.
- Class 5 **Clover Bud Recital** – Poem should probably not exceed 6-8 lines. May be read or recited. A participation ribbon is presented. Parental guidance on stage is acceptable.

Division 903 – Safety Bicycle Adventures

- Class 1 **Sign Language**
- Class 2 **Turn Talk** – maximum exhibit size 8 ½” x 11”.
- Class 3 **Be Road Smart** – Diorama or other exhibit.

Division 904 – Home Environment – A Space for Me

- Class 1 **Getting a Feel for Texture** – Maximum exhibit size 14” x 22”.
- Class 2 **Seed Mosaic** – Maximum exhibit size 8 ½” x 11”
- Class 3 **Storage Box**

- Class 4 **You Create It** – open to creative home environment projects using any base material, including Legos

Division 905 – Animal Science – Exploring Animals

- Class 1 **“Gate to Plate”** – Show what products or by-products we get from animals. Maximum exhibit size 14” x 22”.
- Class 2 **Parts of a Farm Animal** – Exhibit may focus on one species or show multiple species. Maximum exhibit size 14” x 22”.
- Class 3 **Know Your Breed** – Create an exhibit that shows what you have learned about the breed of your animal.

Division 906 – Exploring –Just Outside the Door

- Class 1 **Insect Model** – Maximum exhibit size 8 ½” x 11”.
- Class 2 **Float Your Boat** – Design and build a boat.
- Class 3 **Bird Feeder or Bird House**
- Class 4 **Growing Seed** – A growing seed you have planted. Can be planted in any small container.
- Class 5 **Leaf Rubbing**
- Class 6 **Plaster Cast of Nature**

Division 907 – Aerospace Adventures 1

- Class 1 **Paper Flyers** – Make your favorite kind of paper flyer. This can be an airplane, helicopter, rocket or any other flying machine.
- Class 2 **“Go Green In Space”** – Create a flying machine (airplane, helicopter, rocket, space-buggy etc.) out of recycled materials.
- Class 3 **Kite**
- Class 4 **Windsock**
- Class 5 **Snap together Rocket or other flying machine**
- Class 6 **Lego Creation** – Build a Lego structure

Division 908 – Family and Consumer Science- Decorate Your Duds

- Class 1 **Decorate a t-shirt, any method, without using an iron or sewing machine.**
- Class 2 **Accessory**
- Class 3 **“Sewing Fun”** – Simple Needlebook or Pin Cushion.

Dept. J – Clover Buds Animal Show

There is a Clover Buds Division for youngsters, 5 to 7 years of age before January 1 or current year. Exhibitors will show for participation ribbons. Lambs, goats, and rabbits must be identified by the appropriate species deadline date. 4-H'ers need to own their own animal. Basis of judging exhibits in this division is general knowledge of the project by exhibitor and sportsmanship of exhibitor. In order for the audience to learn about the care and maintenance of the project, each exhibitor should be prepared to give a 1 to 2 minute presentation concerning their projects history, cost of ownership, eating habits and lifestyle. Livestock animals should be not more than six months of age and no more than 350 pounds at time of show.)

Division 910 – Clover Buds Animal Show

Class 1	Hamsters
Class 2	Guinea Pigs
Class 3	Gerbils
Class 4	Rats or Mice
Class 5	Reptiles (snake, lizard, turtle)
Class 6	Amphibians (frogs, toads, salamanders)
Class 7	Birds (parakeets, parrots)
Class 8	Miscellaneous (small animal)
Class 9	Lambs
Class 10	Goats (kids only)
Class 11	Dogs (Dogs must be 6 months old or older)
Class 12	Cats (Kittens must be at least 4 months old)
Class 13	Poultry
Class 14	Rabbits
Class 15	Bucket Calf – Calf must weigh in during Beef Show Weigh in/Check-in. Calf MUST weigh UNDER 350

SCHEDULE

Saturday, July 16

7:00 am _____ Horse Show – Fairgrounds Arena

Friday, July 22

1:00 pm-4:00 pm _____ Construction/Quilt Judging – Hay Springs Auditorium

6:30 pm _____ Public Review of Construction & Music/Poetry – Hay Springs Auditorium

Saturday, July 23

8:00 am _____ Jr. Rodeo – Sheridan County Fair Arena

Sunday, July 24

7:30 am _____ Pig Weigh-in – Fairgrounds Scale House

9:30 am _____ 4-H & Open Class Small Animal Check-in – Rabbit & Poultry Building

10:30 am _____ Sheep/Goat Weigh-in – Fairgrounds Scale House

11:30 am _____ Beef Weigh-in – Fairgrounds Scale House

1:00 pm _____ Presentation

6:00 pm _____ Color Run

Monday, July 25

9:00 am-1:00 pm _____ 4-H entries accepted & interview judging (4-H dress code)

1:00 pm _____ 4-H & Open Class Rabbit & Poultry Show – Rabbit & Poultry Building

4-H Exhibit Building _____ Closed until Tuesday

8:00 am-12:00 pm _____ Open Class entries accepted (including flowers)

5:00 pm _____ Family Fun Night BBQ (sponsored by the 4-H Foundation)

6:00 pm _____ Businessman Showmanship – 4-H Show Ring

Tuesday, July 26

7:30 am _____ Market Swine Show – 4-H Show Ring

8:00 am-6:00 pm _____ 4-H, Open Class & Educational Buildings Open

1:00 pm _____ Market Lamb & Breeding Sheep Show – 4-H Show Ring

2:30 pm _____ Market Goat & Breeding Goat Show – 4-H Show Ring

5:00 pm _____ Mutton Bustin – Fairgrounds Arena

7:00 pm _____ Ranch Rodeo – Fairgrounds Arena

Wednesday, July 27

6:30 am-8:30 am _____ Free Breakfast (sponsored by Farmer's Coop)

8:00 am-6:00 pm _____ 4-H, Open Class & Educational Buildings Open

9:00 am _____ Market Beef Show – 4-H Show Ring

2:00 pm _____ Cake Judging – Concession Building

4:00 pm _____ Buyer's Bonanza – Fairgrounds Pavilion

4:30 pm _____ Livestock & Static Auction (4-H dress code) – Fairgrounds Pavilion

Thursday, July 28

6:30 am-8:00 am _____ Free Donuts (sponsored by Security 1st Bank)

7:00 am _____ Breeding Beef Check-in – 4-H Office

8:00 am-6:00 pm _____ 4-H, Open Class & Educational Buildings Open

9:00 am _____ Breeding Beef Show – 4-H Show Ring

9:30 am _____ Stocker Feeder Show – 4-H Show Ring

10:00 am _____ Dairy Show – 4-H Show Ring

10:30 am _____ Beef Showmanship – 4-H Show Ring

11:00 am _____ Bucket Calf Show – 4-H Show Ring

11:30 am _____ Fitter's Competition – 4-H Show Ring

1:00 pm _____ Cat Show – South side of Rabbit & Poultry Building

2:00 pm _____ Dog Show – South side of Rabbit & Poultry Building

4:00 pm _____ 4-H Livestock Judging Contest – 4-H Show Ring

7:00 pm _____ PRCA Rodeo/Live Music – Fairgrounds Arena

8:00 pm-11:30pm _____ Teen Dance – Fairgrounds Pavilion

Friday, July 29

8:00 am-3:00 pm _____ 4-H, Open Class & Educational Buildings Open

9:00 am _____ Clover Bud Parade – 4-H Show Ring

10:00 am _____ 4-H Small Round Robin Showmanship – 4-H Show Ring

1:00 pm _____ 4-H Large Round Robin Showmanship – 4-H Show Ring

3:30 pm _____ Packer Load Out

4:00 pm _____ 4-H Project Pick Up

5:00-7:00 pm _____ Hand in Check out Card to office before leaving the fairgrounds

7:00 pm _____ PRCA Rodeo/Live Music – Fairgrounds Arena

Saturday, July 30

7:00 am _____ Cowboy Breakfast – Gordon Park

9:00 am-4:00 pm _____ Quilt Show – Butler's Daylight Donuts

10:00 am _____ Parade – Main Street

11:00 am _____ Open Class Pick Up

1:00 pm _____ Rubber Chuck Race – Fairgrounds Arena

7:00 pm _____ PRCA Rodeo/Live Music – Fairgrounds Arena