2012 DODGE COUNTY FAIR

CITIZENSHIP & CIVIC EDUCATION

CHECK IN:
Tuesday, July 31, 2012 from 6:00 - 8:00 p.m.
& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
JUDGING TIME:
Wednesday, August 1, 2012, 9:30 a.m. (closed to public)
PREMIUMS:
Purple $2.00; Blue $1.50; Red $1.00; White $0.50

HERITAGE

HERITAGE GUIDELINES

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.
NOTE: Exhibits entered at own risk. Will not be responsible for lost or damage to family heirloom items or any items in this division.

- ✓ Displays should not be larger than 22" x 28" wide (see Scorecard 4-H 37).
- ✓ Pictures and other hanging items must have a hanger for display purposes.
- ✓ Display collections securely in an attractive container no larger than 22" x 28".
- ✓ **Exhibits must include Name, County, and Years in the Heritage Project on back of exhibit.**
- ✓ All entries must have documentation included.

DEPT. A / DIV. 101
HERITAGE - Level I / Beginning
(1 – 4 Years in Project)

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.
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.
Class 3 Local History Scrapbook or Notebook – Scrapbook or notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
Class 4 Framed family groupings **-** (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
Class 5 Other exhibits depicting the heritage of the member's family or community. Exhibit should be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
Class 6 4-H History Scrapbook – A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er, no club projects.
Class 7 4-H History Poster **–** Poster relating 4-H history of local club or county or individual.
Class 8 Story or illustration about a historical event.
Class 9 Book review about local, Nebraska or regional history.
Class 10 Other historical exhibits attach an explanation of historical importance.
Class 11 Family Traditions Book - Exhibitor scrapbook depicting family traditions of the past.
Class 12 Family Traditions Exhibit - Story or illustration of a family tradition or event. Exhibits must be supported by a written explanation.
Class 13 4-H Club/County Scrapbook - Scrapbook relating 4-H history of local club or county compiled by club historian.
Class 14 4-H Member Scrapbook - Scrapbook relating to individual 4-H members' 4-H history.
Class 15 Special Events Scrapbook – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

DEPT. A / DIV. 102
HERITAGE - Level II / Advanced
(Over 4 Years in Project)

Class 1 Heritage poster or flat exhibit- Entries may be pictures, posters, items, etc. that depict family heritage. Exhibits must be supported by a written explanation.
Class 2 Family Genealogy/History Notebook – Include pedigree charts/family group sheets, with documentation beyond two-three generations of one family line, expanding each year.
Class 3 Local History Scrapbook or Notebook that depicts history of local community or Nebraska that helps youth appreciate their heritage.
Class 4 Framed family groupings (or individuals) of pictures showing family history. Pictures must be supported by a written explanation.
Class 5 Other exhibits depicting the heritage of the member's family or community. Exhibit should be supported by a written explanation. May include, biographical album of themselves or another family member, family cookbooks, etc.
Class 6 4-H History Scrapbook - A scrapbook relating 4-H history of local club or county or individual. Must be work of individual 4-H'er no club project.
Class 7 4-H History Poster - Poster relating 4-H history of local club or county or individual.
Class 8 Story or illustration about a historical event.
Class 9 Book review about local, Nebraska or regional history.
Class 10 Other historical exhibits **-** attach an explanation of historical importance.
Class 11 Exhibit depicting the importance of a community or Nebraska historic landmark.
Class 12 Community Report documenting something of historical significance from past to present.
Class 13 Historical collection (displayed securely and attractively in a container no larger than 22" x 28".)
Class 14 Video / DVD or slide/tape documentary of a family or a community event. Must be produced and edited by 4-H member.
Class 15 4-H Club/County Scrapbook - Scrapbook relating 4-H history of local club or county compiled by club historian.
Class 16 4-H Member Scrapbook - Scrapbook relating to individual 4-H members' 4-H history.
Class 17 Special Events Scrapbook – A scrapbook relating to a 4-H special event, such as Congress or CWF or a personal or family special event, such as a trip, family reunion, etc.

CITIZENSHIP

CITIZENSHIP GUIDELINES

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

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

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

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

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

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

Entries: Each exhibitor is limited to one item per class.

DEPT. A / DIV. 120
CITIZENSHIP

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. You need to answer the following questions in your exhibit.

1. How did you select the organization?
2. What items did you include in your care package?
3. Why did you select those items?
4. How did it feel to present your care pack to the organization?
5. What did you learn from this experience?
6. Other information that you feel is important about the care package or organization.

Some examples of care packages are: Backpack for school supplies, litter pan for animal shelter items, suitcase for abuse shelter or homeless shelter, etc.

Class 2 Citizenship Game: Exhibit consists of a game which could include but isn't 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.

Class 3 Patriotic or Cultural Fine Arts: Exhibit can be made of any art media but should tie in the relevance of the artwork to citizenship.

Class 4 Public Adventure Scrapbook: Exhibit should describe your Public Adventure or Service Learning Activity. Scrapbooks must measure no more than 16" x 16".

Class 5 Public Adventure Poster: Exhibit 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".

Class 6 Interview: Written or Recorded Stakeholder Interview should follow the outline found in the Public Adventures Curriculum. It may be written or recorded.

Class 7 Citizenship Essay: 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.

Class 8 Oral Citizenship Essay: For 9th-12th Graders Only: Oral Citizenship Essay addressing the theme “Freedom’s Obligations” should be 3-5 minutes. No background music, singing or other enhancement allowed. All essays should be on a good-quality cassette tape and in a natural style. Voice tone should be normal and conversational. A copy of the written essay should be attached.

Class 9 Service Items: Service Items can include but aren't limited to lap quilt and homemade toys. Only non-perishable items will be accepted. Attached to the exhibit should be an explanation of whom the recipient was and how the service project was made and used. The service item could be part of a larger community service effort.

Class 10 4-H Club Exhibit: Exhibit should depict what a 4-H club has done in the area of community service. This item could include, but is not limited to, a service item, poster, scrapbook, cultural or creative arts item or care package.

COMMUNICATION & EXPRESSIVE ARTS

CHECK IN:
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& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
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PHOTOGRAPHY

PHOTOGRAPHY GUIDELINES

A. 4-H'ers are allowed entries in only one unit of competition.
B. Only one print per negative may be used on exhibits.
C. Photos must be shot during the current project year by the 4-H member.
D. Entry Tag must be stapled securely to the upper **right** hand corner of Picture Displays. Exhibit prints must have entry tags scotch taped to the upper **right** hand corner.
E. Securely attach photos; use photo safe double stick tape; no photo corners allowed.
F. Do not use photo corners, borders or place coverings over the exhibits. Do not include negatives.

G. All Picture Displays: (including digital exhibits)

- To be mounted on horizontal 11" X 14" black (preferred) or white poster or matting board.
- Every photo on picture display must be **pencil** numbered (no. 2 lead pencil) below (for judge's reference only). Numbers should be readable but not detract from display.
- No titles, captions, or stick-on numbers will be allowed.
- Individual photos may be cropped either horizontally or vertically with straight edged scissors. No decorative cuts. Corners must be 90 degrees.
- Photos must be mounted vertically or horizontally.
- Personal Data Tags are required (See Section J).

H. All Exhibit Prints: (including digital exhibits)

- All exhibit prints are 8" x 10" prints mounted in 11" x 14" (outside size) cut matting (no frames) with a sandwich backing; rectangular or oval inside matt opening OR 5" x 7" prints mounted in 8" x 10" (outside size) cut matting (no frames) with a sandwich mat-board backing; rectangular or oval inside matt opening.
- Place photos horizontally or vertically as appropriate.
- Personal Data Tags are required.

J. PERSONAL DATA TAGS:

Personal Data Tag PART A- required on all classes. Glue securely to back of exhibits.

Name _____Age___County_____
Total years in the Photography Project_____
Unit_____Class:_____
Camera Description:_____(digital/film, fixed/auto/SLR)
Film Speed/ ISO or ASA Setting:_____Camera Setting:____
Filter Used (if any):_____(ex: color, screen, etc.)
Special lens used (of any)_____
Focus Type:_____(Automatic, Manual, Fixed)
Aperture Type/F Stop Setting:_____(Adjustable, Non-Adjustable)
Shutter Speed_____(Adjustable, Non-Adjustable)

Personal Data Tag PART B- Answer the following questions:

1. How the photo was taken and printed (describe equipment and software used).
2. Describe any changes made to the picture using computer software.
3. What did you intend to capture and what do you like about this photo?

Participants in Level III also need to answer one of the following questions: How has technology changed or enhanced photography in the last five years? Or, Describe the science of taking a photo.

K. Exhibits not following these rules will be dropped one ribbon placing.

INTERVIEW JUDGING / PROJECTS INCLUDE: ALL Photography Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 1 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. B / DIV. 180
FOCUS ON PHOTOGRAPHY
UNIT I (*NOT Eligible for State Fair*)
UNIT I GUIDELINES:

A. Unit I Photo Journal:

- Choose project 1, 2, 3, or 4 in the Level 1 or 2 project manual.
- Complete the pages associated with the project of your choice (project 1, 2, 3, or 4).
- Place pages in an 81/2 x 11 black or white 3 ring binder.
- Personal Data Tags are required. For your journal complete Part A only and include this as page on of your journal.

Use the above guidelines to display your pictures.

Class 901 Picture Display: Entry will consist of three pictures. The 4-H members will exhibit ONE PICTURE FROM THREE DIFFERENT CATEGORIES. Display on 11"x14" black poster board. Data Tags are required. Categories to be selected from include:

1) animal	5) special effects
2) building	6) still life
3) people	7) sports
4) landscape	

Class 902 Photo Journal: An entry will consist of a single completed and bound section of project 1, 2, 3 or 4 in the Level 1 project manual titled "Focus on Photography".

Class 903 Photo Story Display: Entry will consist of a display of 3 photos that tell the beginning, middle and end of a story.

Class 904 Fun with Shadows Display: Entry will consist of a display of 3 pictures of 3 different subjects that capture the image of the shadow.

Class 905 Magic and Tricks Display: Entry will consist of a display of 3 pictures of 3 different subjects that use a "special effect" to create interesting photos.

Class 906 Dodge County Theme -"It is All There in Black & White" Exhibit Print
(see guideline H)

Class 907 Exhibit Print: Entry will consist of black and white or color 8" x 10" photography of any subject mounted in an appropriate color 11"x14" (outside size) cut matting with sandwich backing; rectangular or oval inside matt opening.

Class 908 "My Favorite Other Picture": One picture, any size, mounted appropriately.

DEPT. B / DIV. 181
CONTROLLING THE IMAGE UNIT II
UNIT II GUIDELINES

B. Unit II Picture Displays:

- Three 4x6 photos to be mounted on horizontal 11"x14" black (preferred) or white poster or matting board.
- Every photo on picture display must be pencil numbered (no.2 lead pencil) below (for judge's reference only). Numbers should be readable but not detract from display.
- No titles, captions, or stick-on numbers will be allowed.
- Individual photos may be cropped either horizontally or vertically with straight edged scissors. No decorative cuts. Corners must be 90 degrees.
- Photos must be mounted vertically or horizontally.
- Personal Data Tags (parts A and B) are required.

C. Unit II Exhibit Prints: (excluding digital exhibits)
- All exhibit prints are 8”x10” prints mounted in 11”x14” (outside size) cut matting (no frames) with a sandwich backing (not foam board); rectangular or oval inside matt opening.
- Place photo horizontally or vertically as appropriate.
- Personal Photo Data Tags (parts A and B) are required.

D. Unit II Photo Journal:
- Choose project 1, 2, 3, or 4 in the Level 1 or 2 project manual.
- Complete the pages associated with the project of your choice (project 1, 2, 3, or 4).
- Place pages in an 81/2 x 11 black or white 3 ring binder.
- Personal Data Tags are required. For your journal complete Part A only and include this as page on of your journal.

Class 10 Photo Journal: An entry will consist of a single completed and bound section of project 1, 2, 3 or 4 in the Level 2 project manual titled “Controlling the Image”.

Class 20 Lighting Display or Exhibit Print: Entry will consist of a display of 3 pictures of 3 different subjects or an exhibit print that demonstrates lighting effects.

Class 30 Composition Display: Entry will consist of 3 photos illustrating 3 different views of the same object.

Class 40 Composition Exhibit Print: Entry will consist of a candid print that captures an un-posed moment and illustrates the emotion of the event.

Class 50 Action Display or Exhibit Print: Entry will consist of a display of 3 pictures of 3 different subjects or an exhibit print that captures motion and represents the action in the photo.

Class 60 Nebraska Photography Career Exhibit Print: Explore a career as a Nebraska photo journalist. The goal of a photo journalist is to tell a story through their work. Capture a photo at a newsworthy event in your **Nebraska Community**.

Class 956 Dodge County Theme -“It is All There in Black & White” Exhibit Print: (see guideline H) ***(NOT Eligible for State Fair)***

Class 957 Exhibit Print: Entry will consist of black and white or color 8”x10” photography of any subject mounted in an appropriate color 11”x14” (outside size) cut matting with sandwich backing, rectangular or oval inside matt opening. ***(NOT Eligible for State Fair)***

Class 958 “My Favorite Other Picture”: One picture, any size, mounted appropriately**.** ***(NOT Eligible for State Fair)***

DEPT. B / DIV. 182 ADVENTURES WITH MASTERING PHOTOGRAPHY UNIT III

UNIT III GUIDELINES

A. Unit III Exhibit Prints: (excluding digital exhibits)
- All exhibit prints are 8”x10” prints mounted in 11”x14” (outside size) cut matting (no frames) with a sandwich backing (not foam board); rectangular or oval inside matt opening
- Personal Photo Data Tags are required.

B. Unit III: Photography Portfolio:
- Select ten photos from your 4-H career that represent the strongest collection of your work.
- Photos may have been taken at any time during the 4-H experience and may have been previously exhibited. Photos can only be used in a portfolio once.
- Place photos in plastic sleeves and present them in an 81/2 x 11 black or white 3 ring binder.
- Personal Data Tags are required. For your portfolio complete Part A only and include this as page one of your journal.
- Include a table of contents that describes the photos in your collection.

Class 10 Photography Portfolio: An entry will consist of ten photos that represent the strongest collection of the participant’s work.

Class 20 Advanced Lighting Exhibit Print: Entry will consist of a print that illustrates reflection.

Class 30 Portrait Exhibit Print: Entry will consist of a print that captures both physical characteristics and personality in their subjects.

Class 40 Detailed Exhibit Print: Entry will consist of a print that focuses on the details. Illustrate lighting technique and depth of field and showcase the details.

Class 50 Challenging Exhibit Print: Entry will consist of a print that illustrates a special effect: 1) Double Exposure, 2) Light Painting, 3) Flash Multiple Exposure, 4) Filters, 5) Night Time Exposure, 6) Zooming (to create the effects of motion in your photo), 7) Digitally altered photos, 8) Other technique not listed.

Class 60 Nebraska Photography Career Exhibit Print: Explore a career as a Nebraska photographer. The goal of an artistic photographer is to portray a unique or interesting image through their work. Capture photos of **Nebraska landscapes** where creative composition is the goal.

Class 986 Dodge County Theme “It is All There in Black & White” Exhibit Print: (see guideline H) ***(NOT Eligible for State Fair)***

Class 987 Exhibit Print: Entry will consist of black and white or color 8”x10” photography of any subject mounted in an appropriate color 11”x14” (outside size) cut matting with sandwich backing. OR 5” x 7” prints mounted in 8” x 10” (outside size) cut matting (no frames) with a sandwich mat-board backing; rectangular or oval inside matt opening. ***(NOT Eligible for State Fair)***

Class 988 “My Favorite Other Picture”: One picture, any size, mounted appropriately. ***(NOT Eligible for State Fair)***

POSTERS

POSTER GUIDELINES

The purpose of the poster is to call attention to a subject. Every poster must be created 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: makes good use of entire poster space without being too crowded: art and lettering are will balanced.

COLOR: use of bold colors that harmonize will: colors used are legible.

QUALITY OF CONSTRUCTION: neatness; appropriateness of materials used.

EFFECTIVENESS: works will as a poster.

- ✓ Posters should be 14" x 22" and on regular poster board. Do not use foam core or any other material that cannot be stapled to a display board.
- ✓ They may be arranged either horizontally or vertically.
- ✓ Those generated by computer must also meet this standard. Computer art generated on an 8 ½" x 11" sheet of paper and mounted on poster board will be disqualified.
- ✓ Posters may be in any medium: watercolor, ink, crayon, markers or computer graphics. They may not be three-dimensional. Entries with components thicker than paper (such as milk cartons, pencils, pop cans) will be disqualified.
- ✓ Posters may not use copyrighted materials, such as cartoon characters or commercial product names, logos or slogans. Avoid using clichés or over-used phrases that do not command the viewer’s attention.

- ✓ 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.national4-hheadquarters.gov/emblem/4h_name.htm.
- ✓ Computer "clip art" will not be scored as positively as original computer art design.
- ✓ Entries which do not conform to size, content or material guidelines will be lowered one ribbon placing.
- ✓ The 4-H members name, full address, age, and county must be listed on the back of the poster.
- ✓ Entry cards should be staples (not paper-clipped or taped) to the upper right-hand corner of the poster.
- ✓ Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being transported will be removed by the superintendent for evaluation and display.

DEPT. B / DIV. 152
POSTERS
(*NOT Eligible for State Fair*)

Class 901 Photo Poster – The poster should focus on a 4-H theme of your choice, using one large, eye-catching photo.

Class 902 4-H Promotion – The poster should promote the 4-H program.

DEPT. B / DIV. 159
THEATRE ARTS
(*NOT Eligible for State Fair*)

Class 901 Puppet – Exhibit consists of a puppet made by the 4-H'er for use in theatre arts.

Class 902 Script – A script written by a 4-H'er for a play, musical skit, puppet show or other production.

Class 903 Costume – Made or decorated by 4-H'er for use in a theatre arts production. Made for self or others.

Class 904 Acting Portfolio – A collection of photographs of the 4-H'er acting in a play. Include a description of the photos.

Class 905 Portfolio – A collection of photographs, sketches or other samples illustrating learnings such as costume design, stage make-up, written scripts, set design or other learnings.

Class 906 Stage Set Photography Display – A display of photos of a stage set that was made by the 4-H member. Include descriptions of the photos.

Class 907 You Be the Teacher – Share with others what you learned in this project. Exhibit may consist of poster, notebook, display, audiotape or videotape.

COMMUNICATIONS

DEPT. B / DIV. 153
EXPRESS YOURSELF!
Picking Up the Pieces
(Not Eligible for State Fair)

Class 901 Symbol Scrapbook - Photograph 10 symbols and include in a scrapbook that shares where the symbol was observed, what this symbol communicates, and other places where this symbol might be observed.

Class 902 Storyboard a 4-H Project - Create a storyboard that explains the steps that were completed from the beginning to the end of a 4-H project that was previously completed in another area.

Class 903 Communications Game. - Create a quiz game for your family or 4-H club members by selecting topic categories, writing and answering questions within these categories, and assigning point values to each question. Place this information on 3"x5" index cards and display quiz game on a poster board. Explain how this game could be used and its purpose.

Class 904 Caring Correspondence - Create a formal or an informal letter, e-mail, or note that shows how much you care, such as a letter of appreciation, a thank you note, or a friendship card.

Putting It Together

Class 1 Electronic Etiquette Promotion. - Create a promotional item or a poster that encourages youth to exhibit safe and responsible online behavior.

Class 2 4-H Press Release - Write a press release about an upcoming 4-H event. Place press release on 8.5x11 inch sheet of paper, up to two pages. Follow press release guidelines in the Express Yourself Level 2 manual.

Class 3 Joke, Riddle, or Humor. - Use humor to communicate a message by creating a comic strip, cartoon, joke, or riddle on an 8.5x11 inch sheet of paper.

The Perfect Fit

Class 4 Broadcast Interview - Serve as a 4-H television news anchor and using digital video, conduct an interview with another person about the 4-H Youth Development Program. Length of interview must be 1-3 minutes and must be presented on a VHS, CD, or DVD format.

Class 5 Career Exploration Essay. - Complete a career exploration experience (job shadowing, interview, mentor experience, etc.) and in a 3-5 page essay, complete with text, illustrations and/or pictures, answer the following questions: What was learned? What skills are required for the career? What type of demand there is for the career?

Class 6 4-H Advertisement Flyer - Using a computer, graphically create a printed 8.5x11in. flyer that promotes the 4-H Youth Development Program. Include the 4-H Emblem (downloadable from http://www.national4-hheadquarters.gov/emblem/4h_name.htm).

CONSUMER & FAMILY SCIENCE

CHECK IN:
Tuesday, July 31, 2012 from 6:00 - 8:00 p.m.
& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
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PREMIUMS:
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CHILD DEVELOPMENT

CHILD DEVELOPMENT GUIDELINES

Please note that the term Child Development includes Child Care, Family Life, Personal Development, and Character Development.

A. Number of entries per individual - Each 4-H'er can exhibit ONE entry per class.
B. Exhibits may not use copyrighted materials, such as cartoon characters or commercial product names.
C. Criteria for Judging – The following score sheets will be used to judge Child Development exhibits.
   Classes 1-4, "Guidelines for Judging Toys" - SF30
   Class 6, "Score Card for Evaluating Babysitting Kits" - SF85
   All other classes "Scorecard for Evaluating Poster, Scrapbooks, and Educational Entries - SF 115 4-H'ers should refer to project manuals for characteristics of suitable and unsuitable toys and for characteristics of children at various stages of development.
D. Information Sheets - Each exhibit must include the required information on paper placed with the entry tag.
E. 4-H'ers of any age (8 – 18 year old on Jan 1 of current year) may take any of the Child Development projects.

DEPT. C / DIV. 200
CHILD DEVELOPMENT

NEW THIS YEAR…Exhibitors in the Child Development project area will also be asked to focus on the new outcomes areas in 4-H in a few classes. These outcomes include career development, agricultural literacy, science, leadership/citizenship and healthy lifestyles. In an effort to help 4-H members develop their knowledge in these areas classes 1-4 of child development exhibits must be tied to one or more of the outcome areas.

Information sheets for Classes 1, 2, 3, 4 and 6 should include:

1) Where did I get the idea for this exhibit?
2) What decisions did I make to make sure this exhibit is safe for child to use?
3) What are children this age like? Give 2 examples that help in understanding the appropriateness of this exhibit for the age of the child (see project manuals).
4) What can the child learn from this exhibit, or how does it promote growth and development as it pertains to the outcome area?

Information sheet for Class 6 should include:

1) What are children this age like? Give 2 examples to show how the kit would be appropriate for children this age.
2) What will the child learn or what skills will they gain by using the kit?
3) 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.

NOTE: Classes 1 - 4 must be items made by the 4-H'er and relate to one or more outcome areas. Purchased items are not acceptable for these exhibits. Possible purchased parts are acceptable such as dice for a grade-schooler to play a game, but the significant part of the exhibit must be made by the 4-H'er. Not acceptable: Items for display in child's room (which is a home environment item), container but not the contents made by the 4-H'er, or group of items assembled for a purpose but not made by the 4-H'er. Games must include instructions for playing the game.

As you consider your exhibits for these classes, remember that you must be trying to teach the child the toy is for about something related to one or more of the outcome areas – career development, agricultural literacy, science, leadership/citizenship and healthy lifestyles. This could be a game that teaches about healthy eating (healthy lifestyles), an activity that teaches about being a farmer (careers/agricultural literacy) or a toy bug that relates to science. Be creative!

Class 1 The Infant: Toy, game, or activity made for baby that teaches them about one or more of the outcome areas. (birth - 18 months.)
Class 2 The Toddler: Toy, game, or activity made for toddler that teaches them about one or more of the outcome areas. (18 months - 3 years.)
Class 3 The Preschooler: Toy, game or activity made for preschooler that teaches them about one or more of the outcome areas. (3-5 years.)
Class 4 Middle Childhood: Toy, game, or activity made for grade-schooler that teaches them about one or more of the outcome areas. (6-9 years.)

DEPT. C / DIV. 200
THE SITTER

Classes 5 – 9 do not have to relate to an outcome area.

Class 5 Activity With a Younger Child: Poster or Scrapbook showing 4-H'er working with a child age 0 to 8 years. May show a specific activity such as making something with the child or other child care and interactions as the 4-H'er chooses. May include photos, captions, story, or essay. Size of poster or scrapbook - large enough to tell the story. Other people may take photos so that 4-H'er can be in the photo. 4-H'er must make the poster or scrapbook. No information sheet needed for Class 5.
Class 6 Babysitting Kit: State which ONE age group *(infant, toddler, preschooler, middle childhood)* the kit was prepared for. Purpose of kit is for the 4-H'er to take with them when they go to someone's home to baby-sit (do not make kit for combination of ages or for your own family to use). See The Sitter manual) for appropriate items to include. Other appropriate items to include are emergency numbers, items 4-H'ers might need for safety or emergency. Kit MUST NOT be a catch all of found items. Display in a box or bag suitable for what it contains. Approximate size not larger than 12" x 15" x 10". All items in kit must be safe for child to handle..

NOTE: Information sheet for Class 6 should include:

1) What are children this age like? Give 2 examples that show how the kit would be appropriate for children this age.
2) What will the child learn or what skills will they gain by using the kit.

3) What items(s) was/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.

4-H'ers taking any of the Child Development projects may enter:

Class 7 Family Involvement Entry: Entry should show an activity that the family did together. It may be a scrapbook, poster or story describing the process. It might include making something such as a dollhouse or feed bunk. Item 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, not just the completed item. Participation by all family members is important. Include list of family members and what each person did to prepare for the event, to make the item, or to participate in the activity.

DEPT. C / DIV. 200
GROWING ALL TOGETHER

4-H'ers taking KIDS ON THE GROW may enter the following classes: Kids on the Grow 1 is NOT eligible for State Fair.

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

Class 8 Growing with Others: Scrapbook, or poster. EXAMPLES: How to decide if it's time you can be home alone, and related activities. How responsibilities and privileges are related. Friendships. Working with others. Understanding rules and boundaries. A family tree. A family rules chart. A family meal plan, with pictures of a special family meal. A home safety checklist. Being street smart (safety). A school scrapbook showing yourself and your school activities, memories, and special interests.

Class 9 Growing in Communities: Portfolio, scrapbook, or poster. EXAMPLES: A career study. A photo story about your own growth and development, not only physically but emotionally, socially, spiritually, mentally. A television evaluation (see project manual). How you have overcome obstacles. Friendships. A community profile. A community service project. Working with parents. Teaching experiences. Understanding discipline. Playground safety check.

CLOTHING

CLOTHING GUIDELINES

A. Entry tags **-** Every clothing exhibit must be described on the appropriate entry tag accompanying it (for example: dark blue wool skirt and jacket, red and white figured blouse). Entry tag placement: as you look at the garment place the entry tag on the right side of the garment and the hook of the hanger to the left.

B. Identification Labels **-** Each item entered as a clothing, knitting or crochet exhibit must have a label attached stating: County, Exhibitor's Name, and age, project name and class in which garment is entered, Exhibitor's age and number of years enrolled in project in which exhibiting**.** Attach a label on every component of the outfit using a safety pin or by basting. Not responsible for unlabeled items.

C. Preparation of Exhibits **-** Have clothing entries on hangers with hook toward right shoulder of garment. Do not use wooden or "fancy" hangers. Use METAL hangers only. Use safety pins to fasten skirts, shorts, and pants to hangers. If more than one hanger is used for any entry, fasten hangers belonging to one exhibit together with twist ties.

D. OPTIONAL – If you have used a unique method or technique in creating your exhibit (drew your own design, wove your own fabric, etc.) indicate that on a half sheet of 8 ½" x 11" paper placed with the entry tag.

- ✓ Evaluation for Clothing Level I, Clothing Level 2, Sewing For You and Recycled Garments is based on: General Appearance/Design, Quality of Workmanship, and Neatness.
- ✓ Evaluation for Tailoring is based on General Appearance/Design, Quality of Workmanship, Neatness, and Creating a Completed Outfit,
- ✓ Evaluation for Decorate Your Duds is based on Creativity, Quality of Workmanship, and Quality of Design. Evaluation for You Be The Teacher exhibit is based on Topic Selected, Teaches an Idea and Presentation of Exhibit.

INTERVIEW JUDGING/PROJECTS INCLUDE: ALL Clothing Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 1 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. C / DIV. 221
DECORATE YOUR DUDS

4-H members must show their own original creativity. Garment may be made for self or another person.

Class 1 Embellished Garment With Original Design**:** Designs are the original idea of the 4-Her, using the elements and principles of design shape/form, texture, color, line, space, rhythm, emphasis, proportion, balance and unity to make an original statement. Component materials used to create the design do not necessarily need to be original.

Class 2 Garment Constructed From Original Designed Fabric: Fabric is designed first then a garment is constructed from the fabric. Examples include: painting on fabric, color discharge, shibori tie dyeing, weaving fabric strips, crazy piecing and paper piecing, and color blocking fabric pieces. Other embellishments may be added.

Class 3 Embellished Garment using technology: Designs must be the original idea of the 4-Her using the elements and principles of design to make an original statement. The designs must use technology of some kind. (Machine embroidery and computer generated designs are examples). Include information on what technology was used, how the technology was used, the type of program used and the process used to generate designs.

DEPT. C / DIV. 234
GENERAL CLOTHING PROJECTS

4-H members enrolled in Decorate Your Duds, Sewing for Fun, Clothing Level I or II, Sewing for You or Tailoring, Knitting or Crochet projects may enter in the following classes. These classes are designed for personal accessories. The following six classes are NOT State Fair eligible.

Class 901 Non-Sewn accessory, Junior Division, (ages 8- 11)
Class 902 Sewn accessory, Junior Division, (ages 8-11)
Class 903 Non-Sewn accessory, Intermediate Division, (ages 12-14)
Class 904 Sewn accessory, Intermediate Division, (ages 12-14)
Class 905 Non-Sewn accessory, Senior Division, (ages 15 and up)
Class 906 Sewn accessory, Senior Division, (ages 15 and up)

Class 1 Educational Display: 4-H members enrolled in Decorate Your Duds, Clothing Level 2, Sewing for You or Tailoring, Knitting or Crochet projects may enter an Educational Display.
Share with others what you learned in this project. Exhibit may be a poster or foam core board (not to exceed 22" x 30"), a notebook or a small display of an educational nature. Examples include: information on careers in the textile industry, information on textile fibers, illustrate art elements, art principles, seam finishes, the science of textiles including dye techniques, fiber identification, and shrink testing of fabrics, knit stitches, crochet stitches, gauge, etc.

Class 2 Recycled Garment: 4-H members enrolled in Decorate Your Duds, Clothing Level 2, Sewing for You, Tailoring, Knitting or Crochet projects may enter a Recycled Garment exhibit (a wearable piece of clothing). An article of clothing made from a recycled item. The garment(s) used must be changed in some way in the "redesign process". A before colored picture MUST accompany the entry or it will be disqualified.

Class 3 Recycled Accessory: 4-H members enrolled in Decorate Your Duds, Clothing Level 2, Sewing for You, Tailoring, Knitting or Crochet projects may enter a Recycled Accessory exhibit. An accessory made from a recycled item. The item used must be changed in some way in the "redesign" process. A before colored picture MUST accompany the entry or it will be disqualified.

Class 4 Textile Clothing Accessory: Accessory is constructed and/or decorated on a textile fiber base. Entry examples include: hats, bags, scarves, gloves, aprons, etc. No metal, plastic, paper or rubber base items allowed (i.e. barrettes, headbands, flip flops, duct tape, etc.)

Class 5 Make One/Buy One: 4-H members enrolled in Clothing Level 2, Sewing for You, or Tailoring projects may enter a Make One-Buy One exhibit. The exhibit is a purchased garment with a constructed garment(s) to make a complete wearable outfit. Both constructed and purchased items must be included in the exhibit. An incomplete exhibit will be disqualified.

DEPT. C / DIV 211
SEWING FOR FUN
(NOT Eligible for State Fair)

Class 901 Needle book and pincushion
Class 902 Pillow Stripes
Class 903 Patchwork Pillow
Class 904 Tote Bag
Class 905 Laundry Bag
Class 906 Pillowcase
Class 907 Diagonal Patchwork Pillow
Class 908 Rail Fence Pillow
Class 909 Sewing Box – Include sewing tools listed in manual.

DEPT. C / DIV. 212
CLOTHING LEVEL I
(NOT Eligible for State Fair)

NOTE: Entry is a simple top, bottom or dress. Check the "Clothing Construction Skills Checklist" on page 16 in the member's manual for acceptable construction skills and page 4 for acceptable fabrics. Inseam or patch pockets, flat constructed sleeves, and simple lined vests are acceptable. 4-H'ers enrolled in or who have completed Clothing Level II, Sewing for You or Tailoring projects are not eligible to exhibit in Clothing Level I. NOT ACCEPTED: Plaids and striped fabric, wool fabric, patterns with collars, regulation set-in sleeves, waistbands, zippers, button holes or lined garments.

Class 901 Simple Top
Class 910 Simple Bottom
Class 920 Simple Dress

DEPT. C / DIV. 222
CLOTHING LEVEL II

NOTE: Check the "Clothing Construction Skills Checklist" on page 29-30 in the member's manual for acceptable construction skills and fabric choices. 4-H'ers enrolled in or who have completed Sewing for You or Tailoring projects are not eligible to exhibit in Clothing Level 2. Entry consists of constructed garments only.

Class 1 Dress
Class 2 Skirted Outfit (skirt with shirt, vest or jacket) or JUMPER AND SHIRT
Class 3 Pants or Shorts Outfit – Pants or shorts with shirt, vest or jacket or jogging outfit.

DEPT. C / DIV. 223
SEWING FOR YOU

- ✓ Garments can be made from any pattern or any fabric and should demonstrate sewing skills beyond Clothing Level 2. Entry consists of constructed garments only.
- ✓ Garments as listed may be made for self or others.

Class 1 Dress or formal
Class 2 Skirted Outfit – skirt & shirt or skirt & vest or skirt & jacket or jumper & shirt
Class 3 Pants or short Outfit – shorts or pants with shirt, vest or jacket.
Class 4 Specialty Wear – Includes: swim wear, costumes, western wear-chaps, chinks or riding attire.
Class 5 Coat/Outerwear Jacket - Lined or Unlined, non-tailored. Tailored Garments are entered in Division 224.

DEPT. C / DIV. 224
TAILORING

NOTE: A tailored blazer or suit jacket or coat.

Class 1 Blazer, or Suit Jacket or Coat

FIBER ARTS/KNITTING GUIDELINES

- ✓ Criteria for judging knitting and crocheting: Design and color, neatness, knitting mechanics or crocheting mechanics, trimmings, and construction finishes.
- ✓ Information Card: Each knitting or crocheting exhibit must include the following information on a half sheet of 8 ½ x 11" paper with the entry:
    1) What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two 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.
6) Kind of yarn – weight and fiber contact.
7) Names of stitches used.
8) Copy of directions.

DEPT. C / DIV. 225

KNITTING

- ✓ Knitted Item - Any item may be entered by those enrolled in the knitting project.

Class 901 Knitted Clothing or Home Environment Item - Beginning (NOT Eligible for State Fair)
Class 5 Level 2 Knitted clothing or Home Environment Item - Knitted item or garment using pattern stitches such as diamond, block, twist or seed/moss stitches.
Class 15 Level 3 Knitted Clothing or Home Environment Item – Knitted item or garment made from advanced knitting stitches such as pass slip stitch over, double-pointed needle knitting, cable, Turkish, tamerna, plait, germaine, feather and fan or knitting with one or more patterns such as Aran or Fair Isle.

DEPT. C / DIV. 226

CROCHET

- ✓ Crocheted Item - Any item may be entered by those enrolled in the crocheting project.
- ✓ Each entry must include a copy of the directions and have a card attached which provides the following information:
  1) What was your goal(s) in making this exhibit (Example: Learn how to block a garment or learn how to use two different yarn(s).
  2) What steps did you take as you worked toward your goal(s)?
  3) What were the most important things you learned as you worked toward your goal(s)?
  4) Gauge and size of hook.
  5) Kind of yarn – weight and fiber content or other material used.
  6) Names of stitches used.
  7) Copy of directions.

Class 901 Crocheted Clothing or Home Environment - Beginning (NOT Eligible for State Fair)
Class 5 Crocheted Clothing or Home Environment Item – Level 2 Crocheted item or garment using pattern stitches such as texture shell, cluster or mesh stitches.
Class 15 Crocheted Clothing or Home Environment Item – Level 3 Crocheted item or garment using advanced crochet stitches such as afghan, broomstick, hairpin lace, design motifs or pattern stitches.

DEPT. C / DIV. 229

QUILT QUEST

QUILT QUEST GUIDELINES

- **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. All quilted exhibits must be clean and finished for intended purpose. A quilted exhibit consists of 3 or more layers. 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 have a permanent label on the back in the bottom right corner with quilters name and date of completion. Also include the answers to the following questions on a piece of paper:
  1. Describe how you selected the design and fabrics used for your project.
  2. Tell what you did and what was done by others.
  3. Tell what you learned that you can use on your next project.

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, entrepreneurship. History may include history of an old quilt or history/research of a particular style of quilt such as Baltimore album quilts, Amish quilts, other. Exhibit may include a 14"x22" poster, notebook, CD, Powerpoint, VCR tape, or other technique. All items in an exhibit must be attached together and labeled. No quilted items should be entered in this class.
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.
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 of 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.
Class 40 Wearable Art – Quilted clothing or accessory. Must have a recognizable amount of quilting. May include fabric manipulation. Quilting must be done by 4-H'er. Attach card.
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 inch paper, include explanation of how the quilt was planned and who did what in the construction of the quilt.
Class 42 Service Project Quilt - A quilt that has been constructed by 4-H youth to be donated. On a half sheet of 8 ½ x 11 inch paper, include an explanation of why the quilt was constructed and who will receive the donated quilt.

For award distribution judging quilts will be within the following quilt sizes.

A. Small – maximum length + width = 60"
   This class includes miniature quilts, wall hangings, table runners, placemats (4), pillow.
B. Medium – maximum length + width = from 61" to 120"
C. Large – length + width over 120"

Level I quilted exhibits – Pieced quilts are made up of squares and/or rectangles. Attach card.

Class 50 Small
Class 51 Medium
Class 52 Large

Level II quilted exhibits – In addition to squares or rectangles, quilts may have triangles, and/or may be embroidered. Attach card.
Class 60 Small
Class 61 Medium
Class 62 Large

Level III quilted exhibits – In addition to any of the methods in class 50-62, quilts may have curved piecing, appliqué, Celtic style, stained glass style, paper piecing, art quilt style, or other non-traditional styles. Attach card.
Class 70 Small
Class 71 Medium
Class 72 Large

Premiere Quilt – Entire quilt is the sole work of the 4-H'er, including quilting (hand or machine). No tied quilts in this class. Attach card.
Class 80 Hand quilted
Class 81 Sewing machine quilted

Class 82 Long arm quilted – non computerized/hand guided.
Class 83 Long arm quilted - computerized

DEPT. C / DIV. 244
ATTENTION SHOPPERS / AGES 8-11
(NOT Eligible for State Fair)

Class 901 Clothing Wardrobe Inventory
- ✓ List five items in your clothing wardrobe.
- ✓ What one garment would you add to your wardrobe that would help you to mix and match what you already have to extend your wardrobe?
- ✓ Explain what you need to think about and consider when you select this item.

Consider creativity and style in your story. Your wardrobe inventory entry may be a picture poster, a video style show with explanation, a written story, audiotape, etc.

Class 902 Clothing Interview (Choose one of the three options below)
1. Interview an older person and talk about the fads and fashions of the time when they were young.
2. Interview a person from another culture and find out how their dress and fashions may differ at school, special occasions (such as weddings, graduations, birthdays, religious events, etc.) How do those items differ or are they the same as what you wear? Or
3. Interview a person who wears special types of clothing for their job. Find out how these clothes differ from the ones they wear away from the job, what makes them different, why are they necessary to wear, etc.

Consider creativity and style in your story. Include a picture of the person you interviewed in their special type of clothing. Your interview entry may be a picture poster, a written story, audiotape, videotape with explanation.

Class 903 Experience Buying a Complete Wearable Outfit for Less than $75
Your entry must include the hang tags (if available), information from fiber content and care labels and a story about what you considered when you purchased the outfit. Consider creativity and style in explaining your story. Do not include the clothing as part of your entry. Your buying experience may be a picture poster, a videotape, a written story or an audiotape.

Class 904 You Be The Teacher
Share with others what you learned in this project. Exhibit may be a poster (not to exceed 22" x 28"), a notebook or a small display of an educational nature. Examples may include information on: Sort before you wash, clothing first aid, fad or fashion, etc.

DEPT. C / DIV. 240
SHOPPING IN STYLE / AGES 12-18

GENERAL INFORMATION:

- ✓ Classes 1 & 2 – Entry is an 8 ½ X 11" 3 ring notebook. 4-H Record books will not be accepted.
- ✓ Notebooks must include a story describing the following:
  1) Include a budget. What amount do you have to spend?
  2) Include a wardrobe inventory. Tell how the garment/outfit fills a void in the inventory.
  3) Why did you need the item or why was the garment selected/purchased? What accessories were selected?
  4) Physical characteristics of the individual. Refer to Body Basics discussion in project manual pages 16-18.
  5) Compare the construction quality of the garment(s) selected and two other garments that were rejected.
  6) What design features (color, pattern, fabric, etc.) affected your decision to select this garment(s)?
  7) What is the fiber content, fabric structure and care?
  8) Final cost of the outfit and estimated cost per wearing (cost of garment divided by estimated times to be worn for the life of the garment.) Take into consideration the care of the garment. Include in your figures the cost of supplies (detergent, softener, etc.) for doing a load of laundry or the dry cleaning cost for your garment.

Class 1 Purchased garment (not to be submitted)
Entry is an 8 ½" x 11" notebook. See general information for guidelines.
Also to be included in notebook:
- ✓ Minimum of 3 color close-up snapshots, including a full front view, back view and side view.
- ✓ Snapshots need to show the person standing straight and tall

Class 2 Garment selected, but not purchased
Entry is an 8 ½" x 11" notebook. See general information for guidelines.
Also to be included in notebook:
- ✓ Description of the 4-H'ers personal characteristics
- ✓ Provide sketches or pictures of the front and back views of the garment/outfit
- ✓ Style, color and design details must be described

Class 3 You Be The Teacher
Share with others what you learned in this project. Exhibit may be a poster (not to exceed 22" x 28"), a notebook or a small display of educational nature. Examples may include information on: wardrobe planning, clothing advertising, marketing, clothing care, and stain removal, consumer comparison of clothing items, cost per wearing of personal wardrobe items, clothing label comparison (fiber and care labels) and affect on buying decisions, etc.

DEPT. C / DIV. 247
MONEY FUN-DAMENTALS

Class 1 Comparison Shopping - Page 9 – Considering the differences between your needs and wants on Page 6-9 in manual do comparison shopping for school supplies; OR purchasing a video, going to the movies, or movie rental.

Class 2 Financial Goals - Page 20-21 – Using your creativity share three of your SMART financial goals in this exhibit. (One of Each: Short term, Intermediate, and Long term)

Class 3 Educational Exhibit - Page 26-27 - Show what you have learned or done in this project through a poster, notebook, or other exhibit.

DEPT. C DIV. 248
MONEY MOVES

Class 1 Comparison Chart - Page 23 - Using the comparison chart on Page 23 of the manual do a comparison of financial institutions such as bank, savings and loan, credit unions or other financial institutions on the Web or in your community.

Class 2 Advertisement - Page 26-27 - Make an ad for a product with help of page 26 in your manual.

Class 3 Web Based Financial Game - Use your creativity to share the results of one of these web based financial games at: http://extension.psu.edu/4-h/teachers/standards/family-and-consumer-sciences-curriculum/FinChamp.pdf/view, or consumerjungle.com, or Allowance Game – https://www.extension.iastate.edu/store/ItemDetail.aspx?ProductID=5335&SeriesCode=&CategoryID=13&Keyword=The cost of this one is $1.00.

Class 4 Champions Challenge - Using a calculator on the web (see possible sites on page 14) complete the calculations for number 2 in the Champions Challenge on page 14. Write a paragraph to show your findings and include a printout of the calculations done on the web which show month, monthly payment, remaining amount owed each month, principal paid, interest paid, and cumulative interest paid (ie. Repayment schedule).

HOME ENVIRONMENT

HOME ENVIRONMENT GUIDELINES

- ✓ Type of article: Home environment exhibits are evaluated by these criteria:
  1) Items must be designed to be used for home decorating, home furnishing or home management (no clothing, purses, note cards, scrapbooks/photo albums, etc.)
  2) Accessories should be of high quality (as compared to quick, simple crafts suitable for use in the home several months throughout the year.
  3) Items should show creativity and originality, along with the application of design principles and elements. (Ask yourself: How have I shown creativity and applied the design principles and elements in this accessory?
  4) Items should be ready for display in the home (pictures framed, wall hangings and pictures ready to hang, etc.). No single matboard. Make sure hangers are strong enough to support the item!
  5) Items that focus on technology and science for the home are acceptable.
  6) Items should not be ones made for another project (ex: Sewing for Fun pillows or woodworking).
- ✓ Description of article: Each Home Environment exhibit must be described on the entry tag securely attached which includes a clear description of the entry. Use color names or pattern/picture descriptions to aid in identification. SECURELY fasten entry tag to the exhibit.
- ✓ Identification Labels: Label each separate piece of the exhibit with exhibitor's name and county.
- ✓ Supporting Information: Supporting information is required for Heirloom Treasurers. However if a 4-H'er has used unusual or complicated techniques to create their exhibit, a written description would be helpful for the judge. Write a description of steps taken and attach to the exhibit.

INTERVIEW JUDGING

PROJECTS INCLUDE: ALL Home Environment Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 1 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. C / DIV. 260
SKETCHBOOK CROSSROADS

Class 1 Original pencil or chalk drawing based on techniques learned in Unit I of Sketchbook Crossroads, framed and ready to hang. (Crossroads pgs. 10-21)

Class 2 Original ink drawing based on techniques learned in Unit I of Sketchbook Crossroads, framed and ready to hang. (Crossroads pgs. 22-28)

Class 3 Home accessory made with felted wool (Crossroads pgs. 29-33)

Class 4 Home accessory made with cotton linter (Crossroads pgs. 34-36)

Class 5 Home accessory using batik (Crossroads pgs. 37-39)

Class 6 Home accessory made by weaving on a loom (Crossroads pgs. 40-47)

Class 7 Home accessory made with fabric exhibitor has dyed (Crossroads pgs. 48-50)

Class 8 Home accessory using quilt design from another culture Exhibit should include description of culture and history of design. (Crossroads pgs. 51-52)

Class 9 Original sculpted home accessory made with clay (no purchased pots) (Crossroads Pgs. 53-62)

Class 10 Recycle: home accessory made with boxes or sculpted cardboard (Crossroads pgs. 63-66)

Class 11 Home accessory carved from Plaster of Paris (Crossroads pgs. 69-70)

DEPT. C / DIV. 261
PORTFOLIO PATHWAYS

Class 1 Original acrylic painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 10-35)

Class 2 Original oil painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 10-35)

Class 3 Original watercolor based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 10-35)

Class 4 Original sand painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 10-35)

Class 5 Original encaustic painting based on techniques learned in Unit I of Portfolio Pathways, framed and ready to hang. (Pathways pgs. 10-35)

Class 6 Home accessory made with any printing technique in Pathways Unit II. (Pathways pgs. 36-56)

Class 7 Art portfolio on CD/DVD. Scan examples from any of your "Sketchbook or Portfolio Entries" and at least 3 illustrations how design elements or principles can be used in home decorating. Include CD/DVD label and booklet OR case cover designed by exhibitor. (Unit 3, Portfolio Pathways, pgs. 57-75)

DEPT C / DIV. 256
HEIRLOOM TREASURES & FAMILY KEEPSAKES

NOTE: Exhibit only items for the home. **Include a sheet including this information**:

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

Class 1 Trunks: including doll-sized trunks or wardrobes.

Class 2 An Article: either a newly made "treasure" (accessory) from an old item or an old "treasure" (accessory) refinished or renovated. May include a display of a collection or collectibles, being careful not to destroy value of the collection.

Class 3 Furniture: either a newly made "treasure" from an old item or an old "treasure" refinished or renovated. May include doll-sized furniture.

Class 4 Cleaned and Restored Heirloom Accessory or Old Furniture: A reconditioned and cleaned old piece of furniture or accessory that is functional for use or display. Item may 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. (Refinished items go in classes 2-3). This class is for situations where it may be best to do very little to the item to maintain its antique value. Item or article should be of complexity suited to an advanced project.

Class 5 Cleaned &/or Restored Heirloom Home Furnishings Textile - Consult extension publication Care and Conservation of Heirloom Textiles, G1682 for information.

DEPT. C / DIV. 257
DESIGN DECISIONS

Class 1 Design board for a room Include: color scheme, wall treatment, floor treatment, etc. OR floor plan for a room – Posters, 22x28" or multimedia presentation (on CD). Show what you learned with before and after pictures or diagrams, samples, story cost comparisons, optional arrangements, etc.

Class 2 Problem solved or Career Exploration – identify a problem (as problem window, storage needs, inconvenient room arrangement, 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.

Class 3 Cost comparisons – Illustrate comparison shopping and selection criteria for item needed in room (ex: wall or floor coverings, storage, furniture, etc.) using multimedia presentation (on CD), poster, notebook or other method.

Class 4 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.

Class 5 Energy Savers – Energy efficient home model or sketch showing energy efficient components (such as structure, equipment, appliances, lighting, etc.) home energy audit, landscape design to save energy, water savings, etc. Use poster, notebook, multimedia presentation (on CD) or other method to illustrate and explain energy savings.

Class 6 Waste Management – recycling and reuse centers. Use poster, notebook, multimedia presentation (on CD) to explain how the materials are saved or reused.

Class 7 Science Experiment – Using illustrations or models, compare energy use such as types of lighting for homes, water efficient processes or products, sun or landscaping to heat or cool homes.

Class 8 Community Service Activity – Show what was done as a community service activity related to this project. In a notebook, photo story, or poster, show the purpose and results of that activity. Ex: painting a mural at a daycare or 4-H building, helping an elderly person paint or clean their home, etc. May be an individual or club activity. Non-competitive. Special recognition certificates will be awarded to participants.

Class 9 Home miniatures – Illustrate design skills learned by decorating a 1 – 2 rooms in a doll house (project can continue in following years) . Include brief description of what was learned.

Class 10 Window Covering – May include curtains, draperies, shades, shutters, etc.

Class 11 Floor covering – May be woven, braided, painted floor cloth, etc. May be exhibited as a poster or multimedia presentation on CD.

Class 12 Bedcover – May include quilt, comforter, bedspread, dust ruffle, pillow sham, canopy, etc. For quilts, state who did the quilting. (NO tied fleece blankets)

Class 13 Accessory – Framed Original Needlework/Stitchery made by 4-H member. May be commercially framed. Item is judged for workmanship and wise application of art elements and design principles in both the picture and frame.

Class 14 Accessory – Textile – 2D (table cloth or runner, dresser scarf, wall hanging, etc. No tied fleece blankets.)

Class 15 Accessory – Textile -3D (pillows, fabric bowls, etc. No Sewing for Fun pillows.)

Class 16 Accessory – Original Floral Design arranged by 4-H member.

Class 17 Accessory – Original made from Wood.

Class 18 Accessory – Original made from Glass.

Class 19 Accessory – Original made from Metal.

Class 20 Accessory – Original made from Ceramic or Tile.

Class 21 Accessory – Recycled Item for the home, made or finished by the member by using a common object or material in a creative way. Could be made from reused or recycled products.

Class 22 Accessory – Outdoor living accessory made/refurbished by 4-H member suitable for outdoor use.

Class 23 Furniture – Wood Opaque finish such as paint or enamel

Class 24 Furniture – Wood Clear finish showing wood grain

Class 25 Furniture – fabric Covered-May include stool, chair seat, slip-covers, headboard, etc.

Class 26 Furniture – Outdoor Living – Furniture made/refurnished by 4-H member suitable for outdoor use.

Class 27 Furniture – Recycled/Remade made or finished by the member by using a common object or material in a creative way. Could be made from reused or recycled products.

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ENVIRONMENTAL EDUCATION & EARTH SCIENCE

CHECK IN:
Tuesday, July 31, 2012 from 6:00 – 8:00 p.m.
& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
JUDGING TIME:
Wednesday, August 1, 2012, 9:30 a.m. (closed to public)
PREMIUMS:
Purple $2.00; Blue $1.50; Red $1.00; White $0.50

FORESTRY

FORESTRY GUIDELINES

- The official reference for all forestry projects is 4-H 332, Other helpful forestry references include Trees of Nebraska (EC 92-1774-X), Leafing Out (4-H431), and Plant a Tree (EC 17-11-80).
- Refer to the TREE IDENTIFICATION MANUAL (4-H 332) for detailed instructions of all forestry projects (except "Cross-Section of a Tree" and "Living Tree Display" described below).
- Display "boards" must be made from wood or wood composite, e.g. plywood, fiberboard, or masonite, ¼" to ½" thick and no larger than 24" x 24". Display boards may be coated, e.g., painted or varnished, on both sides to prevent warping.
- Display "posters" must be made from a material, e.g. foam board or poster board that will stand upright without buckling, and be no larger than 24" x 24".
- Repeat exhibitors must use new displays-each display may only be used once.
- 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. If more than 10 samples are included in a display, only the first 10 samples of the current year will be judged. All samples must be from trees. NO shrubs. The 10 samples to be judged must be from 10 different tree species, for example, Emerald Queen Maple and Crimson King Maple are both varieties of the same species (Norway Maple), and thus have the same genus and species name, i.e., Acer platanoides.
  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 speicies) and common names, (e.g. Norway maple) even when "variety names" are included. For example, the scientific name of Emerald Queen Maple is Acer platanoides and the common name is Norway maple. "Emerald Queen" may be included as the variety name, but variety names are not required.

DEPT. D / DIV. 320
FORESTRY

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, forest fire, forest products, forest wildlife, or forest pest. The only requirement is that the display must be no larger than 24 inches by 24 inches. You can use photographs, drawings, samples, charts, posters, etc. Include enough information to adequately explain the topic. Your display should be substantially different from other display classes. Be as creative as you like.

Class 2 Leaf Display –The leaf display must include samples of "complete leaves" from at least 10 different tree species. The display must include at least two samples each of simple leaves, compound leaves, and conifer leaves. Leaves should be pressed, dried and mounted.
Leaf Collection: Whenever possible, collect leaves from mature trees. The leaf sample should also be mature, representative of the average leaves on the tree, and in good condition. Keep in mind that shaded leaves often are much larger than normal. Carefully remove leaves from the twig with the entire petiole or rachis (if compound) intact. If twig material is included in the display sample, as with an eastern- red—cedar twig where leaves are very small, indicate this on the sample label.
Collect leaves any time after they have reached full size, usually beginning in early summer. During 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.
Mounting: Leaves may be displayed in a notebook or on a display board. Any method, for example, wire, glue, tape, staples, plastic bags may be used to mount leaves, but be sure all their features can be clearly identified.
Labeling: Refer to 4-H 332 for labeling specifications. The label for each sample must include:
1) Common name
2) Scientific name
3) Leaf type
4) Leaf arrangement (for broadleaf trees)
5) Leaf composition (for broadleaf trees)
6) Exhibitor's name
7) Collection date
8) Collection location
   (be specific-including county and other relevant information).

Supplemental information, for example, general uses, common products, fall color, etc., may be included with the display to enhance its educational value.

Class 3 Twig Display - The twig display must include twig samples from at least 10 different tree species. The display must include at least two samples each of opposite and alternate leaf arrangements from broadleaf trees.
Collection: Twig samples should be collected during the dormant season. (November – April) when the buds are mature. Twig samples must be at least 6 inches long including the terminal end, contain buds, be in good condition, and not include any leaves or petioles. Any side branches should be trimmed to less than 1 inch.
Mounting: Twigs must be mounted on a display board. Any method.e.g. wire, glue, tape, staples, plastic bags, may be used to mount twigs, but be sure all their features can be clearly identified. Be sure to cut the non-terminal ends at a slant so the pith can be seen.
Labeling: The label for each sample must include:
1) Common name
2) Scientific name
3) Leaf arrangement (for broadleaf trees)

4) Exhibitor's name
5) Collection date
6) Collection location (be specific, including county and other relevant information)

Supplemental information, for example, general uses, tree characteristics, etc., may be included with the display to enhance its educational value.

Class 4 Seed and Fruit Display – The seed display must include seed samples from at least 10 different tree species.

Collection: Tree seeds should be collected at the time of year when they are 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. Collect seeds that are free of insect or disease symptoms. Remember to display the seeds and not the fruit. For example, remove and display the seed from honey locust pod, not just the pod itself. It is acceptable to display the fruit with the seed, but clearly label each.

Mounting: Seeds may be displayed in a variety of ways, but they must be securely mounted and easily viewed. For example, seeds might be mounted on a display board or displayed in jars in a rack. Be as creative as you like.

Labeling: The labels for each sample must include:

1) Common name
2) Scientific name
3) Type of fruit, if known (e.g. -samara, pod or legume)
4) Exhibitor's name
5) Collection date
6) Collection location (be specific-including county and other relevant information)

Supplemental information, for example, maturity date, average number of seed in the fruit, etc., may be included with the display to enhance its educational value.

Class 5 Wood Display – The wood display must include wood samples from at least 10 different tree species.

Preparation: Samples may be of any shape, e.g. sections of a board, wood cylinders turned on a lathe, horizontal or vertical cross sections of a small log with bark attached, etc. Each sample can be no larger than 4 inches by 4 inches. Cut surfaces should be sanded to show the grain. Treating samples with a clear finish (no stain) is optional.

Mounting: Samples may be displayed in a variety of ways, but they must be securely mounted and easily viewed. For example, wood samples may be mounted on a display board or displayed in a box or rack. Be as creative as you like.

Labeling: The label for each sample must include:

1) Common name
2) Scientific name
3) Wood type (softwood or hardwood)
4) Exhibitor's name
5) Collection date
6) Collection location (be specific-including county and other relevant information)

Supplemental information, for example, common products, density, etc., may be included with the display to enhance its educational value.

Class 6 Cross-Section: Display a disc cut from a tree species listen in 4H 332. The disc must measure 6 to 12 inches in diameter and 1 to 3 inches 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. The disc may be treated with a clear finish, but treat both sides to minimize warping. Some cracking or checking can be expected and is allowed.

Labeling: The following parts must be clearly and precisely identified on the disc with pins, paper tags, etc.

1) pith
2) heartwood
3) sapwood
4) one growth ring
5) cambium
6) 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 the cross section)
5) Exhibitor's name
6) Collection location (be specific, including county and other relevant information)

Class 7 Parts of a Tree – This project is only for ages 8 – 11.

Prepare a poster, no larger than 24 inches x 24 inches that clearly identifies the main external parts of any tree:

1. Trunk
2. Crown
3. Roots
4. Leaves
5. Flowers
6. Fruit
7. Buds
8. Bark

Identifying other internal parts, for example xylem, phloem, cambium, annual rings, etc. Attach a separate label on the back of the poster that includes the exhibitor's name and age.

Class 8 Living Tree: Display a living tree seedling grown by the exhibitor from seed. 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 holes and a drain pan to catch drainage water.

Labeling: A waterproof label must be attached and include:

1) Common name
2) Scientific name
3) Seed treatments (if any)
4) Planting date
5) Emergence date
6) Exhibitor'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. Supporting information will be an important factor in judging.

CROPS & RANGE (AGRONOMY)

GRAIN or PLANT GUIDELINES

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.

A. IMPORTANT: A two page (maximum) essay must accompany grain and plant exhibits. The essay 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 essay also must include an economic analysis of the project, listing individual expenses and income, on a per acre basis. Other topics to discuss are the selection of variety or hybrid., impacts of tillage and conservation practices, inputs, (fuel, fertilizer, irrigation, labor, pesticides, etc.), any observations made during the growing season and what you learned from your crops project. The essay counts as 25% of the total when judged. Essay must be the original work of the individual exhibitor. Attach the essay to the entry in a clear plastic cover such that it can be read without removing it from the cover. In addition to the essay, grain and plant exhibits will be judged on condition, appearance (i.e. disease and insect damage, grain fill),

uniformity (size, shape, color, maturity), quality of exhibit, and labeling.

B. Grain exhibits must be one gallon per sample. Grain exhibits harvested in the fall (e.g., corn or soybeans) may be from previous year's project. Suggested container for grain exhibit is a five-quart plastic ice cream bucket with lid.

C. Plant exhibits with the exception of ears of corn, must be the result of the current year's project.
   - Corn-10 ears or 3 stalks (cut at ground level with no 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 or half size small square bale.

DEPT. G / DIV. 750

GRAIN or PLANT EXHIBITS

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

DISPLAYS

A. 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 24" wide by 24" tall on plywood or poster board. The display should be neatly titled. Make sure to label display with exhibitor's name, address, and county on back side. Explain pictures and graphs clearly and concisely. Consider creativity and neatness.

B. Each display must have a one page essay (minimum) explaining why the exhibitor chose the area of display and what they learned from their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

Class 6 Crop Production Display – The purpose of this class is to allow original and creative exhibits that contain educational information about crop production aspects, such as crop scouting, alternative crops, etc.

Class 7 Crop Technology Display – Display information about aspects of technology used in crop production, such as genetic engineering, crop breeding, GPS, yield mapping, computers, etc.

Class 8 Crop End Use Display – Display information about the uses for a crop, such as food, feed, fuel, or other products.

Class 9 Water or Soil Display – Display information about water or soils, such as how soils are being used for crop production, range, conservation, wildlife, or wetland use, or ways to protect or conserve water and soil resources.

Class 10 Career Interview Display – The purpose of this class is to allow youth to investigate a career in agronomy. Youth should interview 1 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.

WEED SCIENCE

WEED SCIENCE GUIDELINES

A. 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. The book cover and at least 15 of specimens must represent this year's work. For assistance identifying plants, participants can use Nebraska Department of Agriculture's Weeds of Nebraska and the Great Plains (1994) or Weeds of the Great Plains (2003).

B. Exhibits will be judged based on completeness of plant mount, accuracy of identification, label, neatness and conformity to exhibit requirements.

DEPT. G / DIV. 751

BOOKS

Display one plant on the book cover (no label required on cover specimen). Plants must be mounted on sheets that are no larger than 12" wide by 14" high. Proper plant mount should include root as well as stem and leaf tissue. Plants should be glued rather than taped and the mounts should be protected with a clear cover. Each completed mount must have the following information see the 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. Collection number indicating order that plants were collected, 7. Other information depending on class selected, i.e., noxious, life form. This information should be typed or printed neatly.

Label Example

Scientific Name:	*Abutilon Theophrasti* Medi.
Common Name:	Velvetleaf
County of collection:	Dodge County
Collection date:	6 September 2010
Collector's name:	Dan D. Lion
Collection number:	3
Life cycle:	Annual

Class 1 Weed Identification Book: A collection of a minimum of 15 plant mounts including at least two of the following prohibited noxious weeds (Canada Thistle, musk thistle, plumeless thistle, leafy spurge, purple loosestrife, diffuse knapweed, spotted knapweed, Japanese knotweed, bohemian knotweed or phragmites), and at least five weeds that are a problem primarily in lawns.

Class 2 Life Span Book: A collection of 7 perennial, 1 biennial, and 7 annual weeds

DEPT. G / DIV. 751

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 14" by 24" on plywood or poster board. The display should be nearly 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 their project. Include any references used. The essay should be in a clear plastic cover with the exhibitor's name outside.

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

RANGE MANAGEMENT

RANGE MANAGEMENT GUIDELINES

A. Individuals in Reading the Range (Unit I) project may exhibit a collection of 12 different range plants in Classes 1 – 5 and 8.
B. Individuals in the Using Nebraska Range (Unit II) projects may exhibit in Classes 1 – 8.
C. Each exhibit must be properly identified with Unit and Class. Exhibits will be judged based on completeness of plant mount, accuracy of identification, labeling, neatness and conformation to project requirements. All plant displays and display covers must be the result of the current year's work.
D. Plant identification and lists of appropriate plants in each category (grasses, forbs, shrubs, introduced seeded pasture and hay plants, and grass-like plants) can be found in the Range Judging Handbook and Contest Guide (EC 150, Revised July 2009) Common Grasses of Nebraska (EC 05-170), Nebraska Range and Pasture Plants (EC 170), and Common Forbs and Shrubs of Nebraska (EC 118).

DEPT. D / DIV. 330

BOOKS

For books, plants must be mounted on sheets that are no larger than 12" wide by 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. Each completed mount must have the following information (see example below) in the lower right corner of the mounting sheet.

9. Scientific names (in italic or underlined) with authority.
10. Common name
11. County of collection
12. Collection date
13. Collector's name
14. Collection number indicating order that plants were collected
15. 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.

Label Example

Scientific Name:	*Schizachyrium scoparium* (Michx.) Nash
Common Name:	Little bluestem
County of collection:	Dodge County
Collection date:	6 August 2011
Collector's name:	Joe Smith
Collection number:	3
Value and Importance:	
Livestock Forage:	High
Wildlife Habitat:	High
Wildlife Food:	Medium

Class 1 Value and Importance for Livestock Forage and Wildlife Habitat and Food Book: A collection of 12 different plant mounts, with 4 classified as high value, 4 as medium value, and 4 as low value for livestock forage, wildlife habitat, or wildlife food. Value and importance classifications can be found in the Range Judging Handbook and Contest Guide (EC 150, Revised July 2009) on pages 3 through 6. 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.

Class 2 Life Span Book: A collection of 6 perennial plant mounts and 6 annual plant mounts selected from 'grasses' or 'forbs.'

Class 3 Growth Season Book: A collection including 6 cool-season grass mounts and 6 warm-season grass mounts.

Class 4 Origin Book: A collection of plant mounts of 6 native range grasses and 6 introduced grasses. Introduced grasses are not from North America and often used to seed pastures.

Class 5 Major Types of Range Plants Book: A collection of plant mounts of 3 'grasses', 3 'forbs', 3 'grass-like' and 3 'shrubs'.

DEPT. D / DIV. 330

BOARDS

Display boards should be 30" wide by 26" tall or if hinged in the middle a maximum of 60" wide by 26" tall. Display boards should be adequately labeled.

Class 6 Range Plant Board: Will include 25 range forage species important to a particular county..

Class 7 Special Study Board: A display of the results of a clipping study, a degree of use study or a range site study, etc.

Class 8 Junior Rancher Board: It includes a ranch map with record book or an appropriate educational display on some phase of rangeland or livestock management.

CONSERVATION AND WILDLIFE

CONSERVATION AND WILDLIFE GUIDELINES

A. **SHOW WHAT YOU DID AND LEARNED: All exhibitors** are encouraged to show evidence of their personal field experiences, study, or observations that relate to their exhibit. This helps judges understand what the 4-H'er did and learned in the process that led to the exhibit.
B. PROPER CREDIT: Show proper credit by listing the sources of plans or other supporting information used in exhibits.
C. WHOSE EXHIBIT? The exhibitor's name, address, and parent's name must be on the back or bottom of all displays so that the owner can be identified even if the entry tag becomes separated from the exhibit.
D. WILDLIFE & WILDLIFE LAWS: The word "animal" or "wildlife" in the following instructions includes wild fish, amphibians, reptiles, birds, or mammals. Follow wildlife laws; example: wildlife laws do not allow collection of bird nests, eggs, or any of their parts.
E. ENTRIES PER INDIVIDUAL: Each individual may enter up to one exhibit per class.
F. PROJECT MATERIALS: Related project booklets including Bird Behavior (EC 5-93-81), Fishing for Adventure Project Manuals., and Wildlife Conservation (4-H 125), and Wildlife Habitat Evaluation Handbook, Participants Manual (NE 4H4300).
G. BOARD AND POSTER EXHIBITS – These are displays that show educational information about a topic of interest. Board exhibits can hold objects such as fishing equipment or casts of animal tracks. Mount all board exhibits on ¼" plywood, masonite, or similar panel no larger than 24" high by 24" wide. Poster exhibits should be on regular poster sheets, no larger than standard size (22 by 28 inches) but half size, 22 by 14 inches, is recommended. Poster exhibits normally will be staples in the corners for fair display and to prevent their blowing in the wind.
H. SCORING: Contact the Dodge County Extension Office for sample score sheets or on the web at http://4h.unl.edu.

DEPT. D / DIV. 340
CONSERVATION AND WILDLIFE

CLASSES 1 – 4: These classes are board or poster exhibits. Display may show any aspect of wildlife, wildlife habitat, or related conservation, restoration, or management.

EXAMPLES:

4) Life history or other facts about one type of wildlife;
5) How to manage wildlife on a farm or in town;
6) Managing habitat for one kind of wildlife;
7) Life requirements for one kind of wildlife during one season or through the year;
8) Wildlife study methods;
9) Wildlife behavior (example: when nesting, finding food, moving, etc.);
10) Habitats (examples: grasslands, wetlands, river or stream corridors) and what wildlife is found there;
11) Habitat needs for a specific kind of wildlife.
12) For more ideas, refer to project booklets.

Class 1 Mammal Display
Class 2 Bird Display
Class 3 Fish Display
Class 4 Reptile or Amphibian

Class 5 Wildlife Connections Board or Poster Exhibit: The purpose of this display is to show interconnections and related aspects among animals, plants, and other habitat components. All displays should show two or more interactions (connections) that occur between/among animals or between animals and their habitat. Display 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 or with their habitat.
4) Show predation, competition, or other behavioral interactions of wildlife.
5) Choose one kind of wildlife and make observations through a season or year, keep notes of interactions, then make a display of what you saw.
6) For more ideas, refer to project booklets.

Class 6 Wildlife Tracks Exhibit: Board or diorama-type exhibit. Make a display of animal tracks using plaster-of-paris casts. There are two options. For both 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.

1) Option One 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 Two should show two or more plaster-of-paris tracks of one specific kind of wildlife and should include a picture or illustration of the animal, what the animal may eat, and what may eat the animal

Class 7 Wildlife Knowledge Check: Use electrical circuits, pictures, or other methods of teaching wildlife identification or other wildlife related knowledge. Plan size and structure to facilitate transportation and display; maximum size 24 x 24 inches. EXAMPLE: Prepare a list of animals and questions about where each would most likely live. Rabbits - brushy areas along field border; ducks-marshes, etc.

Class 8 Wildlife Habitat Diorama: Box must be no larger than 24" x 24". The exhibit might show a grassland, prairie, agricultural, woodland, riparian (stream or river corridor), wetland, and/or other area with wildlife habitat. EXAMPLE: Show a large unbroken grassland or prairie for area-sensitive species such as meadowlark, greater prairie-chicken, lark bunting, grasshopper sparrows, Ferruginous hawk, burrowing owl, horned lark, upland sandpiper, or pronghorn; AND/OR 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.

Class 9 Wildlife Essay: Learn how to share educational information by writing. Choose a conservation or wildlife topic that interests you and write an essay about it. For example, write about a particular species of wildlife that you have observed or about the values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value). 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 hunting, fishing, or ethics and proper behavior for hunting or fishing. For other ideas, refer to project booklets.

The essay should be at least 100 and 1000 words long and should be typed, double spaced or written so that it can be easily read. Standard size paper (8 ½ x 11) format is preferred. You might use books, magazines or personal interviews as resources, but you must give full credit to all sources by listing them.

Class 10 Wildlife Values Scrapbook: Make a scrapbook about the various values of wildlife (commercial value, game value, genetic value, aesthetic value, ecological value, scientific value) following guidelines in the Wildlife Conservation project booklet (4-H 125).

Class 11 Wildlife Arts: The purpose of this class is to allow artistic exhibits that contain educational information about conservation and wildlife. Examples might include paintings, photographs, wood carvings or 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). Important points for judging include: 1) clarity of the purpose/message in relation to conservation and wildlife (20%); 2) educational value of the exhibit to viewers (20%); 3) evidence of the exhibitor's personal field experience, study or observations that relate to the exhibit (30%); and 4) accuracy of information (30%).

DEPT. D / DIV. 342
WILDLIFE HABITAT

Class 1 Houses: Make a house for wildlife. EXAMPLES: bird house (bluebird, purple martin, wood duck, kestrel, barn owl, etc.) or bat house/no insect houses. Make the house functional so that dimensions, hole size etc. are appropriate to fit the intended species' needs. Include the following information:

1) The kinds of animal(s) for which the house is intended,
2) Where and how the house should be located for best use, and
3) Any seasonal maintenance needed.

*Tips: Check NebGuide on bird houses and shelves.

Class 2 Feeders/Waters: Make a bird bath or feeder. Examples: seed, suet, or nectar feeders. Squirrel feeders are acceptable. No insect feeders. Indicate the kind 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, and
2) How it should be maintained.

*Tips: Check NebGuide on feeding birds.

Class 3 Wildlife Habitat Design Board or Poster Exhibit: Choose a backyard, acreage, or farm, and design a habitat plan to

meet the food, water, shelter, and space needs of at least three kinds of animals you would like to attract. Draw an outline of the area and show what plants or other habitat will be provided. Indicate how the various parts of your plan provide the desired habitat needs. You might include an aerial photo of the area if you have one. For ideas, check the Wildlife Habitat Evaluation Handbook, Participant's Manual (NE 4H4300).

DEPT. D / DIV. 343
HARVESTING EQUIPMENT

Class 1 Fish Harvesting Equipment. 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 in relation to other equipment, and
3) Any personal experiences you've had with the item(s).

Class 2 Build A Fishing Rod: Build your own fishing rod for exhibit and for fishing use. Rod building kits with instructions are available for this purpose. For fair exhibit, follow guidelines in Fishing for Adventure – Cast into the Future, which can be found at http://4-hcurriculum.org/catalog.aspx?cid=185&c=Fishing.

Class 3 Casting Target: Make a casting target for exhibit and use, following guidelines in the project booklet, Fishing for Adventures Manuals.

Class 4 Wildlife Harvesting Equipment Board Exhibit: 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 drawing or pictures. Label all items displayed. Include in your exhibit the following information:
1) The purpose of each item,
2) When or where it is used in relation to other equipment, and
3) Any personal experiences you've had with the item(s).

DEPT. D / DIV. 346
TAXIDERMY

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

DEPT D / DIV. 361
OTHER NATURAL RESOURCES

Class 1 Design Your Own Exhibit in Natural Resources, Conservation or Ecology – This class is for educational exhibits about natural resources, conservation, wildlife or ecology that do not fit into to 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.

SHOOTING SPORTS

(NOT eligible for State Fair)

SHOOTING SPORTS GUIDELINES

- NO FIREARMS may be exhibited. All Sharp items (i.e. Broadheads knives, etc.,) must be enclosed in a Plexi-glass display case. Display cases must be 12" W x 18" L x 4" D, and displayed so judges can open them to examine items. Items must be secured in the case.
- All Shooting Sports projects must have a 5" x 8" note card securely attached describing:
  a. The project and how it applies to Shooting Sports
  b. Experience gained in making the project
  c. How the project will be used
- Information should be neatly hand-written or typed on one side only of the card.
- All exhibits should be self-explanatory and educational to viewers. Written explanations should be short and neat.
- Name and address of exhibitor must be on the back of each exhibit. This should be permanently written on the project to identify the owner if entry card becomes lost.
- Exhibits that are dangerous or improperly prepared will be refused entry.

DEPT. D / DIV. 370
RIFLE / BB GUN / AIR RIFLE

Class 901 EDUCATION DISPLAY – Poster or display concerning Rifle/BB Gun/Air Rifle as part of the Shooting Sports project. Must be mounted on ¼" or 3/9" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment, or any aspect of Rifle/BB Gun/Air Rifle.

Class 902 ACCESSORY – Any accessory such as shooting mats, slings, targets, etc. that has been made by the exhibitor. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

Class 903 EQUIPMENT – Any equipment made by the exhibitor such as custom stocks, gun racks, target stands, etc. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

DEPT. D / DIV. 370
SHOTGUN

Class 904 EDUCATIONAL DISPLAY – Poster or display concerning Shotguns as part of the Shooting Sports project. Must be mounted on ¼" or 3/8" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment or any aspect of Shotgun.

Class 905 ACCESSORY – Any accessory such as trap vests, trap bags, etc. that has been made by the exhibitor. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

Class 906 EQUIPMENT – Any equipment made by the exhibitor such as custom stock, etc. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

DEPT. D / DIV. 370
MUZZLE LOADER

Class 907 EDUCATIONAL DISPLAY – Poster or display concerning Muzzle Loaders as part of the Shooting Sports project. Must be mounted on ¼" or 3/8" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment or any aspect of Muzzle Loaders.

Class 908 ACCESSORY – Any accessory utilized for Muzzle Loading that has been made by the exhibitor. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

Class 909 EQUIPMENT – Any equipment utilized for Muzzle Loading and made by the exhibitor. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO FIREARMS MAY BE DISPLAYED. All items must be safe to display.

DEPT. D / DIV. 370
ARCHERY

Class 910 EDUCATIONAL DISPLAY – Poster or display concerning Archery as part of the Shooting Sports project. Must be mounted on ¼" or 3/8" thick plywood, Masonite, or similar panel, 24" x 24" (24" high x 22" wide will be accepted). Display may be three-dimensional, NOT to exceed 2" from face of poster. Display may include safety, building or using equipment or any aspect of Archery.

Class 911 ACCESSORY – Any accessory utilized for Archery that has been made by the exhibitor. NO BOWS AND ARROWS MAY BE DISPLAYED. All items must be safe to display.

Class 912 EQUIPMENT – Any equipment utilized for Archery and made by the exhibitor. (May not duplicate accessories). Custom firearms may be shown in a photo story in this class. NO BOWS AND ARROWS MAY BE DISPLAYED. All items must be safe to display.

HEALTHY LIFESTYLES

CHECK IN:
Tuesday, July 31, 2012 from 6:00 – 8:00 p.m.
& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
JUDGING TIME:
Wednesday, August 1, 2012, 9:30 a.m. (closed to public)
PREMIUMS:
Purple $2.00; Blue $1.50; Red $1.00; White $0.50

NUTRITION, FOODS & FOOD PRESERVATION

FOOD AND NUTRITION GUIDELINES

A. **Members may exhibit only in the projects in** which enrolled.

B. LABELS:
For All Food Products and Food Preservation Entries: Each exhibit must include the recipe. Recipe may be handwritten, photocopied or typed. Place the food on the appropriate size plate. Put exhibit in a self-sealing (Ziplock) bag. Attach entry tag AND recipe at the corner of the bag on the outside.
For Non-Food Entries: Please attach the entry tag to the upper right hand corner of the entry. Attach only the section above the perforations to prevent tearing the cards when they are separated.
General Labeling Information: All additional information pieces (recipes, cards, special items) must be labeled with exhibitor's name.

C. Criteria For Judging: Exhibits will be judged according to score sheets available at your local extension office. Incomplete exhibits will be lowered a ribbon placing. Make sure to follow all entry instructions required for your exhibit. **Commercially prepared mixes are allowed in the Tasty Tidbits Creative Mixes (Class 2) exhibit ONLY.** Prepared baking mixes, biscuit mixes, or other pre-made mixes entered in other categories will be lowered a ribbon placing.

D. Enter Food Exhibits: Enter food projects in disposable materials, i.e. paper plate or plastic ziplock bags. Not responsible for lost bread boards, china or glassware.

E. Number of Exhibits: Only ONE exhibit per class for each 4-H'er.

F. Ingredients that the 4-H member cannot legally purchase, such as beer, whiskey, rum, etc. may not be used in any recipe or Foods exhibit. Exhibits that include alcohol in the recipe will be disqualified.

G. Exhibits Are On Display Several Days: Please limit exhibits to products which hold up well. Items that require refrigeration will not be accepted, judged or displayed. Food products must be unquestionably safe to eat when they are entered, whether tasted or not. Egg glazes on yeast products before baking are allowed. Glazes, frostings, and other sugar-based toppings are also considered safe due to the high sugar content. Eggs incorporated into baked goods or crusts and cheeses mixed into bread doughs are considered safe. Uncooked fruit is not allowed in any exhibit due to spoilage (for example, fresh fruit tart. All fruit must be cooked. Cream cheese and/or meat fillings or melted cheese toppings may result in an unsafe food product by the time the item is judged due to unpredictable heat/and or weather conditions and will be disqualified. Improperly canned or potentially hazardous food items will be disqualified.

INTERVIEW JUDGING
PROJECTS INCLUDE: ALL Healthy Lifestyles Projects

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member.

REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per department (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 1 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. E / DIV. 402
FAST FOODS

Class 1 Coffee Cake / any recipe or shape, non-yeast product: At least 3/4 of baked product. May be exhibited in a disposable pan. Include menu for a complete meal where this recipe is served.

Class 2 Cost Comparison Exhibit – Exhibit must include a food product made from scratch and a cost comparison to a similar commercial pre-made item (for example, homemade cinnamon rolls compared to a pre-made cinnamon roll purchased at the store). Supporting information needs to include the cost of the food item made compared to the commercial product and the recipe for the homemade food item. See pages 22-35 of Fast Foods Manual relating to the Grocery Store Tour and the Store Shopper Tip Sheet listed on page 31. If a 4-Her doesn't exhibit a food item in this class, it will be lowered a ribbon placing.

Class 3 Food Technology Exhibit – Exhibit must include a food product prepared using new technology or a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.) Entry must include supporting information that discusses new method and how it compares with traditional method. If 4-Her doesn't exhibit a food item in this class, it will be lowered a ribbon placing.

Class 4 Fast Foods Menu Planning – 4-H'er develops exhibits that aid in menu planning. May be a menu plan that is developed for at least five meals, a recipe file, or a poster that is related to what is learned in the Fast Foods project. Consider creativity and neatness. Menu plan may be mounted on a 9" x 12" colored paper or poster board, or display in a binder. Refer to pages 16-19 and 60-63 in the Fast Foods Manual. Attach an evaluation found on page 64 for two or more of the menus you have prepared.

Class 5 Fast Foods Recipe File – Collection of 10 recipes from any source. Each recipe must accompany a complete menu in which the recipe issued. An additional 10 recipes may be added each year 4-H'er is in project, with year clearly marked on recipes. Display in recipe file or in a binder. Be sure to include the number of servings or yield of each recipe.

DEPT. E / DIV. 403
ROAD TO GOOD COOKING
(NOT Eligible for State Fair)

Class 901 Oatmeal Cookie / any recipe: Four on a plate.

DEPT. E / DIV. 401
SIX EASY BITES

Class 1 Cookies / any recipe: Four on a paper plate.
Class 2 Muffins / any recipe: Four on a paper plate.

DEPT. E / DIV. 300
YOUTH IN MOTION

Class 1 YOUTH in Motion Poster, Scrapbook, or Photo Display: about the 4-H'ers family or self involved in a physical activity or connect/lesson involving this project. This might contain pictures, captions, and/or reports about the physical activity the individual or family did as a result of taking this project.

Class 2 Activity Bag: A duffle bag or back pack that the 4-H'er packs so that they are always prepared to be active and make healthy food choices. May include proper workout attire, a healthy beverage or snack, a notebook or goal sheet, etc. Make sure all items are clean, clearly labeled and an explanation of why it is included in the Activity Bag. DO NOT put valuable items (i.e. electronics) in Activity Bag, instead use a picture of the item or include in the listing of items.

Class 3 YOUTH in Motion Healthy Snack Recipe File: Collection of 10 recipes from any source. Each recipe must accompany a complete snack, menu in which the recipe is used following the idea that a healthy snack includes foods from at least two different food groups. An additional 10 recipes may be added each year 4-H'er is in project, with year clearly marked on recipes. Consider creativity and neatness. Display in recipe file or box or in a binder. Be sure to include the number of servings or yield of each recipe.

Class 4 Healthy Lifestyle Interview: Interview someone in your life that you admire that is physically active or has a healthy lifestyle. Why do they enjoy their exercise program or lifestyle choices? What are their goals? Why do you admire them? Maximum of two pages, one sided write up of an interview with someone who has an active exercise program. Consider creativity and neatness. Mount on a 9" x 12" colored paper or poster board, or display in a binder. Include a picture of the person interviewed. (May be laminated to preserve exhibit.) Overall size of mounted exhibit should be no larger than 9x12 inches.

Class 5 Healthy Snack: see ideas for non-perishable snack on page 36. Four cookies, bars, muffins, etc., on a paper plate, or at least 1 cup of mix, (examples might include: granola bars, homemade crackers or chips,) Supporting information to include recipe and snack menu, and why this snack menu might be considered a healthy snack.

DEPT. E / DIV. 410
TASTY TIDBITS

Class 1 Healthy Baked Product: Baked good must be made with less sugar, fat or salt, or altered using a sugar or fat substitute. Exhibit must include ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Include original recipe and altered recipe. Write what you learned about products made from an altered recipe in supporting information.

Class 2 Creative Mixes / any recipe: at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked 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. Poppyseed Quick Bread from a cake mix, cake mix cookies, sweet rolls made from ready made bread dough, monkey breads from biscuit doughs, Streusel Coffee Cake from a cake mix, etc.). Write what you learned about making this product using a mix instead of a homemade recipe or recipe "from scratch". Does it make it better or easier to use a convenience product or mix?

Class 3 Biscuits / any recipe: Four biscuits on a small paper plate. This may be any type of biscuit-rolled, dropped, any recipe. Recipe must be a non-yeast product baked from scratch.

Class 4 Unique Baked Product: Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Recipe must contain a surprise ingredient and MUST not use a mix (for example, cantaloupe quick bread, Pork & Bean Bread, etc.) Write what you learned about making this unique item with an unusual ingredients, What was the anticipated outcome? Would you make it again?

Class 4 Foam Cake: original recipe (no mixes) of at least ¾ 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.

DEPT. E / DIV. 411
YOU'RE THE CHEF

Any bread item prepared or baked using a bread machine should be entered under the Fast Foods – Food Technology exhibit. All exhibits made in the You're the Chef and Foodworks Project Areas must have been prepared without the assistance of a bread machine for mixing, raising or baking of the food item.

Class 1 Loaf Quick Bread (any recipe) – At least ¾ of a standard loaf displayed on a paper plate. Quick bread is any bread that does not require kneading or rising time and does NOT include yeast. A standard quick bread loaf measures approximately 8 ½" x 4 ½" or 9" x 5".

Class 2 White Bread: (any yeast recipe)- At least ¾ of a standard loaf displayed on a paper plate.

Class 3 Whole Wheat or Mixed Grain Bread: (any yeast recipe) – At least ¾ of a standard loaf displayed on a paper plate.

Class 4 Specialty Rolls: (any yeast recipe) 4 rolls on a paper plate. May be sweet rolls, english muffins, kolaches, bagels, or any other sweet roll recipe that makes individual portions.

Class 5 Dinner Rolls: (any yeast recipe) 4 rolls on a paper plate. May be cloverleaf, crescent, knot, bun, bread sticks or any other type of dinner roll.

DEPT. E / DIV. 413
FOODWORKS

Any bread item prepared or baked using a bread machine should be entered under the Fast Foods – Food Technology exhibit. All exhibits made in the You're the Chef and Foodworks Project Areas must have been prepared without the assistance of a bread machine for mixing, raising or baking of the food item.

Class 1 Double Crust Fruit Pie : Made with homemade fruit filling. *No egg pastries or cream fillings*. No canned fillings. May be a double crust, crumb, or lattice topping. Enter in an 8 or 9-inch disposable pie pan.

Class 2 Family Food Traditions: Any recipe, at least ¾ of baked product or 4 muffins or cookies on a paper plate. May be baked in a disposable pan. Any baked item associated with family tradition and heritage. Entry must include (A) recipe, (B) tradition or heritage associated with preparing, serving the food. (C) where or who the traditional recipe came from.

Class 3 Cultural Food Exhibit / any recipe: Four cookies, bars, muffins, etc., on a paper plate or at least ¾ of a baked product. May be baked 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.

Class 4 Cooking Up a Career: Find someone you know who works in a catering business, local restaurant, health care food service, food scientist, works as a Registered Dietician or any other food or nutrition related industry. What do they do? How much education do they need? Why did they choose this profession? What is the most enjoyable thing about their chosen profession? Maximum of two pages, one side write up of an interview with a caterer. Consider creativity and neatness. Mount on a 9" X 12" colored paper or poster board or display in clear plastic binder. Include a picture of the person interviewed. (May be laminated to preserve exhibit.) Overall size of mounted exhibit should be no larger than 9 X 12 inches.

Class 5 Specialty Bread: (any recipe made with yeast) – Tea rings, braids, or any other full sized specialty bread products. Must exhibit at least ¾ of a full sized baked product. May be baked in a disposable pan.

Class 6 Specialty Pastry / any recipe: pie tarts, puff pastry, phyllo doughs, scones, biscotti, choux, croissants, Danish, strudels. Four on a paper plate or at least ¾ of baked product. Pastries made with cream or egg based fillings will be disqualified. Phyllo dough may be pre made or from scratch.

CAKE DECORATING

CAKE DECORATING GUIDELINES

1. Cake should be placed on a very firm, disposable surface cut parallel to the shape of the cake and no more than 1 ½" on each side from the base of the border (not the cake). The surface should be covered. Freezer paper is not advised because it absorbs grease. Covering must be food-safe.
2. You may use a real cake or cake forms.
3. No non-edible items
4. Cakes will not be cut for judging.
5. Information Card Required:
   - Occasion for use
   - Size or shape
   - Cake or cake form
   - Techniques used
   - Tips used and where
   - Edible materials used
   - Any problems you had

DEPT. E / DIV. 430
CAKE DECORATING

Unit I

4-H'ers who have exhibited in Unit II or Unit III are not eligible in Unit I.

Class 901: Decorated cookie or cupcake. The cookie or cupcake base can be purchased or homemade. It will be judged on creativity, and effective use of frosting and tips in decorating the exhibit. Use a maximum of 2 different kinds/designs of decorating tips.

Class 902: One decorated single layer 8" or 9" square or round, or 9"x13" cake using no decorator tips (edible materials such as candies, pretzels and coconut should be used to create a design). A portion of the smooth base frosting should be visible.

Unit II

4-H'ers who have exhibited in Unit III are not eligible in Unit II.

Class 903: One decorated character cake (an entire cake which resembles the shape of a character or object made without cutting, other than a classic square, round, oblong, heart, hexagon, oval or petal cake shape.) Three-dimensional cakes are acceptable – primarily decorated with the star tip or other tips appropriate to the design.

Class 904: One layer, decorated cake showing the use of three different (not 3 sizes of the same design or tip) tips.

Class 905: Two-layer, decorated cake (layers of the same size) showing the use of four different (not 4 sizes or combination of the same design of tip) tips.

Unit III

Class 906: One decorated cake or cake form of three or more tiers of graduated sizes, using supports. Separator plates and pillars may be used, but are not required.

Class 907: Decorated, two or three tiered or layer cake, using fondant icing. (Icing may be purchased or made from a recipe).

Class 908: Shaped Cake Class created by cutting cake to form a different shape than cake was baked in.

FOOD PRESERVATION

FOOD PRESERVATION GUIDELINES

A. Entries Per Individual: Each 4-Her is limited to a total of ONE exhibit per class in the food and nutrition and food preservation area.

B. Food Processing Methods: ***Current USDA processing methods and altitude adjustments must be followed for all food preservation.*** Jams, preserves and marmalades, fruit, tomatoes and pickled vegetables 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. Spoiled or open container disqualifies entry.

C. Uniformity: Jars and type of lid should be the same size, all small or large, not necessarily the same brand. Half pint jars may be used for jellies and preserves. The jars are not to be decorated by the exhibitor in any way. Canning jars must be used, others will be disqualified. No one fourth pint jars allowed. Leave jar rings on for display, it helps protect the seal. ***No zinc lids. Improperly canned or potentially hazardous food items will be disqualified.***

D. Recipe/Labeling: See http://food.unl.edu/web/preservation/home for current USDA guidelines, how to find your Nebraska altitude, and proper procedures for food preservation. Write plainly on a label and paste or tape securely on jar bottom. Specialized sticky labels not required.

All canned foods must include the following information on the label of the item:

1. Type of food
2. Method of preservation (pressure canner or water bath canner)
3. Type of pack (raw pack or hot pack)
4. Altitude and altitude adjustment if needed
5. Processing time
6. Number of pounds of pressure, if pressure canner used
7. Date Processed
8. Source of recipe and/or method of preservation, (if publication, include name and date) Current USDA Guidelines for food preservation methods must be used

All dried foods must include the following information on the label of the item:

1. Recipe and recipe source
2. Method of pretreatment
3. Drying method and drying time

Write plainly on label and paste or tape securely to back of a self-sealing bag. Securely attach official entry card to exhibit. Multiple jar exhibits should be contained in a small undecorated box. Use a rubber band or "twisty" to keep exhibit containing 3 self-sealing bags together.

E. Current Project: All canning must be the result of this year's 4-H project, since September 1 of the previous calendar year.

F. Criteria for Judging: Exhibits will be judged according to score sheets available at your local Extension Office. 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. Altitude for Dodge County is 1377.50.

G. Enter food projects in disposable materials, i.e. paper plate or plastic zip-lock bag. Not responsible for lost bread boards, china or glassware.

H. The County Fair Board is not responsible for lost, damaged or broken exhibits.

BALL® Fresh Preserving AWARD FOR YOUTH LEVEL
presented by:

BALL® & KERR® Fresh Preserving PRODUCTS

In recognition of youth who excel in the art of fresh preserving (canning), Jarden Home Brands makers of Ball® and Kerr® Fresh Preserving Products will present First Place Awards in designated recipe categories. A Panel of judges will select the best entry submitted by a youth in each category for Fruit, Vegetable, Pickle, and Soft Spread. Entries must be preserved in Ball® or Ball Collection Elite®. Jars sealed with Ball® Lids and Bands or Ball Collection Elite® Lids and Bands, or preserved in Kerr® Jars sealed with Kerr® Lids and Bands or Ball Collection Elite® Lids and Bands. In addition, soft spread entries will be limited to recipes prepared using Ball® Pectin: Original, No Sugar Needed or Liquid. A proof of purchase for Ball® Pectin must be provided at time of entry. The best entry from each category will receive the following:

- 1 - $5.00 Coupon for Ball® or Kerr® Fresh Preserving Products and
- 1 - $3.00 Coupon for Ball® Pectin Products.

DEPT. E / DIV. 407
FOOD PRESERVATION

Class 1 Dried Fruit: Exhibit 3 different examples of dried fruits. Place each dried fruit (6-10 pieces of fruit, minimum of 1/4 cup) in a self sealing bag. Use a rubber band or "twisty" to keep exhibit together. See Rule D for special labeling instructions.

Class 2 Fruit Leather: Exhibit 3 different examples of 3 different fruit leathers. Place a 3-4" sample of each fruit together in separate self sealing bags. Use a rubber band or "twisty" to keep exhibit together. See Rule D for special labeling instructions.

Class 10 Dried Vegetables: Exhibit 3 samples of dried vegetables. Place each food (1/4 cup of each vegetable) in a separate self sealing bag. Use a "twisty" to keep exhibit together. See Rule D for special instructions.

Class 11 Dried Herbs: Exhibit 3 samples of dried herbs. Place each food (1/4 cup of each herb) in a separate self- sealing bag. Use a "twisty" to keep exhibit together. See Rule D for special labeling instructions.

Class 12 1 Jar Fruit Exhibit: One jar of a canned fruit. See Rule D for special labeling instructions.

Class 13 3 Jar Exhibit: Exhibit 3 jars of different canned fruit. May be three different techniques for same type of product, ex. Applesauce, canned apples, apple pie filling, etc. See Rule D for special labeling instructions.

Class 14 1 Jar Tomato Exhibit: One jar of a canned tomato product. See Rule D for special labeling instructions.

Class 15 3 Jar Tomato Exhibit: Exhibit 3 jars of different canned tomato products (salsa, sauces without meats, juice, stewed, etc.) See Rule D for special labeling instructions.

Class 20 1 Jar Vegetable or Meat Exhibit: One jar of a canned vegetable or meat. Include only vegetables canned in a pressure canner. See Rule D for special labeling instructions.

Class 21 3 Jar Exhibit: Three jars of different kinds of canned vegetables. Include only vegetables canned in a pressure canner. See Rule D for special labeling instructions.

Class 22 Quick Dinner: Exhibit a minimum of 3 jars to a maximum or 5 jars (all the same size) plus menu. Meal should include 3 canned foods that can be prepared within an hour. List complete menu on 3" x 5" file card and attach to one of the jars. See Rule D for special labeling instructions.

Class 30 1 Jar Pickled Exhibit: One jar of a pickled and/or fermented product. See Rule D for special labeling instructions.

Class 31 3 Jar Exhibit: Three jars of different kinds of canned pickled and/or fermented products. See rule D for special labeling instructions.

Class 40 1 Jar Jelled Fruit Exhibit: One jar of a jam, jelly or marmalade. See Rule D for special labeling instructions.

Class 41 3 Jar Jelled Fruit Exhibit: Three different kinds of jellied fruit 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 the boiling water bath according to current USDA recommendations. See Rule D for special labeling instructions.

DEPT. E / DIV. 440
SAFETY

Class 1 FIRST AID KIT: Prepare the kit according to guidelines in the Citizen Safety manual, 4-H 425, pages 6 & 7. Refer to Score Sheet SF 110-2011. Kits containing any of the following will be automatically disqualified:

- 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.)
- Materials with expiration dates on or before the JUDGING DATE. (This includes sterile items, non-prescription medications, ointments, salves, etc. Materials dated month and year only are considered expired on the last day of that month.)
- Any controlled substance.

Class 2 DISASTER KIT (Emergency Preparedness): Disaster kits must include: materials to prepare a person or family for emergency conditions caused by natural or man made incident.. 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 and a list of individual contents is required. Please include an explanation of drinking water needs for your disaster kit. Do not bring actual water to the fair in the kit. Refer to Score Sheet SF 111-2011

Class 3 SAFETY SCRAPBOOK: The scrapbook must contain 15 news articles from both print and internet about various incident types. Mount each clipping on a separate page accompanied by a description of events leading to the incident and any measures that might have prevented it. The scrapbook should be bound in a standard size hardcover binder or notebook for 8 ½ x 11" size paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

DEPT. E / DIV. 450
FIRE SAFETY

Class 1 FIRE SAFETY DRAWING: This will be a scale drawing of a home floor plan showing the primary and secondary escape routes and where fire extinguishers and smoke detectors should be located. Sketch all the rooms in the house showing doors and windows. Use a black or blue pen, draw arrows from each room showing the primary escape route from the house. Use red arrows from each room showing secondary routes to use if the primary route is blocked. Primary and secondary escape routes must lead outside to an assembly location.

Class 2 FIRE SAFETY SCRAPBOOK: This scrapbook will contain at least 10 news articles from both print and internet sources about fires. Each clipping will be mounted on a separate page and accompanied by a statement of probable cause of the fire and measures that could have prevented it. The scrapbook should be bound in a standard hard cover binder or notebook for 8 ½ x 11" paper. Correct sentence structure, readability and thorough explanations are an important part of judging.

Class 3 FIRE PREVENTION POSTER: This must be constructed of commercial poster board at least 11" x 14". Any media can be used. Posters should be appropriate to display during National Fire Prevention Week or to promote fire safety at specific times of the year (Christmas, 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.

DEPT. E / DIV. 469
BICYCLES/CYCLING/ATV/TRACTOR
(NOT Eligible for State Fair)

Class 901 Demonstration Display – The exhibit is to be prepared on 24" high and 32" wide board, not to exceed ¼" thickness. It may include: 1) parts or system, 2) working or broken parts, or 3) a step-by-step procedure of how some repair or service job is performed. A limited number of photographs are acceptable. Actual parts or cut a-ways of parts are recommended.

Class 902 Restoration – Exhibitors need to restore/overhaul/ upgrade a unit to include current safety features. A report must be included, covered by clear plastic, describing costs, repair costs, and what was done. "Before" and "After" photos should be included.

Class 903 Poster – 14" x 22" either vertical or horizontal arrangement. They may be in any medium – watercolor, ink, crayon, etc., so long as they are not three-dimensional.

Class 904 Display – showing your features checklist used when comparing three different units.

Class 905 You Be the Teacher – Educational notebook, display, collection of materials that relate to project. Include 8 ½" x 11" page describing exhibit and summary of learning.

PERSONAL DEVELOPMENT & LEADERSHIP

CHECK IN:
Tuesday, July 31, 2012 from 6:00 – 8:00 p.m.
& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
JUDGING TIME:
Wednesday, August 1, 2012, 9:30 a.m. (closed to public)
PREMIUMS:
Purple $2.00; Blue $1.50; Red $1.00; White $0.50

ENTREPRENEURSHIP

GUIDELINES

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.

EXHBIT GUIDLELINES:

- Poster must be 14" x 22" and may be arranged either horizontally or vertically.
- The 4-H member's name, age, town and county must be listed on the back of the poster.
- Entry cards should be staples (not paper-clipped or taped) to the upper right-hand corner of the poster.
- Poster may not use copyrighted materials, such as cartoon characters or commercial product names.
- Exhibits which do not conform to size or content guidelines will be lowered one ribbon placing.
- Posters may include photographs, charts or examples as well as a written explanation.
- Posters may be laminated to protect them. Loose plastic coverings used to protect the exhibit while being transported will be removed by the superintendent for evaluation and display.

DEPT. F / DIV. 531
ENTREPRENEURSHIP

NOTE: For classes 1-3, follow guidelines for posters.

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

Class 2 Picture story of a tour or field trip to study entrepreneurship and/or business operation (based on pages 2.1 – 2.4 of manual)

Class 3 Social Entrepreneurship Presentation Prepare a five slide power point presentation about a social entrepreneurship event to benefit a group or individual in your community. Social entrepreneurs are people who are in business to help others. Submit a print out of the note pages which show each slide and include an explanation of each slide. Enter exhibit in a report cover with fasteners (no slide bars). Refer to page 2.4 of Unit 2 The Case of Me for ideas.

Class 4 Coin-Toss Map This map is based on pages 7.1 – 7.4 of ESI Unit 2. Develop a map of your journey from your home to the Nebraska State Fair. The quarter must be tossed a minimum of 20 times and the map should include landmarks encountered along the way. Include in this exhibit a paragraph on how using a direct route would have made the journey less difficult.

Class 5 Marketing Package (mounted on a 14" x 22" poster) must include at least three items (examples) developed by the 4-H'er from the following list: business card, brochure, advertisement, business promotional piece, printout of an internet home page, packaging design, signs, logo design, direct mail piece, etc. The marketing package should be for an original business developed by the 4-H'er and not an existing business.

Class 6 Sample of an Original Product with an information sheet(8 ½" x 11") answering the following questions:

1) What did you enjoy the most about making the product?
2) What challenges did you have when making the product? Would you do anything differently next time? If so, what?
3) What is the suggested retail price of the product? How did you decide on the price?
4) Market analysis of the community – data gathered through a survey of potential customers. Use the three questions on page 3.3 and survey at least 10 people in your community about your product.
5) How much would you earn per hour? Show how you determined this figure.
6) What is unique about this Product?

Class 7 Service Business Poster (14" x 22" poster).

1) Picture story of the service oriented business- Needs to be original photos of their business.
2) Attach a 8.5" x 11" information sheet to the poster answering these questions:
   a. What do you enjoy most about his service business?
   b. What challenges did you have when starting the business? Would you do anything differently next time? If so, what?
   c. What do you charge for your service(s)? How did you decide this price?
   d. Market analysis of the community through data gathered from a survey (using questions on page 3.3 with at least 10 potential customers)
   e. How much do you earn per hour? Show how you determined this figure.
   f. What is unique about his business?

Class 8 E-Business Notebook (submitted in a 3 ring notebook)

1) Submit a printout of up to 5 pages from your business website.
2) On 8.5" x 11" pages answer the following questions:
   a. What do you enjoy most about this business?

b. What challenges did you have when starting the business? Would you do anything differently next time? If so, what?
c. What do you charge for your products/services? How did you set your price(s)?

d. Using the questions on page 3.3 survey at least 10 people who use the internet regularly to gather a market analysis for your business.
e. How much do you earn per hour? Show how you determined this figure.
f. What is unique about this business?

PLANT SCIENCE

CHECK IN:
Tuesday, July 31, 2012 from 6:00 – 8:00 p.m.
& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
JUDGING TIME:
Wednesday, August 1, 2012, 9:30 a.m. (closed to public)
PREMIUMS:
Purple $2.00; Blue $1.50; Red $1.00; White $0.50

FLORICULTURE

FLORICULTURE GUIDELINES

- Exhibitors MUST be enrolled in the World of Flowers, Annual Flowers and/or Growing Great Houseplants projects to exhibit a MAXIMUM of FIVE exhibits in Classes 1 - 43 (cut flowers) and FOUR exhibits in Classes 50 - 65 (notebooks, posters and container plants).
- The cultivar or variety name must be included on all entry forms. 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 office personnel.
- For Floriculture, punch hole in the top center of entry tag, use a rubber band to securely attach entry tag to containers.
- Exhibits entered under an incorrect class number or containing an incorrect number of flowers will be dropped one ribbon placing.
- A perennial is defined as a plant of which the crown overwinters. An annual is a plant that grows from seed each season, whether self-seeded or planted by the gardener. A biennial is a plant that germinates, grows and overwinters as a crown, blooms the following year and dies. Foliage will be considered when exhibit is judged.
- Cut Flowers: All 3 or 5 stems of cut flowers should be the same cultivar and color, do not mix cultivars and colors. Use plain jars or bottles for cut flower entries. Containers will not be judged; however, they should be glass containers of a neutral color that won't tip over and of adequate size to display blooms.

Class 1 Aster
Class 2 Bachelor Buttons
Class 3 Bells of Ireland
Class 4 Browallia
Class 5 Calendula
Class 6 Celosia – *crested or plume (3 stems)*
Class 7 Cosmos
Class 8 Dahlia
Class 9 Dianthus
Class 10 Foxglove
Class 11 Gladiolus *(3 stems)*
Class 12 Gomphrena
Class 13 Hollyhock *(3 stems)*
Class 14 Marigold
Class 15 Pansy
Class 16 Petunia
Class 17 Salvia
Class 18 Snapdragon
Class 19 Statice
Class 20 Sunflower *(under 3" diameter-5 stems, 3" or more in diameter-3 stems)*
Class 21 Vinca
Class 22 Zinnia
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)*

DEPT. G / DIV. 770
FLORICULTURE

ANNUALS AND BIENNIALS / Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.

CUT FLOWER PERENNIALS / Five stems of a single variety (cultivar) unless otherwise noted in parenthesis.

Class 30 Achillea/Yarrow
Class 31 Chrysanthemum
Class 32 Coreopsis
Class 33 Daisy
Class 34 Gaillardia
Class 35 Helianthus
Class 36 Liatris *(3 stems)*
Class 37 Lilies *(3 stems)* (Not Daylilies)
Class 38 Platycodon
Class 39 Purple coneflower
Class 40 Rose *(3 stems)*
Class 41 Rudbeckia/Black-eyed Susan
Class 42 Sedum
Class 43 Statice
Class 44 Any Other Perennial *(under 3" diameter – 5 stems, 3" or more in diameter – 3 stems) (do not duplicate entries in classes 30-42)*

FLOWER GARDEN

Class 45 4-H Flower Garden: Collection of 5 different flowers. Display in a box or other holder not more than 18" in any dimension. Each flower in the collection should be exhibited with the number specified for classes 1 - 43. Do not duplicate entries in classes 1 - 43 with any in the group collection.

NOTEBOOKS AND POSTERS

Class 50 Flower Notebook: Exhibit a notebook containing pictures of flowers grown in Nebraska. There must be at least 10 different species of annuals and/or biennials and 10 different species of perennials hardy to Nebraska. Bulbs may be included in a separate section. The notebook must be the result of the current year's work. 4-Her's may show more than one cultivar of the same species, but they will only count as one species. 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 and summer flowering. Give proper credit by listing the sources of pictures and information used. The 4-H member's name, age, years in the project(s), full address and county must be on the back of the notebook.

Class 51 Flower Garden Promotion Poster: Individual poster promoting flower gardening, size 14" x 22" either vertical or horizontal arrangements. Poster may be in any medium: water color, ink, crayon, etc. as long as they are not 3-dimensional. Posters using copyrighted material will not be accepted. The 4-H member's name, age, full address, county and years in project(s) must be on the back of the poster. Entry card must be stapled to the upper right hand corner.

Class 52 Educational Flower Garden Poster: Prepare a poster 14"x22"x2" (3-dimensional if needed) either vertical or horizontal arrangement illustrating a skill or project you have done or learned about in a 4-H flowers or houseplant project. You might show a special technique you use or equipment you have incorporated in your garden. One might show a special technique used or equipment incorporated in the garden. Refer to 4-H horticulture project manuals, but use your own creativity. Entry card must be stapled upper right hand corner. The 4-H member's name, age, full address, years in the project(s), and county must be on the back of the poster.

Class 53 Flower Gardening History Interview: Neatly handwritten or typed account of a gardening history interview with someone 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 project(s) must be on the back of the report cover.

HOUSEPLANTS:

- Exhibitors must be enrolled in the Growing Great Houseplants project to exhibit in classes 60 - 65. Youth may enter a maximum of THREE (3) entries in classes 50-65.
- The choice of container and soil quality will be considered in judging.
- Each houseplant must be identified by listing the names on the entry tag or on a card attached to the container.
- Houseplants should be grown in the display container for a minimum of six weeks by the 4-H member. Plants grown as houseplants must be used. NebGuide G1853 (http://www.ianrpubs.unl.edu/epublic.live/g1853/build/g1853.pdf) includes a listing of common houseplants found in Nebraska. Containers of annual flowers or annual houseplants will be disqualified and will not be judged.
- Entries in Classes 60 - 65 must have been designed and planted by the 4-H member.
- SIZE: Container grown houseplants shall be in pots no greater than 12" in diameter (inside opening measurement). Dish gardens, desert gardens and terrariums may be up to 12" in diameter (inside opening measurement). Any container grown plant in Classes 60-65 that is greater than 12" in diameter (inside opening measurement) will be dropped one ribbon placing.
- Exhibits in Classes 60-64 must have a saucer to catch drainage water.
- The 4-H members name, age, full address, county and years in project must be on the bottom or back of the container.

Class 60 Flowering Potted houseplant(s) that are blooming for exhibition. (Non-blooming plants will be disqualified.)
Class 61 Foliage Potted houseplant(s) of all the same variety. (Only one variety of plant per container.)
Class 62 Hanging Basket of flowering and/or foliage houseplants.
Class 63 Dish Garden: An open/shallow container featuring a variety of houseplants excluding cacti and succulents.
Class 64 Desert Garden: An open/shallow container featuring cacti and/or succulents grown as houseplants.
Class 65 Terrarium: A transparent container, partially or completely enclosed; sealed or unsealed.

VEGETABLE, HERBS & FRUITS

VEGETABLES, HERBS & FRUITS GUIDELINES

- The cultivar or variety name must be included on all entry forms. 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 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.

DEPT. G / DIV. 773
VEGETABLES

VEGETABLE EXHBITS / (number of vegetables to exhibit)

Class 255 4-H Vegetable Garden Collection of Five Kinds of Vegetables: Displayed in a box not more than 24" in any dimension. Boxes will not be returned. Showmanship will be considered in judging, but plastic grass, cotton, figurines, etc. should not be used in exhibit boxes. Each vegetable in the collection should be exhibited with the number specified for individual class (201-252). Do not duplicate entries in classes 201-252 with any in the group collection.

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

Class 201 Lima Beans (12)
Class 202 Snap Beans (12)
Class 203 Wax Beans (12)
Class 204 Beets (5)
Class 205 Broccoli (2)
Class 206 Brussel Sprouts (12)
Class 207 Green Cabbage (2)
Class 208 Red Cabbage (2)
Class 209 Carrots (5)
Class 210 Cauliflower (2)
Class 211 Slicing Cucumbers (2)
Class 212 Pickling Cucumbers (5)
Class 213 Eggplant (2)
Class 214 Kohlrabi (5)
Class 215 Muskmelon/Cantaloupe (2)
Class 216 Okra (5)
Class 217 Yellow Onions (5)
Class 218 Red Onions (5)
Class 219 White Onions (5)
Class 220 Parsnips (5)
Class 221 Bell peppers (5)
Class 222 Sweet (Non-Bell) peppers (5)
Class 223 Jalapeno Peppers (5)
Class 224 Hot (Non-Jalapeno)Peppers (5)
Class 225 White Potatoes (5)
Class 226 Red Potatoes (5)
Class 227 Russet Potatoes (5)
Class 228 Other Potatoes (5)
Class 229 Pumpkin (2)
Class 230 Miniature Pumpkins (5) - *(Jack Be Little Type)*
Class 231 Radish (5)
Class 232 Rhubarb (5)
Class 233 Rutabaga (2)
Class 234 Green Summer Squash (2)
Class 235 Yellow Summer Squash (2)
Class 236 White Summer Squash (2)
Class 237 Acorn Squash (2)
Class 238 Butternut Squash (2)
Class 239 Butter cup Squash (2)
Class 240 Other Winter Squash (2)
Class 241 Sweet Corn / in husks (5)
Class 242 Swiss Chard (5)
Class 243 Red Tomatoes /2"or more in dia (5)
Class 244 Roma or Sauce-type Tomatoes (5)
Class 245 Salad Tomatoes/under 2" dia (12)
Class 246 Yellow Tomatoes (5)
Class 247 Turnips (5)
Class 248 Watermelon (2)
Class 249 Dry Edible Beans (1 pint)
Class 250 Gourds, mixed types (5)
Class 251 Gourds, single variety (5)
Class 252 Any vegetable that doesn't fit in any other class (2,5, or 12 depending on vegetable size)(do not duplicate entries in classes 201-251)

DEPT G / DIV. 773
HERBS

HERB EXHIBITS: 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 container of water. Potted herb plants will be disqualified and will not be judged.

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

DEPT. G / DIV. 773
FRUITS

FRUIT EXHIBITS: 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.

Class 280 Strawberries (everbearers) (1 pint)
Class 281 Grapes (2 bunches)
Class 282 Apples (5)
Class 283 Pears (5)
Class 284 Wild Plums (1 pint)
Class 285 Other Small Fruit or Berries (1 pint) (do not duplicate entries in classes 280-284)
Class 286 Other Fruits or Nuts (5) (do not duplicate entries in classes 280-284)

DEPT. G / DIV. 773
EDUCATIONAL EXHIBITS

Class 290 Garden Promotion Poster: Individual poster promoting vegetable or herb gardening, size 14" x 22" either vertical or horizontal arrangement. Poster may be in any medium so long as it is not 3-dimensional. Posters using copyrighted material will not be accepted. Entry card must be stapled to the upper right hand corner. The 4-H member's name, age, full address, and county must be on the back of the poster.

Class 291 Educational Vegetable or Herb Garden Poster: Prepare a poster no larger than 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 project(s) must be on the back of the poster.

Class 292 Vegetable and/or Herb Gardening History Interview: Neatly handwritten or typed account of a gardening history interview of someone whose vegetable or herb garden has inspired you. Maximum of 4 pages of text and 2 pages of pictures (include one 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 project(s) must be on the back of the report.

Class 293 Vegetable Seed Display: Each display must include seeds representing the following families: Cucurbit, Brassica (cabbage), Solanaceous (nightshade), and Legume (pea) families plus representatives from 5 other families. Group the seeds by family and type. Glue seed or otherwise fasten clear containers of seed 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 site references on where the scientific name information was found. The 4-H member's name, age, full address, county, and years in the project(s) must be on the back of the display.

Class 294 World of Vegetable Notebook: Choose a favorite foreign cuisine and learn what vegetable 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. Protect in a clear report cover or small 3-ring notebook. The 4-H member's name, age, years in the project(s), full address and county must be on the back cover of the report.

SCIENCE & TECHNOLOGY

CHECK IN:
Tuesday, July 31, 2012 from 6:00 – 8:00 p.m.
& Wednesday, August 1, 2012 from 7:00 – 9:00 a.m.
JUDGING TIME:
Wednesday, August 1, 2012, 9:30 a.m. (closed to public)
PREMIUMS:
Purple $2.00; Blue $1.50; Red $1.00; White $0.50

ENTOMOLOGY

ENTOMOLOGY GUIDELINES

- Awards will be determined on the basis of variety of insects in the collection, correctness of identification and overall neatness.
- Specimens need to be mounted properly and labeled with the date and location of collection, name of collector, and order name. Follow mounting and labeling instructions in the Nebraska 4-H Entomology Manual (http://4hcurriculum.unl.edu/catalog/environemntal.html).
- Purchased insects and other insects not collected by the participant can be included, but must have accurate labels and will not be counted in meeting minimum requirements for the exhibit. Boxes to be not more than 12" high x 18" wide by 3" deep.

DEPT. H / DIV. 800
ENTOMOLOGY

Class 1 Entomology Display / First Year Project : collection to consist of 25 or more different kinds (species) of insects representing at least 6 orders. Limit of one box.

Class 2 Entomology Display / Second Year Project: collection to consist of a minimum of 50 kinds (species) of insects representing at least 8 orders. Replace damaged or poorly mounted specimens. About 25 species should be from after July 1 of previous year. Limit 2 boxes.

Class 3 Entomology Display / Third or More Year Project: collection to consist of minimum of 75 kinds (species) of insects representing at least 10 orders. Replace damaged or poorly mounted specimens. About 25 species should be from after July 1 of previous year. Limit 3 boxes.

Class 4 Special Interest Display: Educational display developed according to individual interests and abilities. Examples include a collection from a specific insect group (e/.g. butterflies, grasshoppers) or by subject (e.g. insect pests of corn, aquatic insects, insect mimicry, etc.) a research project, special report, poster display, insect scrapbook, artwork, etc. Poster displays should be no larger than 22"x28". Other displays are restricted to a base area no larger than 22"x28". Nor should height be over 24". Research projects should include a report about methods and results, as well as a brief discussion about what was learned. Artwork should include brief information about the work. Each display should be self-explanatory so that the audience can understand it without help.

VETERINARY SCIENCE

VETERINARY GUIDELINES

- The purpose of the Veterinary Science display is to inform the public regarding a common health problem of animals or a veterinary principle. Do not confuse veterinary science exhibit topics with animal husbandry or production topics.
- A Veterinary Science exhibit may consist of a poster or a display. The exhibit may represent material from any of the Veterinary Science projects including entry level exhibits from Unit I.
- If photographs are to be part of the exhibit, remember that they will be viewed by the public. Make sure that the photographs are in good taste and will not be offensive to anyone. Graphic photographs of excessive bleeding, trauma or painful procedures are not appropriate. For exhibits

related to veterinary surgical procedures, aseptic techniques need to be shown, for example, use of drapes, use of sterile procedures, wearing of gloves, and other appropriate veterinary medical practices.

- First-Aid Kits: Because of public safety concerns and risk of theft of first-aid kits contents (veterinary drugs/equipment) with perceived potential for drug abuse, NO ANIMAL FIRST AID KITS WILL BE PERMITTED. Animal first aid kits submitted will be immediately disqualified and not shown.
- 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 ¼" plywood or equivalent that does not exceed 24" high or 32" wide.
- 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

DEPT. H / DIV. 840
VETERINARY SCIENCE

Class 1 4-H Veterinary Science Large Animal Poster or Display
Class 2 4-H Veterinary Science Small Animal/Pet Poster or Display

ENGINEERING

ENGINEERING GUIDELINES

A. The name and county of each exhibitor should appear separately on the back of each board, article and set of plans so the owner of exhibit may be identified if the entry tag is separated from the exhibit.
B. Each individual is limited to ONE exhibit per class.
C. Several classes require a display board with a height of 24 inches and not to exceed 1/4" in thickness. A height of 23 7/8 inches is acceptable to allow for the saw kerf (width) if two - 24 inch boards are cut from one end of a 4 x 8 sheet of plywood. Nothing should be mounted within 3/4 inch of the top or bottom of the board. (Example: Woodworking, Small Engines, & Electricity).
D. Fabricated board such as plywood, composition board, or particle-type lumber may be used for demonstration displays.
E. Demonstration boards could be sanded and finished to improve their appearance. The finish on a demonstration board is not to be judged as critically as a woodworking exhibit.
F. Demonstration boards should include an overall title for the display, plus other necessary labeling.
G. All reports should be clearly written or typed and enclosed in a clear plastic cover. The reports should be attached securely to the display.

MODEL ROCKETRY

MODEL ROCKETRY GUIDELINES

- Rockets should be supported substantially to protect it from breakage. Rockets should 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"x12"), then construct a base that is large enough to protect the fins. The base size is dictated by the size of the rocket fins.
- The rockets should be mounted vertically. Please do not attach sideboards or backdrops to the displays. In addition a used engine or length of dowel pin is to be glued and/or screwed into the board and extended up into the rockets engine mount to give added stability.
- Rockets must be equipped as prepared for launching, with wadding and parachute or other recover system.
- Rockets entered with live engines, wrong base size or sideboards will be disqualified.
- A report, protected in clear plastic cover, should include:
    a. rocket specification,
    b. a flight record for each launching (weather, distance, flight height)
    c. number of launchings and
    d. flight pictures
- The flight record should describe engine used, what the rocket did in flight and recovery success. Points will not be deducted for launching, flight or recovery failures described. This includes any damage that may show on the rocket. Complete factory assembled rockets will not be accepted. Judging is based upon display appearance, rocket appearance, workmanship, design or capabilities for flight, and number of times launched. Three launches are required to earn the 25 launch points given on the score sheets. For scoring for the State Fair, only actual launches count, misfires will not count towards one of the required three launches.

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

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

INTERVIEW JUDGING / PROJECTS INCLUDE: Model Rocketry Projects (Dept H/Div. 850)

4-H members are encouraged to participate in interview judging. Interview judging allows 4-H members to discuss their 4-H exhibits directly with the judge. This will give 4-H members the opportunity to discuss the process they took preparing their project. In addition, interview judging will give judges the opportunity to provide positive input and helpful suggestions to the 4-H member. REQUEST FOR INTERVIEW JUDGING:

- Department Superintendents are to be notified when a 4-H project is entered by a 4-H member intending to Interview Judge.
- Entry cards of 4-H exhibits must designate Interview Judging Request by checking the "INTERVIEW" box at the upper right corner (above "Dodge County Fair") of the entry card.
- **Exhibitors are limited to ONE interview entry per division (project area).**

TIME: (Optional) Interview Judging / Wednesday, August 1 by appointment / 4-H Exhibit Hall

- Exhibitors will make appointments (9:30 am-3:00 pm) with superintendent at time of check in.

INTERVIEW JUDGING IS OPTIONAL:

- Projects are not required to be interview judged. Therefore, no projects will be deducted a ribbon placing for not interview judging.

DEPT. H / DIV. 850
MODEL ROCKETRY

Lift Off – Unit 2

Class 1 Rocket: Any skill level 2 rocket with wooden fins painted by hand or air brush.

Class 2 Display: Display exemplifying one of the principles learned in the Lift Off project. Examples include: display of rocket parts and purpose, interview of someone in the aerospace field or kite terminology. Display can be any size up to 28" by 22".

Class 3 Rocket: Any Skill Level 2 Rocket with wooden fins painted using commercial application example commercial spray paint.

Reaching New Heights – Unit 3

Class 4 Rocket: Any skill level 3 rocket with wooden fins painted by hand or air brush.

Class 5 Display: Display exemplifying one of the principles learned in the Reaching New Heights project. Examples include: airplane instrumentation, kite flying, or radio-controlled planes. Display can be any size up to 28" by 22".

Class 6 Rocket: Any Skill Level 3 Rocket with wooden fins painted using commercial application example commercial spray paint.

Pilot in Command – Unit 4

Class 7 Rocket: Any skill level 4 rocket with wooden fins or any self designed rocket. Designated for single and multiple stage rockets at skill level 4 or any single or multiple stage self design rocket.

Class 8 Display: Display exemplifying one of the principles learned in the Pilot in Command Project. Examples include: flying lessons, or careers in aerospace. Display can be any size up to 28" by 22".

Class 20 Careers Interview: Interview someone who is working in the field of aerospace and research that career. 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.

COMPUTERS

COMPUTER GUIDELINES

All Computer Projects containing E-mail addresses need to black out personal E-mail addresses for the protection of each exhibitor.

DEPT. H / DIV. 860
COMPUTERS
(Classes 901–906 NOT Eligible for State Fair)

Class 1 Computer Application Demonstration – 4-H exhibitor demonstrates how to accomplish a task using a computer application software such as a spreadsheet, database, publishing, graphic design, accounting or precision farming program. This exhibit consists of a notebook (8.5x11 inches) which should include:

16. Cover page
17. A detailed report describing:
    a. the task to be completed
    b. the computer application software required to complete the task
    c. specific features of the computer application software necessary for completing the task and;
    d. other tasks that can be accomplished using the computer application software.
18. Print out of your project.

Examples: design a logo for your school; enhance a digital image for a newspaper story; manage a checking account; create a poster to publicize an event; or to design scrapbook pages, or other.

Class 2 Produce a Computer Slideshow Presentation – Using presentation software like Microsoft PowerPoint and following the Checklist for Creating Your Next PowerPoint Presentation located at http://cit.information.unl.edu/info0806.htm the 4-H exhibitor develops a slideshow about a topic related to youth. The slideshow should include a minimum of 10 slides and no more that 25. Incorporate appropriate slide layouts, graphics and animations. Each slide should include notes for a presenter. The exhibit includes a copy of the presentation saved to a CD-ROM along with a printout of the notes pages in a clear plastic cover. Slide presentation should relate to one topic.

Class 3 Teach an Adult – The 4-H exhibitor writes a report between 1 and 3 pages describing a situation in which he or she has taught an adult(s) a computer skill. The report should include pictures of the 4-H'er working with the adult(s). The report should be in a clear plastic cover.

Class 4 Produce an Audio/Video Computer Presentation – using presentation software a 4-H exhibitor designs a multimedia computer presentation on one topic related to youth. The presentation should be at least 2 minutes in length and no more than 5 minutes in length, appropriate graphics, sound and either a video clip, animation or voice over and/or original video clip. The presentation must be able to be played and viewed on a PC using Windows Media Player, Real Player, iTunes or QuickTime Player.

Class 5 Know How Know Now Computer Presentation - Youth design a fully automated 2 to 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. Any of the following formats will be accepted: .mpeg, .rm, .wmv, .mp4, .ov, .ppt, or .avi. Submissions in this category will be put on the web, so must include a permission form which can be downloaded at http://www.pawnee.unl.edu/knowhowknownow.

Class 6 Build a Web Site – Design a simple Web site 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 Irfan View or GIMP or online using a WIKI such as Google Sites. If the Web site isn't live include all files comprising the Web site on a CD-ROM in a plastic case along with the explanation of why the site was created. If developed using a WIKI or other online tool include a link to the website in the explanation of why the site was created.

Class 10 Careers Interview: Interview someone who is working in the field of computers and research that career. 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.

Class 901 Computer Designed Greeting Card: Exhibit will consist of six greeting cards, each for a different occasion/holiday. Exhibit should be created on 8 ½" x 11" paper using a commercially available graphics program and a color printer/plotter or single color printer/plotter. The cards should vary in folds and design. Prefabricated cards from commercially available card programs will not be accepted. No theme required.

Class 902 Promotional Flyer: Exhibit should be created on 8 ½" x 11" page using a commercially available graphics software package. Flier can be color or black and white. Fliers can be a whole page or a folded brochure.

Class 903 Digital Camera Display: Exhibit will consist of a series of

pictures showing how you used computer software to enhance or change a single digital camera picture. Exhibit should explain what hardware and software was used and how software was used to change each picture.

Class 904 Memory Card/CD Display: Exhibit will consist of one or more pictures transferred to your computer and printed on your printer. Exhibit should explain what hardware and software was used to create it.

ELECTRICITY

ELECTRICITY GUIDELINES

- As an incentive to promote more interest in the 4-H Electrical Project Program, the Omaha Public Power District will award $50.00 to the TOP Electrical Exhibitor.
- NOTE: You must be in your third year of an electricity project to exhibit in electricity classes at the State Fair.

DEPT. H / DIV. 870
ELECTRICITY

POSTERS: The following 4-H electricity related posters (classes 901 and 902) exhibiting and judging should refer to Department B, Division 152, Posters, for general requirements.

Class 901 Electricity Safety Poster: Must deal with a specific topic. EXAMPLE: "Overhead Power Line Safety," "Safety In The Home", "On Farm Safety." Exhibits in this class are NOT eligible to go on to State Fair.

Class 902 Electric Energy Conservation: Must show useful methods of efficient use of electrical energy and conservation. Exhibits in this class are NOT eligible to go on to State Fair.

ELECTRICITY CLASSES: The following 4-H Electricity Exhibits should refer to the 4-H Electricity Manuals for general guidelines.

MAGIC OF ELECTRICITY – UNIT 1
Exhibits from these classes are NOT eligible to go on to State Fair

Class 903 Bright Lights: Create your own flashlight using items found around your house. Flashlights should be made out of items that could be recycled or reused. No kits please.

Class 904 Control the Flow: Make a switch. Use the following items: D cell battery, battery holder, insulated wire, 2 or 2.5 volt light bulb, bulb holder, paper clip, cardboard, and two brass paper fasteners to create a circuit that you can open and close.

Class 905 Conducting things: Make a circuit with a switch and a light bulb that can be used to test different household items for their ability to act as an insulator or conductor. You must find five items that are conductors and five items that are insulators. Create a table that illustrates your results.

Class 906 Is There a Fork in the Road: Use the following items to construct one parallel and one series circuit. Items: D cell battery, battery holder, insulated wire, bulb holder and a 2 or 2.5 volt light bulb.

INVESTIGATING ELECTRICITY – UNIT 2
Exhibits from these classes are NOT eligible to go on to State Fair

Class 907 Case of the Switching Circuit: Use the following items: two D cell batteries, two battery holders, light bulb, bulb holder, a 3 inch by 6 inch piece of cardboard, six brass paper fasteners and approx. two feet of 24 gauge insulated wire to build a three way switch. Write a short essay or create a poster that illustrates how three way switches function.

Class 908 Rocket Launcher: Construct a rocket launcher out of the following materials: a plastic pencil box that is at least 4 inches by 8 inches, single pole switch, single throw switch, normally-open push button switch, 40 feet of 18 or 22 gauge stranded wire, 4 alligator clips, 2- by 6- board 6 inches long, 1/8 inch diameter metal rod, rosin core solder, soldering iron or gun, wire stripper, small crescent wrench, pliers, small Phillips and straight blade screwdrivers, drill, 1/8 inch and ¼ inch drill bits, rocket engine igniters, additional drill bits matched to holes for two switches. You must successfully build a rocket launcher and light two rocket igniters with your launcher. You DO NOT have to actually fire a rocket off of the launcher. Create a poster using photographs to show the "step by step process" you used to build your launcher.

Class 909 Stop the Crime: Build an ALARM using the following materials: On-off push button switch, mercury switch, buzzer-vibrating or piezoelectric, 9-volt battery, 9-volt battery holder, 4 inch by 4 inch by 1/8 inch Plexiglass board to mount circuit on; rosin core solder, soldering gun/iron, two feet of 22 gauge wire, wire strippers, hot glue gun sticks, hot glue gun and a plastic box with a lid to mount your alarm circuit on. Create a poster using photographs to show the "step by step process" you used to build your alarm.

WIRED FOR POWER – UNIT 3

Class 1 Electrical Tool/Supply Kit: Create an electrical supply kit to be used for basic electrical repair around the house. Include a brief description of each item and its use. Container should be appropriate to hold items.

Class 2 Lighting Comparison: Display studying the efficiency of various lighting (incandescent, fluorescent, halogen, Light Emitting Diodes, etc.). Exhibit could be a poster display, or an actual item.

Class 3 Electrical Display/Item: Show an application of one of the concepts learned in the Wired for Power project. Examples include: re-wiring or building a lamp, re-wiring or making a heavy duty extension cord or developing an electrical diagram of a house. Exhibit could be a poster display, or an actual item.

Class 4 Poster should exemplify one of the lessons learned in the Wired for Power Project. Posters can be any size up to 28" by 22".

ELECTRONICS – UNIT 4

Class 5 Electrical/Electronic Part Identification: Display different parts used for electrical/electronics 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.

Class 6 Electronic Display: Show an application of one of the concepts learned in the Electronics project. Examples include: components of an electronic device (refer to p. 35 of the Electronic manual).

Class 7 Electronic Project: Exhibit an electronic item designed by the 4-Her or from a manufactured kit that shows the electronic expertise of the 4-Her. Examples include: a radio, a computer, or a volt meter.

Class 8 Poster should exemplify one of the lessons learned in the Entering Electronics project. Posters can be any size up to 28" by 22".

Class 10 Careers Interview: Interview someone who is working in the field of electricity and research that career. 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.

WOODWORKING

WOODWORKING GUIDELINES

The ability to build objects as designed by another person is an important life skill. Professional woodworkers often are hired to build objects to exacting specifications as laid out in a written plan. Requirements: All articles exhibited must include a plan stating dimensions and other critical instructions a builder would need to know to build the project. Plans may include narrative instructions in addition to the dimension drawings. Apart 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 attached and protected by a clear plastic cover and include the exhibitors name and county.

***4-Hers may enter 2 items per class number for woodworking projects ONLY!**

*NOTE: You must be in your third or fourth year of a woodworking project to exhibit in woodworking classes at the State Fair.

DEPT. H / DIV. 911
WOODWORKING

MEASURING UP – UNIT 1
Exhibits from these classes are NOT eligible to go on to State Fair

Class 904 Woodworking Article: Item made using skills learned in the Measuring Up manual. Examples include: flower box, napkin holder or letter holder, or picture frame.

Class 905 Woodworking Display: Display exemplifying one of the principles learning in the Measuring Up project. Examples include: name the tools, safety settings, identifying woods, measuring, butt joint, sanding.

MAKING THE CUT – UNIT 2
Exhibits from these classes are NOT eligible to go on to State Fair

Class 906 Woodworking Article: Item made using skills learned in the Making the Cut manual. Examples include: tool box, birdhouse, sawhorse, whistle, or foot stool.

Class 907 Woodworking Display: Display exemplifying one of the principles learned in the Making the Cut project. Examples include: safety techniques, interview a carpenter, selecting wood, cutting on an angle, chiseling, scrolling, power sanding.

NAILING IT TOGETHER – UNIT 3

Class 1 Woodworking Article: Item made using skills learned in the Nailing it Together manual. Examples include: bookcase, coffee table or end table.

Class 2 Woodworking Display: Display exemplifying one of the principles learned in the Nailing it Together Project. Examples include: measuring angles, wood lamination and joint types.

FINISHING UP – UNIT 4

Class 3 Woodworking Article: Item made using skills learned in the Finishing it Up project. Examples include: dovetailing, making a pen using lathe, overlays, using a router, etc.

Class 4 Woodworking Display: Display exemplifying one of the principles learned in the Finishing It Up project. Examples include: career opportunities, types of finishes, or dovetailing.

Class 10 Careers Interview – Interview someone who is working in the field of woodworking and research that career. 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.

WELDING

WELDING GUIDELINES

All metal welding process accepted. 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 weld when necessary. Each weld should be labeled with information stating:

1) type of welding process (stick, MIG, TIG, Oxy-Acetylene, etc.)
2) kind of weld
3) welder setting
4) electrode/wire/rod size
5) electrode/wire/rod ID numbers.

Attach a wire to display board so it can be hung like a picture frame.

DEPT. H / DIV. 920
WELDING

FINISHING UP – UNIT 4

Class 1 Welding Joints: A display of one butt, one lap and one fillet weld.

1) All welds should be made with the same electrode/wire/rod size and number.
2) Welds should be made only on one side of metal so penetration can be judged.
3) Welds should be cleaned with chipping hammer and wire brush. Apply a coat of light oil (penetrating oil) to the metal to prevent rusting. Wipe off Excess oil.
4) It is suggested that all welds be on the same size and thickness of metal. These pieces, referred to as coupons, should be 1.5 to 2 inches wide and 3.5 to 4 inches long. A good way to get this size is to buy new cold rolled strap iron and cut to length.

The extra width is needed to provide enough metal to absorb the heat from the welding process and prevent the coupons from becoming too hot before the bead is completed. Narrower coupons will become very hot, making an average welder setting too cold at the bead start, just about right in the middle, and too hot at the end. The correct way to weld narrow strips is to make short beads and allow time to cool, however this project requires a full length bead.

Stick welding
Suggested coupon thickness – ¼' if using 1/8" rod
Suggest road –AC and DC straight or reverse polarity – first E-7014, second E-6013
MIG welding
Suggested coupon thickness—1/4" is using .035 wire and " if using .023 wire
Oxy – Acetylene
Suggested coupon thickness—1/8"
Suggested rod – 1/8" mild steel rod

Class 2 Position Welds: A display showing 3 beads welded in the vertical down, horizontal and overhead positions.

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" inch 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 Welding Article: Any shop article where welding is used in the construction. All plans and bills must be attached to the article. Protect plans with a cover.

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

Class 4 Careers Interview – Interview someone who is working in the field of welding and research that career. 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.

ROBOTICS

Youth enrolled in Robotics Explorer, Robotics Probe or GEAR TECH 21 may exhibit in any class within this division.

DEPT. H / DIV. 861

ROBOTICS

Class 1 Robotics Poster – Create a poster (14"x 22") communicating a robotics theme such as "Robot or Not", "Pseudocode", "Real World Robots", "Careers in Robots" or "Autonomous Robotics", "Precision Agriculture" or a robotic topic of interest to the 4-H'er.

Class 2 Robotics Notebook – 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.

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 pseudocode and screenshots of the actual code with a written description of the icon/command functions.

Class 4 Robotics Careers Interview – 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. Written reports should Multimedia reports should be between 3 to 5 minutes in length.

Class 5 Robotics Sensor Notebook – Write pseudocode which includes at least one sensor activity. Include the code written and explain the code function.

Class 6 Build a Robot (may use kit) –Include a robot and notebook including the pseudo codes for at least one program you have written for the robot, the robots purpose, and any challenges or changes you would make in the robot design or programming.

Class 7 Kit Labeled Robot (cannot be programmed) – 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." This exhibit should include a project the youth has constructed, a description of what it does and an explanation of how it is similar to and different from a robot.

GLOBAL POSITIONING SYSTEMS

Youth enrolled in Geospacial or GEAR TECH 21 may exhibit in any class within this division.

DEPT. H / DIV. 880

GEOSPACIAL

Class 1 Poster – Create a poster (14"x22") communicating a GPS theme such as How CPS 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.

Class 2 4-H Favorite Places or Historical Site Poster – 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 22"x30".

Class 3 GPS Notebook – Keep a log of at least 5 places visited using a GPS enables device. 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.

Class 4 Geocache – Assemble a themed geocache. Each geocache should be a watertight container. It should include a log book and pencil for finders to log their visits and may include small trinket, geocoins, 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.

Class 5 GIS Map – Create a GIS map with at least three data layers. The GIS should include both vector and roster data. Data may be obtained by using a GPS-enabled device, downloading data from a reputable web site or digitizing. The GIS should have a theme/purpose and include a title, north arrow, legend, labels, scale bar and source. Maps may be of any subject of interest to the 4-Hers. Include a 1-3 page report on why you chose the subject and maps, how you created the maps and the source of your date (use reliable sources such as the US Center for Disease Control or the US Census Bureau). This project could include Hurricane Tracking maps. Create a GIS map for Hurricane Tracking with a geographic information system (GIS) computer software application of the Atlantic Ocean, pacific Ocean, or the Gulf of Mexico. The map should appear similar to the National Oceanic and Atmospheric Administration (NOAA) (http://www.nhe.noaa.gov?). Poster size should not exceed 22"x30". Place report in plastic cover or notebook attached to the poster.

Class 6 GIS Atlas – Create a collection of three or more maps related to the same theme. All maps should meet criteria described in class 5. The atlas should include a 1-3 page report as described above including information about all maps. Maps can be displayed on one poster not to exceed 22"x30", in a notebook or on a CD/DVD or web site.

Class 7 GIS Thematic Map – Using any GIS software, create a thematic map. Thematic maps can utilize any subject of interest to the 4-Her. Maps could be of Amelia Earhart's journey, Sit Francis Drake's voyage, population density maps, water usage maps, or 4-H projects in Nebraska (examples). Create a GIS Map using data from books and /or internet. Use reliable date, ex. U.S. Center for Disease Control or U.S. Census Bureau. Map any size for 8.5"x11" up to 36"x24", should include title, base map, neat line, north

arrow, and legend. Identify the source of your information on the back of the map.

Class 10 Careers Interview – Interview someone who is working in a geo-spacial field and include research that career. 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.

POWER OF WIND

DEPT. H / DIV. 900

POWER OF WIND

Class 1 Engineering Notebook – Your engineering notebook may include sketches of designs, notes of engineering questions you have, or answers to questions posed within the project manual, pictures as you complete exercises within this project, or big ideas you have while participating in this project. The notebook submitted in this class should be a working engineering notebook, not a scrapbook. Please include your name, county, and age on the cover.

Class 2 Wind Poster – Poster should exemplify one of the lessons learned in the Power of Wind project. Posters can be any size up to 28" by 22".

Class 3 Mini Turbine Blade Energy Display – Develop a pinwheel display that demonstrates the working power of wind. Follow guidelines on page 18 and 19 of your manual. Display should include a notebook description of the effectiveness of at least three different designs or materials. Please do not include pennies with your display.

Class 4 Wind Art or literature written piece – Item should illustrate or represent wind turbines, wind power, or something from the power of wind curriculum, for example a pinwheel or item may be original story or poem written by the exhibitor about wind.

Class 5 Wind as Energy Display – 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'x2'. Include a notebook of why the item was designed and how it harnesses the power of wind.

Class 6 Careers Interview – Interview someone who is working in the field of wind and research the career in wind. 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.