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Jay County 4-H

# 2024 4-H Building Projects

Please be sure to thoroughly read all guidelines as some have changed this year!

Jay County 4-H Fair  
July 5-12, 2024



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PURDUE COOPERATIVE EXTENSION SERVICE

126 N Meridian Street, Portland, IN 47371

(260)-726-4707. Fax: (260)-726-4926

Office Hours: Monday-Friday 8:30 am-4:30 pm

[www.extension.purdue.edu/jay](http://www.extension.purdue.edu/jay)



Purdue University, Indiana Counties, and U.S. Department of Agriculture Cooperating  
Extension  
Purdue University is an Affirmative Action/Equal  
Opportunity Institution

# Jay County 4-H Representatives

Allison Keen

*4-H Youth Development Educator*

## **4-H Council Officers**

**Jacob Chenoweth**, *President*, 260-703-0850

**Randy Stephen**, *Vice President*, 260-703-1451

**Sue Ann McLaughlin**, *Secretary*, 765-716-7970

**Jamy Manor**, *Treasurer*, 765-305-2003

**Chris Price**, *Advisor*, 765-744-9523

# Jay County 4-H Clubs & Leaders

## **Cat Club**

Cindy Murphy: 260-251-0888

Beth Adair-Mullikin : 260-766-8159

## **Dairy Club**

Carissa Mercer: 260-251-5508

Lindy Mercer: 260-202-9705

## **Dog Club**

Amanda Conn: 260-766-8134

Katie Haffner: 260-251-3127

## **Homegrown:**

Jennifer Betz: jennmyers2003@yahoo.com

Rachel Grile: rachel5290@juno.com

## **Jackson Champs**

Rita Kerrigan: 260-726-7486

Jeanna Ford: 260-251-0802

## **Junior Leaders**

Allison Keen: 419-503-0239

Angel Carter: 937-417-3722

Jill Aker: 765-729-9528

## **Knox Dynamite Kids**

Rod Dollar 765-209-4136

Bailey Dollar 416-305-7911

## **Madison Go-Getters**

Matt & Jennifer Langenkamp: 260-729-2468

## **Mini Cloverbuds**

Jason Westfall: 260-703-1179

## **Penn Husky Hoosier Hotshots**

Cindy Murphy: 260-251-0888

## **Portland Clovers**

Beth Adair-Mullikin: 260-766-8159

## **Rabbit Club**

Sarah Westgerdes: 419-852-6585

Sherry Dugan: 260-251-8441

## **Redkey Better Workers**

Lou Ann Zimmerman: 765-369-2759

## **Shooting Sports**

Ron Zimmerman: 765-369-2759

## **Special Clovers**

## **Swine Club**

Dennis Chenoweth: 260-703-2722

## **Wabash Cannonballs**

Cindy Fifer: 419-852-0243

## **Wayne Blue Ribbons**

Dennis & Jean Schwieterman: 419-953-0021

jrockwell2517@gmail.com

# Superintendents

**Alpaca:**

**Beef:**

**Cat:** Cindy Murphy: 260-251-0888  
Beth Adair-Mullikin: 260-766-8159

**Dairy:** Carissa Mercer: 260-251-5508  
Lindy Mercer: 260-202-9705  
Nancy Kunk: 765-348-6293

**Dairy Beef:** Matt Langenkamp: 260-729-7766

**Dog:** Amanda Conn: 260-766-8134  
Katie Haffner: 260-251-3127

**Goats:** Victoria Kunk (dairy): 419-852-7429  
Dustin Somers (meat): 260-251-0447

**Horse & Pony:** Jamy Manor: 765-305-2003

**Poultry:** Jackson Lyons: 260-251-2818  
Holly Muhlenkamp: 260-729-2519

**Rabbit:** Sarah Westgerdes: 419-852-6585  
Sherry Dugan: 260-251-8441

**Sheep:** Brad & Lou Daniels: 260-726-8639

**Swine:** Randy Stephen: 260-703-1451

# Greenbuilding Committee

**Priscilla McFarland**, *Chairperson*, 260-251-0820

**Rita Kerrigan**, 260-726-7486

**Amy Hawbaker**, 260-729-2264

**Beth Adair-Mullikin**, 260-766-8159

**Lou Ann Zimmerman**, 765-369-2759

## **MEMBERSHIP**

Youth may become 4-H members when they enter the third grade and may continue their membership through the completion of grade 12. Each individual may continue membership for a maximum of ten (10) consecutive years.

**NOTE:** 10 years of membership in the 4-H Youth Development is an opportunity—not an entitlement. Those youth who do not enroll as 3<sup>rd</sup> grade students conclude their involvement with the program during the summer immediately following the completion of their senior year in high school.

Enrollment is an annual process attained by completing the appropriate county 4-H enrollment form. Each county establishes its own enrollment deadline.

**4-H members enrolling in any project that do have special needs, each year the Purdue Extension Office must be contacted 30 days prior to the exhibit. Every reasonable effort will be made to accommodate the needs but always the top consideration being the safety and well-being of all participants.**

## **RESIDENCE**

Indiana youth typically enroll in 4-H Youth Development programs in the county or state in which they reside. However, individuals living in one county may join 4-H in another county. There must be educational or social reasons for an individual joining 4-H in a different county than that of their primary residence.

During a single program year, a 4-H member enrolled in a given project may enroll and exhibit that project only in one county or state of enrollment.

In the event that a project is not offered in the county of primary 4-H enrollment, a 4-H member may enroll in that specific project in a different county. Approval of this special exception rests with the 4-H Extension Educator in consultation with the State 4-H Office. Participation in 4-H related activities and events (i.e., judging, performing arts, auction) must be in the county of primary 4-H enrollment.

The above policy is not intended to provide an escape mechanism for 4-H members and families who are unwilling to follow the terms and/or conditions in their current county of 4-H membership. Decisions regarding 4-H membership in a non-resident county (a county you do not live in), rest with the 4-H Extension Educator in the receiving county in consultation with the State 4-H Office.

## **GENERAL RULES AND POLICIES**

Following are policies that govern exhibition and completion of 4-H projects.

**Completion:** The completion of a 4-H project must not be misinterpreted as exhibition of said project at a local, county, or state fair. 4-H members are considered complete in their project work for that year when they have:

1. Complete 4-H member enrollment on the 4Honline system by January 15. Members may still enroll in 4-H online after the January 15 soft deadline by visiting <https://www.4honline.com> A member may add or drop projects until May 15 without receiving an incomplete on their record. *(Members must notify the Extension Office of their intent to add/drop projects.)*
2. Turn in a completed 4-H project record sheet prior to the established and published date.
3. Have an officially recognized 4-H leader/extension educator verify the existence of the completed project or activity. Though exhibiting in local, county, and state exhibits/fairs is not required for project completion, as it does not necessarily relate directly to content and skills learned in the development of the 4-H project, project exhibition is encouraged as a continuation of the educational experience.
4. Attendance and participation at 4-H meetings is highly encouraged as a part of the overall educational experience. 4-H volunteers and members of local clubs may establish goals for attendance, exhibits, completion, etc. to meet the criteria established for awards and

recognition as long as the club's policies do not conflict with stated county, area, or state policies.

5. A 4-H member may carry any number of projects she/he desires by belonging to a single township club or project club. She/he may join more than one club.
6. Records of all projects should be started at the time the project was started.
7. A 4-H member is expected to do his/her own project work with only teaching and demonstration assistance from parents and other adults.
8. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the manner in which references are listed.
9. Manuals: Some state 4-H projects are focused around state manuals. Jay County does NOT require manuals to be purchased, but project manuals may need to be purchased to make projects easier to complete. These manuals can be ordered through the extension office with payment of the manual before ordering.
10. All projects except Gardening are to be chosen to go to the State Fair (as long as they are State Fair Projects). If the judge does not feel the project qualifies for State Fair he/she does NOT have to automatically go with a Champion/Grand Champion award.

**Exhibition:** Exhibition of 4-H projects in local, county, or state exhibits/fair is voluntary on the part of the exhibitor. The exhibition of 4-H projects provides 4-H members an opportunity to display their 4-H projects, enter into competition and participate in an educational/social environment with peers. With exhibition also

comes the responsibility for abiding by all the terms and conditions pertaining to the respective 4-H project.

## **EXHIBIT CHECK-IN**

*NOTE: Projects will not be permitted to be shown or judged if a record sheet is not turned in by requested date. Check individual project requirements.*

**Record sheets, skills sheets, name labels and individual project manuals may be picked up from the office, or can be found on the Indiana 4-H website**

**<https://extension.purdue.edu/4-H/projects/index.html>**

1. Each 4-H member is responsible for getting their own project enrolled and checked in by the specified time.
2. Club leaders are REQUIRED to sign your record sheet and will be turned in with your project at CHECK-IN
3. 4-H record sheets will be checked for completion, leader's signature, and will be initialed by the check-in worker before an exhibit can be accepted. If the club leader does not sign the record sheet, all projects will be docked at the discretion of the judge, but will NOT be eligible for State Fair.
4. Be sure your Name, Club, Grade and Project/Division is on your exhibit.
5. All building projects should be properly labeled when entered for judging at the fair.
6. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the manner in which

references are listed.

7. A project entered late will be lowered one ribbon placing and will not be eligible for championship.

### **EXHIBIT JUDGING**

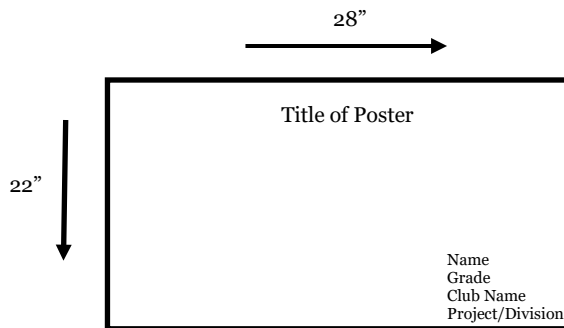
*NOTE: ALL decisions made by the 4-H judges are final.*

1. Exhibits must be checked in at the registration table by the posted entry time.
2. When there is only one exhibit in a class, the award will be made according to the judge's evaluation of the exhibit's quality. It **will not** automatically be placed as Blue simply because it is the only exhibit.
3. State Fair Awards will be given for all projects chosen by the judges as being worthy of State Fair Exhibit.
4. One Champion and one Reserve Champion award shall be awarded in each division, providing the exhibit qualifies.
5. The format for all project judging will be "OPEN." 4-H member may be present when their project is judged. *The "OPEN" format is for the benefit of the 4-H member, who is entitled to hear the judge's comments and suggestions concerning his/her project.*
6. Parents may be present during judging, **but parents are requested not to discuss rulings with the judge or to make comments during judging.**
7. **NO** 4-H members or parents will be allowed in the display/judging area while division champion and State Fair entries are chosen.
8. All Champion and Reserve Champion Ribbons will be added **after** judging and will available to view when opened to the public.

### **LOST, STOLEN, OR DAMAGED PROJECTS**

*The 4-H Council and Extension Office will not be responsible for any lost, stolen, or damaged projects.*

### **GENERAL POSTER CONSTRUCTION**



1. All posters must be 22" x 28".
2. All posters must have a firm backing (plywood, heavy cardboard, etc.) Note: The backing needs to be 22x28 the same size as the poster board. (posters with backing may be purchased at the extension office)
3. All posters must be covered with clear plastic or other transparent material (NOT Saran Wrap), to protect the exhibit (clear plastic sleeves can be purchased at the extension office)
4. All posters must be exhibited **horizontally**.
5. A title should be appropriately placed on the poster.
6. Completed exhibit labels should be placed in the lower right corner **under** the plastic. Labels should include your name, grade or division, club name & project/division. Some exhibits require additional information, check your project manual. Your exhibit should be neat and clean.

### **BEHAVIORAL EXPECTATIONS**

Behavioral Criteria: 4-H members, leaders, parents, and the public; when attending, participating, or acting on behalf of the 4-H program, are expected to conduct themselves in accordance with accepted standards of social behavior, to respect the rights of others, and to refrain from any conduct which may be injurious to the 4-H program. The following actions constitute misconduct for which persons may be subject to disciplinary actions:

1. Dishonesty in connection with any 4-H activity by cheating or knowingly furnishing false information.

2. Alteration or unauthorized use of 4-H records.
3. Obstruction or disruption of any 4-H activity or aiding and encouraging other persons to engage in such conduct.
4. Failure to comply or aiding or encouraging other persons not to comply with specific rules of a given project, contest or activity.
5. Failure to comply with directions of 4-H officials acting in the proper performance of their duties.
6. Inhumane treatment of 4-H animal projects.

\*\* There are many opportunities for 4-H members, leaders, parents and the public to participate in out-of-county 4-H events and activities. When involved in such experiences, members, leaders, parents and the public are expected to follow all rules and regulations as outlined by those responsible for the specific program or activity. In all such 4-H activities, the following constitute a violation of behavior expectations:

1. Possession or use of firecrackers, gun powder, firearms, chemicals, or other materials that can be used to create an explosive mixture.
2. Misuse of fire equipment or sounding a false fire alarm.
3. Having a guest of the opposite sex in your sleeping quarters.
4. Physical abuse of any person or conduct which threatens or endangers the health or safety of any person.
5. Theft of or malicious damage to property.
6. Possession, use, or distribution of alcohol, drugs, tobacco, or tobacco-like products.
7. Lewd, indecent, or obscene conduct.
8. Unauthorized entry, use, or occupancy of any facility
9. Any conduct which threatens or interferes with maintenance of appropriate order and discipline or invades the rights of others. When violations occur at county, out-of-county, state and or national 4-H events, the following procedures will be followed:

- A. The parents/guardians will be contacted to arrange transportation home for the violator(s), and

- B. The local Youth Extension Educator will be notified, and
- C. The 4-H Council and/or Executive Council will be notified.

## **NOTIFICATION AND DECISION OF RULE VIOLATION**

If an alleged violation of a Jay County 4-H Program rule occurs, the appropriate Specie/Project Superintendent should be notified regarding the rule infraction. Any alleged violations must be reported within a reasonable amount of time in order to be considered. A meeting of the Specie/Project Superintendent, 3 (three) committee members of the involved specie/project and the Livestock Chairman will be held to determine if indeed a 4-H rule has been violated and assess appropriate penalties if warranted. When a decision has been reached by the Specie/Project Superintendent and the Livestock Chairman, the 4-H member shall be notified.

## **PENALTIES**

If, in the opinion of the Jay County 4-H Council/Executive Committee or designee, evidence of alteration and/or excessive outside help and/or unethical preparation and/or misconduct is noted, the exhibit and/or 4-H'er may be disqualified and/or all premiums and/or awards will be forfeited and/or the 4-H'er may be subject to up to a 3-year disbarment from participation in that project and/or other related 4-H projects and/or events and/or activities and/or be subject to removal from the 4-H grounds. Further, enforcement may be selective which does not waive the Jay County 4-H Council Executive Committee's right to enforce collectively at a future date and appropriate circumstance.

## **4-H PROGRAM ISSUES: (ACTIVITIES, PROGRAMS, PROJECTS)**

The grievance procedures outlined in this document are utilized as part of an internal process of the Indiana 4-H Youth Development

program when grievances of 4-H members, their parents/guardians, or 4-H volunteers cannot be resolved via reasonable conversation. This policy affords the opportunity in those unique situations to allow voice or opinion to be heard when there is a dispute regarding 4-H participation, activities or programs. **This is not a mechanism for complaints against individual 4-H members (or their families), 4-H volunteers, judging officials for competitive events, or Purdue Extension staff.** All resulting decisions will be made in accordance with the Indiana 4-H Program's stated mission to be an inclusive organization designed to encourage and maximize youth participation. The rights of the individual filing the grievance are limited to those provided by Indiana 4-H Program policy.

Purdue University, as the Land Grant University in Indiana, is charged (by the United States Department of Agriculture) with implementing the 4-H Program in communities across the State of Indiana.

Purdue Extension Educators in each Indiana county represent the university in local communities and have the responsibility of assuring all 4-H volunteers meet basic university criteria as they serve as representatives of the university. Purdue Extension Educators additionally provide oversight to 4-H volunteers including the assurance that Indiana 4-H Policies and Procedures are appropriately implemented in 4-H Program delivery.

Individual county 4-H policies and procedures should be created and reviewed to assure they do not contradict established statewide 4-H policies and procedures. If a contradiction is discovered during the grievance process, Indiana 4-H Program policy shall be followed in determining the grievance outcome.

1. Grievances are made by completing the Indiana 4-H Grievance/Appeal form with the burden of proof being the responsibility of the individual filing the grievance. The completed grievance/appeal form and supporting documentation shall be presented to the president of the 4-H policy-making body (e.g., 4-H Council) or the Purdue Extension Educator who works with the 4-H Program. (NOTE: concerns regarding staff, volunteers,

members, or other individuals are not issues for which a grievance may be filed. 4-H volunteers are assigned by the 4-H Extension Educator. Concerns regarding 4-H volunteers, members, or other individuals should be addressed directly with the Purdue 4-H Extension Educator.)

2. Grievances pertaining to 4-H activities, programs or projects shall be filed within 14 days of an incident or Grievances pertaining to county fair related issues are often time-sensitive and must be filed within 24 hours of the incident.
3. The grievance process occurs in the county where the issue or concern arises and offers two opportunities for a concern to be heard and reviewed.
  - A. The grievance is initially heard by an unbiased, representative grievance sub-committee of approved 4-H Volunteers. It is the Purdue Extension Educator assigned to 4-H Programming who shall annually work with the chair of the county 4-H Council to determine this committee's membership to include a combination of 3-6 of the following individuals: one representative of the 4-H Council; two 4-H volunteers serving as a 4-H club organizational leader; one member of the County Extension Board; one 4-H volunteer knowledgeable in the subject matter (project) of concern (this individual will vary dependent on the issue raised with the grievance); one youth representative; and up to three community leaders. The Purdue Extension Educator assigned to 4-H shall convene the group.
  - B. The person filing a grievance may appeal a decision of the 4-H Grievance Committee to the State 4-H Program Leader or The Program Leader or designee will review the facts in evidence and render a decision. This is the second and **final level** in the appeal process.



\*\* The intent of a two-level process is to assure different individuals have the opportunity to hear and act on the grievance. ALL individuals involved at any level of the grievance procedure are reminded of the importance of keeping discussions regarding grievances confidential.

To maintain the confidentiality of the parties involved, the grievance hearings at each level will be closed to the public. Only the individuals who have filed the grievance, the members of the grievance committee, and the Purdue Extension Educators will be present during each level of the grievance process, \*\*\*The grievance process is internal to the Indiana 4-H Youth Development Program and meetings of the grievance committees are not subject to Indiana's Open-Door Policy.

The Purdue Extension Educator assigned to work with the 4-H Program has the obligation to inform all parties that there is a grievance procedure if there are disagreements with policies.

The practice of charging fees from those filing grievances shall be eliminated and all counties will utilize the Indiana 4-H Grievance/Appeal Form as part of the grievance process.

### **PROJECT PICK-UP**

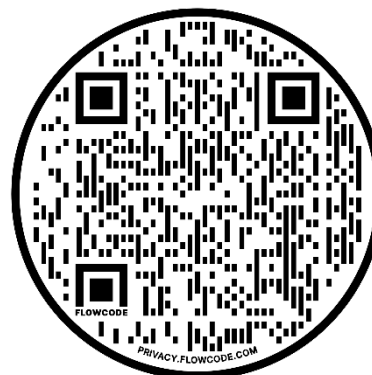
It is the 4-H member's responsibility to make arrangements with the Extension Office if he/she is unable to pick up the project by the deadline published at the fair. *Projects not picked up by the required deadline will be disposed of by appropriate personnel, unless previous arrangements have been made for alternative pick-up.*

### **STATE FAIR PROJECTS**

Projects selected by judges for exhibit at the State Fair will generally be taken to and brought back from the State Fair by the 4-H Youth Educator/volunteers. Any project too large or fragile for transport by the Educator must be transported by the 4-H Member's parent(s) or responsible party. You will be notified of the specifics of when to drop off and to pick up after

the county fair.

Want access to more information about a specific project, including record sheets, manuals, skills sheets and more? Scan the QR code below or visit <https://extension.purdue.edu/4-H/projects/index.html> for more information!



# Important Dates to Remember

## Saturday, March 2

**\*8:00 am-11:00 am** | Beef and Dairy Beef Steer and Commercial Heifer Identification Day | 4-H Barns

## Tuesday, March 26

**\*6:00 pm** | Indiana 4-H Quality Livestock Care Session | Bob Schmit Memorial Exhibit Hall

## Thursday, March 28

**\*10:00 am** | Indiana 4-H Quality Livestock Care Session | Bob Schmit Memorial Exhibit Hall

## Friday, April 12

\* Supreme Achiever Applications due to Extension Office by 4:30 pm

## Monday, April 15

**\*7:00 pm** | Indiana 4-H Quality Livestock Care Session | Bob Schmit Memorial Exhibit Hall

## Friday, April 26

\* **6:00 pm-7:00 pm** | Sheep Identification Day | 4-H Barns

## Saturday, April 27

**\*8:30 am** | Supreme Achiever Interviews | Bob Schmit Memorial Exhibit Hall-Small Meeting Room

**\*8:00 am-11:00 am** | Beef Feeder & Dairy Beef Feeder Identification Day  
4-H barns

\* **1:00 pm-5:00 pm** | Goat Identification Day | 4-H Barns

## **Saturday, May 4**

**\*8:00 am** | Indiana 4-H Quality Livestock Care Session | Bob Schmit  
Memorial Exhibit Hall

**\*10:00 am** | Mini 4-H Super Saturday | Jay County 4-H Fairgrounds

## **Monday, May 13**

**\*6:00 pm** | Indiana 4-H Quality Livestock Care Session | Bob Schmit  
Memorial Exhibit Hall

## **Wednesday, May 15**

\* Add/Drop project deadline in 4-H Online (for Building & Livestock Projects)

\*Animal Identification in 4-H Online due for Beef, Dairy Beef, Dairy, Goats, Horse & Pony, Sheep & Swine

\*State Fair Animal DNA Samples due to Extension Office (all samples must be submitted in the proper envelope-available in the office)

## **Tuesday, June 4**

**\*10:00 am** | Indiana 4-H Quality Livestock Care Session | Bob Schmit  
Memorial Exhibit Hall

**\*2:00 pm** | Indiana 4-H Quality Livestock Care Session | Bob Schmit  
Memorial Exhibit Hall

## **Thursday, June 6**

**\*9:00 am** | Indiana 4-H Quality Livestock Care Session | Bob Schmit  
Memorial Exhibit Hall

## **Monday, June 10**

\* Fair Entry class selection closes (Building & Livestock Projects)

\* Intent to sell forms for livestock auction due

\* Pen Assignments sheets for livestock due

\* Horse & Pony vaccination & lease agreement forms due

## **Monday, July 1**

**\* 7:00 am-9:00 am** | Building Project Non-Perishable (including Communications projects) & ALL Mini Projects  
Check-In

**\*11:00 am-2:00 pm** | Building Project Non-Perishable (including Communications projects) & ALL Mini Projects Check-In

**\*4:00 pm-6:00 pm** | Building Project Non-Perishable (including Communications projects) & ALL Mini Projects Check-In

## **Tuesday, July 2**

**\* 9:00 am-11:00 am** | Building Project Non-Perishable (including Communications projects) & Mini Project Judging

## **Wednesday, July 3**

**\*7:30 am-9:30 am** | Perishable Project Check-In

**\*10:00 am-12:00 pm** | Perishable Project Judging

## **Perishable Projects: Foods, Gardening, Aquatic Science & Floriculture**

### ***Jay County 4-H Fair--July 5-12, 2024***

## **Friday, July 5**

**\* 5:00 pm-9:00 pm** | Dairy, Rabbit & Goat Check-in

## **Bob Schmit Memorial Exhibit Hall Hours:**

**Saturday, July 6 - Friday, July 12** 10:00 am-6:00 pm

## **Saturday, July 6**

**\* 7:00 am-11:00 am** | Livestock Affidavit & Auction confirmation check-in to receive show numbers | 4-H Gazebo

**\* 7:00 am-11:00 am** | Beef, Dairy Beef, Sheep, Swine, Poultry & Dog Check-in

- \* **11:45 am** | Opening Ceremony
- \* **12:00 pm** | Dog Show | Main Show Arena
- \* **12:00 pm** | Rabbit Show | East Show Arena

### **Sunday, July 7**

- \* **11:00 am** | Beef Show | Main Show Arena
- \* **1:30 pm** | Poultry Show | East Show Arena
- \* **3:30 pm** | Consumer Clothing Judging | Bob Schmit Memorial Exhibit Hall
- \* **4:00 pm** | Fashion Revue Judging | Bob Schmit Memorial Exhibit Hall

### **Monday, July 8**

- \* **8:00 am** | Swine Show | Main Show Arena
- \* **12:30 pm-1:30 pm** | Cat Check-in | Bob Schmit Memorial Exhibit Hall
- \* **2:00 pm** | Cat Show | Bob Schmit Memorial Exhibit Hall
- \* **3:00 pm** | Dairy Beef & Feeder Show | Main Show Arena
- \* **8:00 pm-10 pm** | Swine & Poultry Release (if Dairy Beef & Feeder Show is not over at 8:00 pm, release will be after the show)

### **Tuesday, July 9**

- \* **8:30 am** | Dairy Goat Show | Main Show Arena
- \* **11:30 am** | Pygmy & Meat Goat Show | Main Show Arena
- \* **4:00 pm** | Small Animal Supreme Showmanship | Main Show Arena

### **Wednesday, July 10**

- \* **9:00 am** | Dairy Show | Main Show Arena
- \* **4:30 pm** | Sheep Show | Main Show Arena

### **Thursday, July 11**

- \* **6:00 am-8:00 am** | Horse & Pony Check-in | Horse & Pony Show Arena
- \* **9:00 am** | Horse & Pony Show | Horse & Pony Show Arena
- \* **5:00 pm** | Large Animal Supreme Showmanship | Main Show Arena

\* **8:00 pm Thursday, July 11-8:00 am Friday, July 12** | Release of non-Auction Livestock

**Friday, July 12**

- \* **10:00 am** | 4-H Awards Ceremony  
Livestock Auction  
Barn clean-up following the Auction (all 4-H Livestock members are expected to help)
- \* **3:00 pm** | Back a 4-H'er Networking & Investment Drive
- \* **5:00 pm** | 2023 Jay County 4-H Fair Concludes

**Saturday, July 13**

- \* **10:00 am-2:00 pm** | Building Project Check-Out

***Indiana State Fair—August 2-August 18, 2024***

# Jay County 4-H Projects

## Achievement

### ***NO STATE FAIR ENTRY***

#### Exhibit Guidelines

1. Project details, examples and categories are listed in the project manual.
2. For Intermediate & Advanced: You may change categories or enter in the same category every year. Your resume' will reflect growth because you have added more life skills and examples. Plus, you can continually update your previous examples; keep previous resumes to see your writing skill development, but do not exhibit previous year projects.

#### Exhibit Class Guidelines

##### **Beginner (Grades 3-5):**

1. Exhibit a notebook (1" 3-ring binder) with the following items in the order listed below:
  - Outline of 4-H projects completed, (also can list any offices held and activities participated in) each year with life skills learned listed for each. **Minimum font size 12 pt.**
  - Pictures highlighting the life skills described in the outline.
  - Copy of your "Record of Achievement" pages (front and back). The Record of Achievement is for reference only, it will not be judged. But it is important to start early and complete this form each year.

##### **Intermediate (Grades 6-8):**

1. Select a project category from those listed in your manual.
  - Resume' highlighting your life skills. The resume
  - should be a maximum of 1 page and should include strong examples of three

- life skills. **Minimum Font Size is 10 pt.**
- Pictures to highlight your life skill examples. We suggest a picture per life skill example. These pictures could be used in future years to recall some of the details about the activity.
- Copy of your "Record of Achievement" pages (front and back) from your 4-H Record Book. The Record of Achievement is excellent reference information. It will not be judged.

##### **Advanced (Grades 9-12):**

1. Select a project category from those listed in your manual.
2. Exhibit a notebook (1-3" ring binder) with the following items in the order listed below:
  - A 1 page cover letter about a 4-H experience that helped you gain 1-3 of your life skills. **(Minimum Font Size is 10 pt.)**
  - Resume': The resume' should be a maximum of 2 pages and must include five life skills with additional supporting statements for each skill each year. **Minimum Font Size is 10 pt.**
  - Pictures to highlight your life skill examples.
  - Copy of your "Record of Achievement" pages (front and back) from your 4-H Record Book. The Record of Achievement is excellent reference information. It will not be judged.

## **Aerospace**

**State Fair: 3 rockets, drones (UAV), remote control aircraft, posters, notebooks or display boards per county; one per level.**

### **Description:**

The 4-H aerospace program provides youth with educational information and experiences about aerodynamics, flight and rocketry.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

"Ready to Fly" and E2X rockets are not permitted. Rockets may be exhibited with a base, but launch pads are not permitted. All rockets must weigh less than 3.3 pounds and considered an amateur rocket according to FAA regulations. Remote control aircraft or drones may be constructed from a kit or purchased ready-to-fly. The power source (rocket engine, battery pack, etc.) is to be removed before being placed in public exhibition.

Rockets will not be launched and remote control aircraft or drones will not be flown at state fair. Launching rockets and flying aircraft or drones at the county level is

optional based on adult supervision experience.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Construct a rocket of your choice designed for a new model rocket enthusiast with a difficulty level that is appropriate for the suggested grade level, or a poster or display board on any topic in the manual. Similar topics not included in the manual are permissible. Rockets cannot be ready-to-fly (RTF) or have plastic fins. Cluster engine rockets and rockets that take an engine D or above are not permitted in this level.

Learn to fly a remote control aircraft or drone of your choice that is age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional. Other topics could include how a quadcopter operates, controls used to fly a quadcopter, UAV regulations administered by Federal Aviation Administration, commercial and emergency uses of UAVs, and more.

#### **Intermediate (grades 6-8 suggested)**

Construct a rocket of your choice designed for a model rocket enthusiast with some experience and with a difficulty level that is appropriate for the suggested grade level, or a poster or display board on any topic in the manual. Similar topics not included in the manual are permissible. Rockets cannot be ready-to-fly (RTF) or have plastic fins. Cluster engine rockets and rockets that take an engine E or above are not permitted in this level.

Construct or learn to fly a remote control aircraft or drone of your choice that is age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional. Other topics could include interviewing a certified UAV pilot who works in law enforcement, EMS, fire, Purdue Extension, commercial or other application. Other options could include creating a flight



plan or interfacing with other computer software.

### Advanced (grades 9-12 suggested)

Construct a rocket of your choice designed for an experienced model rocket enthusiast and with a difficulty level that is appropriate for the suggested grade level, or a poster or display board on any topic in the manual. Similar topics not included in the manual are permissible. Rockets cannot be ready-to-fly (RTF) or have plastic fins. Cluster engine rockets and rockets that take an engine G or above are not permitted in this level.

Construct or learn to fly a remote control aircraft or drone of your choice that is age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional. Other topics could include using “stitching” software to produce an orthomosaic map for a research purpose, identifying Department of Transportation aeronautical Chart features and explain how these are important to a drone pilot, how to obtain a drone pilot license, or more. If 16 years of age or older the member could obtain a license by completing and passing the official FAA Part 107 UAV licensing test.

## **Animal Education (Animal Posters)**

**State Fair: 3 Cat entries per county; one per level, 3 Dog entries per county; one per level, 3 Llama entries per county; one per level, 3 Poultry entries per county; one per level, 3 Rabbit entries per county; one per level.**

### **Description:**

Youth can learn about livestock and companion animals through a variety of experiences.

### **Exhibit Guidelines:**

Owning or showing an animal is not required. Members enrolled in any 4-H animal or livestock project can exhibit in this

project and are to contact their county 4-H educator to learn if they are to also be enrolled in animal education.

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member’s exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22”x28” and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36” of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any specie related topic of choice that is age/grade appropriate. Check with the Purdue Extension office in your county to determine if enrollment is required in the species project you want to learn about. Owning or possessing an animal is not required.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any specie related topic of choice that is age/grade appropriate. Check with the Purdue Extension office in your county to determine if enrollment is required in the species project you want to learn about.

Owning or possessing an animal is not required.

Advanced (grades 9-12 suggested)

Create an educational poster, notebook or display about any manual activity or on any specie related topic of choice that is age/grade appropriate. Check with the Purdue Extension office in your county to determine if enrollment is required in the species project you want to learn about. Owning or possessing an animal is not required.

## **4-H Aquatic Science**

### ***NO STATE FAIR ENTRY***

This program is designed to introduce you to the fun and enjoyment of Aquatic Science. If you have never tried raising fish in your home before, this project can help you get started; and if you are now raising fish, this is your opportunity to explore new areas of interest. You should have cared for your fish at least two months before exhibiting. You may exhibit in either the beginning or advanced division depending on your desires and/or previous experience.

Beginner (Grades 3-5)

1. Exhibit will consist of a specimen (1 fish) or a pair of one kind of fish, must have cared for it for four weeks. (Any type of fish desired.)
2. Bring your own simple clear glass container with no special equipment – fruit jar, goldfish bowl, etc. (3-gallon maximum, 1-gallon or less is desirable.) Air pumps are permitted.

Advanced (Grades 6-12)

1. You may exhibit any number and kind of goldfish or tropical fish you desire. Remember that the size of the tank will limit the number of fish it can contain.
2. Bring your own glass aquarium (no larger than 10-gallons) Bring all equipment needed or desired such as plants, gravel, aeration, decorative, items, background, lighting, seasoned water, etc. You are encouraged to include snails or other scavengers to cleanse the tank.

## **Arts & Crafts**

### **State Fair: 5 entries per county**

**Description:**

Allows youth to learn life skills and grow in project knowledge while expressing creativity in a variety of mediums.

**Exhibit Guidelines:**

Youth may exhibit any art or craft that does not meet exhibit requirements in Fine Arts, Needle Craft, Model Craft or Construction and Architectural Replica.

Exhibitors should be considerate of space. Exhibits too large to safely move or requiring lots of space should be exhibited using photographs and a description of work in a notebook.

All arts and craft exhibits must include a [4-H Craft Information Card, 4-H 618A](#). This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.

If multiple pieces make up the exhibit, a photograph of the complete exhibit should be attached to the exhibit so the total exhibit can properly be displayed. For safety purposes any craft exhibit that resembles a sword, knife, or look-a-like weapon will be judged but will not be displayed.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

**Exhibit Class Guidelines:**

Beginner (grades 3-5 suggested)

Create and exhibit one age/grade appropriate artwork.

Intermediate (grades 6-8 suggested)

Create and exhibit one age/grade appropriate artwork.

Advanced (grades 9-12 suggested)

Create and exhibit one age/grade appropriate artwork.

## **Arts & Crafts, Construction & Architectural Replica**

### **State Fair: 1 entry per county**

*In addition to its own State Fair entry, "Construction & Architectural Replicas" can be considered as an "Arts & Crafts, General" project for a State Fair entry. However, a Champion placing does NOT mean it will automatically be going to the State Fair.*

#### **Description:**

Allows youth to learn life skills and grow in project knowledge while expressing creativity when designing replicas.

#### **Exhibit Guidelines:**

Exhibits can include farm scenes, town models, building replicas, or similar items and can be constructed from building blocks (Lego), erector sets, or other materials. The product should be constructed to scale as much as possible. Consider adding a clear cover to protect the exhibit while being displayed to the public. This exhibit will most likely be displayed on an 8' long table top with two or three exhibits per table.

Exhibitors should be considerate of space. Exhibits too large to safely move or requiring lots of space should be exhibited using photographs and a description of work in a notebook.

All arts and craft exhibits must include a [4-H Craft Information Card, 4-H 618A](#). This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.

If an exhibitor is concerned about their creation being damaged while on display, they should consider constructing a clear plastic cover to encase the exhibit.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

#### **Exhibit Class Guidelines:**

##### **Beginner (grades 3-5 suggested)**

Create and exhibit one age/grade appropriate artistic scene or replica.

##### **Intermediate (grades 6-8 suggested)**

Create and exhibit one age/grade appropriate artistic scene or replica.

##### **Advanced (grades 9-12 suggested)**

Create and exhibit one age/grade appropriate artistic scene or replica.

## **Arts & Crafts, Fine Arts**

### **State Fair: 2 entries per county**

#### **Description:**

Allows youth to learn life skills and grow in project knowledge while expressing creativity through painting and drawing.

#### **Exhibit Guidelines:**

All arts and craft exhibits must include a [4-H Craft Information Card, 4-H 618A](#). This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.

Oil, charcoal, pastels, pencil, ink, acrylic, watercolor or similar artistic work can be displayed on canvas, canvas board, or paper. All work must be framed as a picture and prepared for hanging. Canvas art on a wooden frame is considered prepared for hanging provided that frame has a hanger.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

#### **Exhibit Class Guidelines:**

##### **Beginner (grades 3-5 suggested)**

Create and exhibit one age/grade appropriate artwork.

##### **Intermediate (grades 6-8 suggested)**

Create and exhibit one age/grade appropriate artwork.

### Advanced (grades 9-12 suggested)

Create and exhibit one age/grade appropriate artwork.

## **Arts & Crafts, Gift Wrapping**

### ***NO STATE FAIR EXHIBIT***

*Gift wrapping can be considered as an “Arts & Crafts, General” project for a State Fair entry, however a Champion placing does NOT mean it will automatically be going to the State Fair.*

1. Packages wrapped for exhibit are NOT to include the gift item.
2. Fill out the label card and attach to your exhibit.
3. Fill out CRAFT CARD. It must accompany your project.
4. All packages are to be wrapped with no tape showing. Double sided tape is permitted.
5. Commercial paper will be used in Division I only.
6. The judge will look for originality, creativity, neatness, and good workmanship.
7. All bows must be self-made.
8. Gift Wrap Categories are Container & Bag. Member may exhibit one item in each category.

**Container** – Use a solid container with a lid. It may be Round, Square, Cylinder, etc.

**Bag** – Use lunch-size bag or make your own bag according to division rules.

### **Divisions**

#### *Beginner (Grades 3 – 5)*

- Must wrap 3 packages or decorate 3 bags during the year plus the fair exhibit.
- Only commercial wrapping paper is allowed in this division.
- Bows may be made from ribbon, cord, yarn, colored shoestrings, or any other item of your choice. You may add an article related to your gift. (Baby rattle, dish scrubber, cookie cutter, etc.)

- Give a demonstration on wrapping a gift or decorating a bag to your 4-H Club or some other small group of people.

### **EXHIBIT:**

*May exhibit one item in each category.*

**Container** - One solid container w/ lid; use a self-made bow. Lid may be wrapped separately to open or wrapped as one container. (Shape choices include: Rectangle, Round, Square, Cylinder, etc.)

**Bag** - Use ONLY a lunch-sized sack, it may be decorated any way you wish.

#### *Intermediate (Grades 6 – 8)*

- Wrap 5 packages or make 5 bags during year plus your exhibit.
- Commercial paper is NOT permitted in this division.
- Give a demonstration on bow-making or making a bag from something other than a paper sack to your 4-H Club, or some other small group of people.

### **EXHIBIT:**

**Container** - One package wrapped in any material other than commercial wrapping paper. Possible wrappings include: diaper, towel, scarf, piece of material, etc. Added articles related to the package are permitted. **DO NOT MAKE YOUR OWN PAPER.** Add a self-made bow. Purchased bows are not permitted in this division.

**Bag** - Make a bag from any material other than a paper sack. Additional “toppings” are acceptable

#### *Advanced (Grades 9 -12)*

- Wrap 8 packages or make 8 bags during the year plus your exhibit.
- Give a demonstration on designing your own wrapping paper or designing material for a bag to your 4-H Club or some other small group of people.
- Use only self-made bows.
- Commercial paper is not permitted in this division.

- Design material for a bag. DO NOT PURCHASE MATERIAL -it has to be YOUR OWN DESIGN.

**EXHIBIT:**

**Container:**

1. Option 1: One package wrapped in paper you designed yourself. Be sure your self-made bow relates to your wrapping. Bow is optional, but if added it should be kept with the theme of the container.

2. Option 2: Create a package of any shape to look like an object such as a clown, kite, a drum, or anything else. More than one container may be used. A bow is optional

**Bag:** - One completed self-designed bag.

**Arts & Crafts, Model Craft**

**State Fair: 2 entries per county**

**Description:**

Allows youth to learn life skills and grow in project knowledge while expressing creativity when building a model.

**Exhibit Guidelines:**

All arts and craft exhibits must include a [4-H Craft Information Card, 4-H 618A](#). This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.

If multiple pieces make up the exhibit, a photograph of the complete exhibit should be attached to the exhibit so the total exhibit can properly be displayed. For safety purposes any craft exhibit that resembles a sword, knife, or look-a-like weapon will be judged but will not be displayed.

Exhibits must be a small scale replica made of injected styrene plastics with approximately 25% of the surface painted. Wood, paper, clay die-cast, or snap together models are not permitted. Screws and pre-painted or pre-decaled factory models are not permitted. Exhibits made from building blocks (Lego) are not permitted.

If the model is being built from a kit, include a copy of the instructions with the information card. Original instructions

should be kept by the exhibitor in a safe location at home.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

**Exhibit Class Guidelines:**

*Beginner (grades 3-5 suggested)*

Create and exhibit one age/grade appropriate model.

*Intermediate (grades 6-8 suggested)*

Create and exhibit one age/grade appropriate model.

*Advanced (grades 9-12 suggested)*

Create and exhibit one age/grade appropriate model.

**Arts & Crafts, Needle Craft**

**State Fair: 2 entries per county**

**Description:**

Allows youth to learn life skills and grow in project knowledge while expressing creativity in needle crafts.

**Exhibit Guidelines:**

All arts and craft exhibits must include a [4-H Craft Information Card, 4-H 618A](#). This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.

Hand crafted knitting, embroidery, crocheting, needlepoint, crewel, candle wicking, chicken scratching, hand quilting, tatting, huck embroidery, and hemstitching are suggested exhibits. Entries may also include pulled, drawn and counted thread work and punch needle work. Needle craft exhibits do not include latch hook, plastic canvas, machine knitting, machine quilting, or arm knitting/crocheting.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

## **Exhibit Class Guidelines:**

### **Beginner (grades 3-5 suggested)**

Create and exhibit one age/grade appropriate needle craft.

### **Intermediate (grades 6-8 suggested)**

Create and exhibit one age/grade appropriate needle craft.

### **Advanced (grades 9-12 suggested)**

Create and exhibit one age/grade appropriate needle craft.

## **Arts & Crafts, Recycling our Environment**

### ***NO STATE FAIR ENTRY***

*Recycling can be considered as an “Arts & Crafts, General” project for a State Fair entry, however a Champion placing does NOT mean it will automatically be going to the State Fair.*

*ALL DIVISIONS: With each exhibit include an illustrated notebook. Explain your exhibit and activities completed from your manual. Make a description of materials used and how you made your project, Attach it to your poster. Each year your notebook should include your previous year's work in the back.*

**EXHIBIT:** Will be judged by the following guidelines:

### **Exhibit (75%)**

- Originality of 4-H Exhibit
- Choice of Materials
- Workmanship
- Usefulness
- Creativity of Project
- Information Card Attached

### **Notebook/Poster (25%)**

- Project Activity Book in your notebook
- Project Plan Devised
- Activities completed.
- Pictures describing activities project

### **Beginner (Grades 3 – 5)**

- “ Complete at least three (3) activities each year in the manual.
- “ Read all information sheets in the manual.
- “ Prepare exhibit and notebook and/or poster for 4-H Fair. Follow general poster rules. (Attach an information card to project.) Give demonstration to a group of at least three (3) people on recycling, waste reduction, over packaging, natural resources, or composting.

Gain knowledge in: Environmental Awareness, Natural Resources, Basic Recycling Techniques

**EXHIBIT:** Make something from old paper or paper related products such as old corrugated boxes or chipboard boxes (like cereal, shoe, or detergent boxes) or out of any plastic.

Also include your notebook &/or poster at the fair.

### **Intermediate (Grades 6 –8)**

- “ Complete at least three (3) activities each year in the manual.
- “ Read all information sheets in the manual.
- “ Prepare exhibit and notebook and/or poster for 4-H Fair. Follow general poster rules. (Attach an information card to project.) Give demonstration to a group of at least three (3) people on recycling, waste reduction, over packaging, natural resources, or composting.

Gain knowledge in: Composting and Vermi-Composting, Home and School Recycling, Purchasing Awareness (Green Habits and Pre-Cycling)

**EXHIBIT:** Make something from old clothing, old furniture items, bottles, or cans; or discarded mechanical parts or equipment. Also include your notebook &/or poster at the fair.

### **Advanced (Grades 9 – 12)**

- “ Complete at least three (3) activities each year in the manual.
- “ Read all information sheets in the manual.

- Prepare exhibit and notebook and/or poster for 4-H Fair. Follow general poster rules. (Attach an information card to project.) Give demonstration to a group of at least three (3) people on recycling, waste reduction, over packaging, natural resources, or composting.

Gain knowledge in: Community Environmental Awareness, Regulators and Hazardous Wastes

**EXHIBIT:** Make something of your choice from any recyclable item. Also include your notebook &/or poster at the fair.

## **Arts & Crafts, Scrapbooking**

### ***NO STATE FAIR ENTRY***

*Scrapbooking can be considered as an “Arts & Crafts, General” project for a State Fair entry, however a Champion placing does NOT mean it will automatically be going to the State Fair.*

### **All Division Guidelines:**

- Each scrapbook album must have a front and back cover with pages firmly attached between the covers. The album must be no smaller than 8”x10” in size and no larger than 12”x12” (the most common.)
- Each scrapbook must have the required number of pages per your division (Beginner-six; Intermediate-8; Advance-10 pages) completed for judging. Completed pages must contain photos or memorabilia, documentation, decoration, etc. Incomplete or unfinished pages will not be judged or count toward the required number of pages.
- Each scrapbook album must have a 3”x5” or 4”x6” label with the 4-H member’s name, club, grade, and year in project, attached with a string. This label must also include the page numbers which the 4-H member wishes to have judged. The page numbers need not to be written on the actual page-rather, the member should count the first page as page 1 and proceed onward. If you do not indicate the pages you wish to have judged, the judge will start at page 1 and continue through the page number required for your division. The pages may also be listed by the page title, if desired.
- Photos and memorabilia must be included in each scrapbook, but not necessarily on each

page. Some pages may contain only photos, while others may contain only memorabilia. Be sure to include a variety in your list of pages to be judged. At least one piece of Memorabilia should be included in your required pages. Memorabilia should be encased in a separate plastic sleeve if added to a page with photos. If a photo is included on a page with a lot of memorabilia, the photo should be encased in a separate plastic sleeve. Newspaper articles should be photocopied onto acid free paper or sprayed with archival spray.

- Neatness Counts! Neatness is very important. Exhibit clean pages (i.e. no smudges, spills, limited crossing out).
- Keep in mind the proper placement of photos, etc. in your album. Your scrapbook is telling a story. Use chronology (putting things in order of occurrence as they happened) **and/or** themes to organize your scrapbook. Photo quality will NOT be a factor in judging. Try to use good photographs; however, this is NOT the photography project. Be creative – all work should be your own.
- Be sure materials you use are safe for your photos. Do not use ball-point pens and/or pencils, crayons, markers, magnetic albums, construction paper, or any adhesives that are not photo safe.

### **Exhibit Class Guidelines:**

#### ***Beginner (Grades 3-5)***

Complete six pages (three front and back). Label photos and memorabilia with names, dates, places, etc.

**EXHIBIT:** Album with required number of pages (per your division) that have been made since the last 4-H fair according to guidelines included in the manual and a, string attached, label including required information.

#### ***Intermediate (Grades 6 – 8)***

Complete eight pages (four front and back). Also do Beginner requirements PLUS capturing memories with captions or words recording the happenings of the photos and memorabilia.

#### ***Advanced (Grades 9-12)***

Complete ten pages (five front and back). Do intermediate requirements PLUS story telling. Write your thoughts and feelings to tell a complete story memory. You can either tell one story about one picture or tell a complete story using more than one picture. In the ten pages you should have a minimum of one complete story. Not every photo has a complete story, so please choose the ones deserving of this when you are designing pages. It is okay to put several

photos on a page and use just one of them to tell the story.

Label or caption the others on the page.

## **ATV Safety and Operator Skills**

**State Fair: 3 posters, notebooks or display boards per county**

### **Description:**

The ATV safety and operator skills project provides an opportunity for youth to learn safe riding habits and vehicle maintenance.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Educational Exhibits**

##### **Beginner (grades 3-5 suggested)**

Create an age/grade appropriate poster, notebook or display about ATV safety or maintenance.

##### **Intermediate (grades 6-8 suggested)**

Create an age/grade appropriate poster, notebook or display about ATV safety or maintenance.

##### **Advanced (grades 9-12 suggested)**

Create an age/grade appropriate poster, notebook or display about ATV safety or maintenance.

#### **Riding Skills Option (grades 3-12)**

An optional group ride and riding skills obstacle course is available at the county level if supervised by a certified ATV safety adult volunteer.

## **Beekeeping**

**State Fair: 1 educational exhibit per country, 1 honey exhibit per member, unlimited number of county entries**

### **Description:**

This project will help youth learn beekeeping, the types of bees, the honey and wax they produce, the plants that attract bees, and the equipment a beekeeper needs.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this



document as a guide rather than a requirement.

#### Special Notes:

- There are no age/grade specifications for beekeeping exhibits. No bee hives may be brought to the State Fair.
- Honey water content will be measured.
- Fill level: the honey should be filled to the jar shoulder, not over, nor under
- Chunk honey should go in a wide-mouth jar, preferably one specially made for chunk honey (see beekeeping catalogs).
- Be careful to distinguish "chunk honey"(comb in jar) from "cut comb" (comb only in box). Honey (including chunk, cut comb and comb) must be collected since the previous county fair.

#### **Exhibit Class Guidelines:**

##### Educational Poster or Display (grades 3-12)

Create an educational poster, notebook or display about any manual activity or on any beekeeping topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

##### Single Honey Product (grades 3-12)

Exhibit one of the following:

1. Extracted honey - 2 one-pound jars, shown in glass or clear plastic, screw-top jars holding 1 pound of honey each.
2. Chunk honey (comb in jar)- 2 one-pound jars (wide-mouth glass or clear plastic).
3. Cut-comb honey - 2 one-pound boxes (These are usually 4 1/2" x 4 1/2" in size).

##### Two Honey Products (grades 3-12)

Exhibit two of the four kinds of honey listed below.

1. Extracted Honey - 2 one-pound jars (glass or clear plastic).
2. Chunk Honey (comb in jar) - 2 one-pound jars (wide-mouth - glass or clear plastic).
3. Cut-comb Honey - 2 one-pound boxes. Boxes are usually 4 1/2" x 4 1/2"
4. Comb Honey - 2 sections (honey built by bees in frames of wood commonly called "sections." Boxes are usually 4 1/2" x 4 1/2" in size).

## **Bicycle**

### **NO STATE FAIR ENTRY**

#### **Description:**

The 4-H bicycle project teaches safe riding habits.

#### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

## **Exhibit Class Guidelines:**

### **Educational Exhibits**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about a bicycle topic of choice that is age/grade appropriate.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about a bicycle topic of choice that is age/grade appropriate.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about a bicycle topic of choice that is age/grade appropriate.

### **Riding Skills Option (grades 3-12)**

Some county 4-H programs offer group rides and/or an obstacle course to develop safe riding habits and skills. Check with your county 4-H educator to learn more.

## **Cake Decorating**

**State Fair: 3 entries per county, one per level**

### **Description:**

The cake decorating project allows youth to utilize their artistic ability and expressions as they learn decorating techniques and skills. Anyone wanting to learn baking skills should refer to the 4-H foods project.

### **Exhibit Guidelines:**

The cake decorating project provides skills-based educational experiences that provide an opportunity for mastery before building on that experience to develop more advanced skills. This subject area is divided into three levels: Beginner (Grades 3-5), Intermediate (Grades 6-8), and Advanced (Grades 9-12). While the defined grades are intended to be a guide, older youth enrolled in this subject for the first time may start in a lower grade skill level with permission by the county extension educator, followed by an appropriate level the following year.

Skills and techniques demonstrated should be age/grade appropriate. While it is not to say a beginner level member cannot master an advanced level skill, it would be rare and unique. Therefore, exhibited cakes

must demonstrate the minimum five techniques from their given level outlined in [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#), but may also include higher/lower level techniques that have been mastered. Any higher/lower level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. All exhibited cakes must be created using a Styrofoam, foam, or other solid dummy. Unless otherwise stated, cakes are to be iced using royal icing or buttercream. Buttercream icing will not withstand environmental conditions and may become soft, melt, not withhold its shape, and colors may bleed when being displayed an extended period of time. When displaying a cut-up cake or tiered cake, the exhibitor must include a diagram and description indicating how the cake was assembled. This diagram and description can be attached to or written on the skills sheet. All exhibits must include a completed Cake Decorating Skills Sheet (4-H 710) and must accompany the cake for the judge's reference during judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

## **Exhibit Class Guidelines:**

### **Beginner (grades 3-5 suggested)**

A minimum of five beginner level skills are to be demonstrated. A list of skills to choose from can be found on the [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#) sheet. Cakes must be on a cake board strong enough to support the cake (approximately 3/8" thick) and 2-4" larger than the cake. For example, if the cake is 8" in diameter, then the cake board must be 10-12" in diameter. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the beginner level are to be a single tier/layer, no more than 5" tall, and may be round, square, or rectangular and the cake board is to be no more 12"x12".

### Intermediate (grades 6-8 suggested)

A minimum of five intermediate level skills are to be demonstrated and the cake may include additional skills from the beginner level. A list of skills to choose from can be found on the [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#) sheet. Cakes must be on a cake board strong enough to support the cake (approximately 3/8" thick) and 2-4" larger than the cake. For example, if the cake is 9"x13" rectangular, then the cake board must be 11"x15" to 13"x17" rectangular. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the intermediate level are to be a single or double tier/layer, no more than 12" tall and may be any shape. Youth may choose to decorate an inverted (upside down) character pan or create a 3-dimensional cake. It is also permissible to cut-up pieces of Styrofoam, foam, or other solid material to create a new shape, like a butterfly or castle for example. The cake board is to be no more than 24"x24".

### Advanced (grades 9-12 suggested)

A minimum of five advanced level skills are to be demonstrated and the cake may include additional skills from the beginner and intermediate levels. A list of skills to choose from can be found on the [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#) sheet. Cakes must be on a cake board strong enough to support the cake (approximately 1/2" thick) and 4" larger than the base cake. For example, if the cake is 26" in diameter, then the cake board must be 30" in diameter. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the advanced level may be multiple layer and/or tiered and may include multiple cakes, like a wedding cake. Youth may choose to create a character or 3-dimensional cake by cutting-up pieces of Styrofoam, foam, or other solid material to create a new shape. Dowel rods, plates, etc. should be used to support multiple layers and tiers. Fondant icing, gum, and sugar paste is permissible. Cakes may be any shape, no more than 36" tall and the cake board is to be no more than 36"x36".

## **Child Development**

**State Fair: 4 entries per county, one per level**

### **Description:**

Youth will learn about developmental stages of infants, toddlers and young children.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff.

Activities may be designed to be displayed on the floor, but please be considerate of space availability. Each item is to be labeled with the 4-H member's name, county and club so fair staff can keep all components together if it needs to be moved after judging is complete.

Notebooks are to include the following:

- Identifications on the front showing 4-H member's name, county, club, grade and year in project.
- Title page naming the activity.
- Pages explaining how activity was developed and is to be used.
- Photographs showing how the activity was used along with assembly.

- Explanation of skills learned and any additional information to share with the reader.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Level A (grades 3-4 suggested)**

Exhibit a poster, display, or notebook about a manual activity. Other similar activities are permissible.

#### **Level B (grades 5-6 suggested)**

Exhibit a poster, display, or notebook about a manual activity. Other similar activities are permissible.

#### **Level C (grades 7-9 suggested)**

Exhibit a poster, display, or notebook about a manual activity. Other similar activities designed to help develop physical, emotional or cognitive skills are permissible.

#### **Level D (grades 10-12 suggested)**

Exhibit a poster, display, or notebook about a manual activity. Other similar activities designed to help develop physical, emotional or cognitive skills are permissible.

## **4-H Collections**

### ***NO STATE FAIR EXHIBIT***

A notebook is to accompany ALL collections. Once this notebook is started, you should add new information each year.

*NOTE: A project notebook is to include:*

- Collector's Log – numbered to correspond with numbered exhibit items, whether in a notebook, on a poster, in a box, or otherwise exhibited.
- Short Story or information about your collection for each year represented in your notebook.
- Maximum display sizes as noted for each level.

- Optional: photos of your collections
- It is recommended that the 4-H Member provide a self-contained display unit for protection of his/her collection, if possible. Individual pieces should be labeled with exhibitor's name.
- You may choose to exhibit either your physical collection or a photo album/scrapbook of your collection but both must include a notebook with the notebook requirements. If you choose to exhibit pictures of your collection for your display in a photo album/scrapbook, the photos must be numbered to correspond with your collector log.

*\*All of the above will be considered in the judging.*

#### **Beginner (Grades 3 - 5)**

You may display your collection in an area no larger than 24" x 36", any height, but must be self-supporting.)

#### **Intermediate (Grades 6 –8)**

Start or add to a collection you have. In order to exhibit the same collection another year, you must have added at least 10 new items. You may display your collection in an area no larger than 36" x 36", any height, but must be self-supporting.)

#### **Advanced (Grades 9 - 12)**

In order to exhibit the same collection another year, you must add 10 new items each year. If the value of your collection prohibits you from adding 10 new items, you must get prior approval from the County Extension Office before exhibiting. You may display your collection in an area no larger than 36" x 46", any height, but must be self-supporting.

***RESPONSIBILITY NOTE: the 4-H Council, Purdue Cooperative Extension Service, and Fair Board are not responsible for the items in the Collections display.***

## **Communications**

**State Fair: Demonstration – 3 junior individuals, 3 senior individuals, 3 junior teams and 3 senior teams per county.**

**Informative 4-H Presentation – 3 junior individuals, 3 senior individuals.**

**Professional Persuasive Presentation – 3 junior, 3 senior, 3 junior teams and 3 senior teams per county per county.**

**Public Speaking – 3 junior and 3 senior per county.**

**Creative Writing – 3 exhibits per county, one per level.**

### **Description:**

The communications project teaches verbal and non-verbal communication and presentation skills.

### **Exhibit Guidelines:**

Effective communications drives all aspects of day-to-day life. Youth are to learn about the process of communication, to learn about different modes of communication and to strengthen their own communication skills. As you explore the world of communication and the manuals, you will enjoy learning more about yourself and others. Youth completing this project are expected to participate in a variety of experiences allowing them to develop communication skills rather than create an exhibit to be displayed at the county or state fair.

A series of 4-H manuals is available with activities designed to develop communication skills at a specific grade level. Module 1 is for Beginner Level youth in grades 3-5. Module 2 is for Intermediate Level youth in grades 6-8. Module 3 is for Advanced Level youth in grades 9-12. Suggested activities to develop communication skills include:

- Complete an activity from the grade appropriate manual.
- Give a demonstration or presentation at a club meeting.

- Participate in a verbal communication event. See verbal communication section below.
- Submit a news release to local news media about a 4-H event or topic.
- Participate in a radio interview.
- Present information about 4-H to a civic organization or similar group.
- Participate in the Indiana 4-H Spread the News workshop (Grades 9-12).
- Participate as an actor in a community theater.
- Other activities that demonstrate communication skill development.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Verbal Communication Events**

The following verbal communication events and activities are offered to 4-H members as a way to teach presentation and public speaking skill development. They are often used in 4-H meetings, and a county 4-H youth development program may choose to offer these as competitive events. The demonstration, informative presentation, professional persuasive presentation and public speaking are competitive events at Indiana State Fair.

The following apply to all state fair communication events:

- Members may use a PowerPoint, Prezi, or other digital presentation, signs, and other props that will enhance their presentation when giving their how-to demonstration to the audience from a stage or stage-like setting.
- If digital media will be used to enhance the presentation, contestants are encouraged to provide their own laptop computer. If the laptop is not equipped with a standard HDMI external video

connection, the contestant will need to supply an appropriate adapter. While a standard PC laptop will be available, the quality and compatibility of the digital media cannot be guaranteed as PowerPoint will be the only digital media available at state fair.

- Live animals are not permitted at state fair.
- There is no interaction with the audience.
- Questions may be asked of the contestants by the judges following the presentation.
- Events that have a team category, it is for two (2) people and will be determined by the highest grade level of any member of that team.
- The top three senior individuals, top junior individual, top senior team and top junior team will be recognized in Indiana State Fair Celebration of Champions.

Refer to the Indiana State Fair 4-H handbook for the date, time, and location of each event. Check with your county extension educator for information about entering these events.

### **Demonstration**

- All 4-H members are encouraged to present a demonstration at their club or county level.
- This contest allows the 4-H member to show the audience step-by-step procedures how-to-do something related to any 4-H project.
- Examples of a demonstration include how to take a prize winning photograph, how to give an intramuscular antibiotic injection or shot, how to design a mini-barn blueprint, how to construct a garment, how to develop a wildlife rehabilitation plan, how to treat a cat for fleas, etc.
- Junior members (grades 3-8) have 5-7 minutes to present their demonstration, while senior members (grades 9-12) will present their demonstration in 5-10 minutes.
- Categories will be Junior Individual, Senior Individual, Junior Team, and Senior Team.

### **Informative 4-H Presentation**

- This contest allows the 4-H member to present a topic of their choice related to a 4-H event, project, or activity to the audience.
- Examples of an informative 4-H presentation include the benefits of attending 4-H Round-Up, State 4-H Junior Leader Conference, 4-H Academy, or Citizenship Washington Focus; the impact of a community service project on the 4-H members involved and their community; why a family should enroll their children in 4-H; how 4-H prepares a young person for the workforce or college, etc.
- Junior members (grades 3-8) have 5-7 minutes to present their informative presentation, while senior members (grades 9-12) will present their informative presentation in 5-10 minutes.
- Categories will be Junior Individual and Senior Individual.

### **Professional Persuasive Presentation**

- Contestants will be required to research a public issue in their community, collect data showing how this issue is or could affect their community, formulate a plan to address this issue, and present it in a professional manner using electronic digital media such as PowerPoint, Prezi, etc.
- Contestants are to submit two (2) sets of accompanying handouts at registration. These handouts will be provided to the judges.
- It is suggested that youth practice by presenting their professional presentation to service clubs, 4-H council or fair board, government officials, or other boards.
- Examples of public issues could be the lack of accessibility to trails or public parks, congested traffic locations, public health issues, impoverished neighborhoods, school dropout rates, the size of farm machinery outgrowing the size of roads, etc.
- Junior members (grades 3-8) will present in 5-7 minutes and senior members (grades 9-12) will present their professional presentation in 5-10 minutes.
- Categories will be Junior Individual, Senior Individual, Junior Team and Senior Team.

## **Public Speaking**

- This contest allows the 4-H member to give their prepared speech to an audience from a stage or stage-like setting.
- Props, signs, and PowerPoint presentations are not permitted.
- The topic can be of the 4-H member's choice.
- Junior members (grades 3-8) have 3-5 minutes to give their speech while senior members (grades 9-12) will give their speech in 5-7 minutes.

## **Creative Writing**

- This exhibit allows youth to express creativity while developing writing skills. Examples include a story, autobiography, biography, , journal entry, poetry, children's story, skit or play, fiction in verse, alternative history, song lyrics, movie script, creative nonfiction and more. Writing must be authored by the 4-H member and can be fiction or non-fiction.
- Exhibits are to be displayed in a notebook or binder appropriately labeled on the front with the title, 4-H member's name, grade in school, club and county. The notebook or binder is to include a title page and authored work. While most creative writing exhibits will not require research, a bibliography giving credit to sources is to be included with any research article.
- Work can be handwritten or typewritten.
- Illustrations or photos may be included to enhance the writing.
- Writing should not include excessive blood, gore, violence or sexual themes and must be appropriate for all ages to read.

### **Creative Writing Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create and exhibit one age/grade appropriate item. While length or word count is not required, one-page or 250 words is appropriate for most beginners.

#### **Intermediate (grades 6-8 suggested)**

Create and exhibit one age/grade appropriate item. While length or word count is not required, two-page or 500 words is appropriate for most intermediate members.

#### **Advanced (grades 9-12 suggested)**

Create and exhibit one age/grade appropriate item. While length or word count is not required, more than three pages or more than 750 words is appropriate for most advanced members.

## **Computer Science**

### **State Fair: 3 per county, one per level**

#### **Description:**

The 4-H computer science project is designed for youth to engage in an interactive project to learn all levels of familiarity with computers.

#### **Exhibit Guidelines:**

There are three exhibit grade level divisions; Grades 3-5, Beginner; Grades 6-8, Intermediate; and Grades 9-12, Advanced. Exhibits are to be skill appropriate for the member's grade level. Youth enrolled in the computer project will select one of the below subject categories to study, regardless of grade. Youth may choose to create an exhibit demonstrating skills learned during the year. Check with your county Purdue Extension Office to determine if a computer will be available during judging and if there will be an opportunity to explain your exhibit to the judge. Exhibits qualifying for state fair are to be submitted on a thumb drive securely attached to a notebook/portfolio describing accomplishments, skills learned, design ideas, budget, a summary of what was done, screenshots showing the development and final project, etc. as the exhibitor will not be able to discuss their work with a judge. Poster and display board exhibits are permissible. Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff. Youth may continue in the same subject category in subsequent years expand on the previous

year's topic, or choose a new topic. Subject categories are:

- Block Based Programming
- Text Based Programming
- Web Design and Computer Entrepreneurship
- Computer Forensics
- Hardware and Networking Design/Install/Repair
- Graphic Design and Computer Art
- Robotics

Software submitted to be reviewed by a judge must be compatible on both PC and Mac platform. If additional software other than Microsoft Office Suite is required to view the member's work, that software must be provided by the member and comply with all manufacturer copyright laws. Apps can be Android or IOS compatible.

All notebooks/portfolios must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be the last page of a notebook or included as part of the display visible to the public. A judge is not to discredit an exhibit for the manner in which references are listed. Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

Exhibit Class Guidelines:

### **Block Based Programming:**

*Beginner – Grades 3-5* – Create a block-based program using Scratch, Code Studio, Alice, or another graphic programming language of your choice. You should comment your work and it must include at least ten different commands.

Skills this program could use are:

- Sequence
- Iteration
- Conditionals
- Variables
- Loops
- User input
- Any other similar skill

*Intermediate Grades 6-8* – Create a block based program using Scratch, Code Studio, Alice, or another graphic programming language of your choice. You should comment your work and it must include at least ten different commands.

Skills this program could use are:

- More robust demonstration of beginner skills
- Modularization
- Lists
- Any other similar skill

*Advanced Grades 9-12* – Create a block based program using Scratch, Code Studio, Alice, or another graphic programming language of your choice. You should comment your work and it must include at least ten different commands.

Skills this program could use are:

- More robust demonstration of Intermediate Skills
- Parameters
- Recursion
- Any other similar skill

### **Text Based Programming**

*Beginner Grades 3-5* – This option is not available.

*Intermediate Grades 6-8* - Create a text based program of your choosing using any text based language you are comfortable in. The code should demonstrate an understanding of at least 4 of these skills:

- Commenting
- Correct syntax
- Variables
- Loops
- Conditionals
- User Input
- Lists
- Functions
- Algorithms
- Any other similar skill

*Advanced Grades 9-12* - Create a text based program of your choosing using any text based language you are comfortable in. The code should demonstrate an understanding of at least 8 of these skills:

- A more robust understanding of the intermediate skills
- Interact with databases
- Classes
- Objects



- Methods
- Inheritance
- Integrate multiple languages into one program
- Any other similar skill

## **Web Design and Computer Entrepreneurship**

### Beginner Web Design and Computer

Entrepreneurship – Grades 3-5 - Build a website demonstrating a knowledge of:

- Use a website builder to create your website
- Insert non-stock image into your site
- Use a template to achieve a unified look
- Explain CSS in your documentation, what CSS is and why it's important
- Must have at least two pages and include all items listed above

### Intermediate Web Design and Computer

Entrepreneurship – Grades 6-8 - Build a website demonstrating a knowledge of:

- Create your own site or use a website builder
- Modify existing HTML
- Use HTML5
- Modify existing CSS
- Have a unified theme throughout
- Use a photo editing software to create custom images
- Must have at least five pages and include all items listed above

### Advanced Web Design and Computer

Entrepreneurship – Grades 9-12 - Build a website demonstrating a knowledge of:

- Create a custom site using appropriate industry tools
- Have a responsive website
- Add useful and appropriate plugins
- Test for and eliminate bugs
- Include links for social media
- Include custom audio/video
- Must have at least ten pages and include all items listed above

## **Computer Forensics (id theft, online bullying, ethical use of technology, responsible social media use)**

### Beginner Computer Forensics – Grades 3-5 –

Research and create a 3-5 minute presentation on

one of the following topics. Present to a group of peers and have an adult leader verify, create a YouTube or MP4 instructional video, or printed slides and notes using PowerPoint or similar presentation software.

- Media Balance and Well Being
- Privacy and Security
- Digital Footprint and Identity
- Relationships and Communication
- Cyberbullying, Digital Drama and Hate Speech
- News and Media Literacy
- Any other similar topic

### Intermediate Computer Forensics – Grades 6-8

– Research and create a 6-8 minute presentation on one of the following topics. Present to a group of peers and have an adult leader verify, create a YouTube or MP4 instructional video, or printed slides and notes using PowerPoint or similar presentation software.

- Digital Citizenship:
  - Media Balance and Well Being
  - Privacy and Security
  - Digital Footprint and Identity
  - Relationships and Communication
  - Cyberbullying, Digital Drama and Hate Speech
  - News and Media Literacy
- Cyber Security
  - Ethics and Society
  - Security Principles
  - Classic Cryptography
  - Malicious Software
  - Physical Security
  - Web Security
- Any other similar topic

### Advanced Computer Forensics – Grades 9-12 –

Research and create a 10-12 minute presentation on one of the following topics. Present to a group of peers and have an adult leader verify, create a YouTube or MP4 instructional video, or printed slides and notes using PowerPoint or similar presentation software.

- Digital Citizenship:
  - Media Balance and Well Being
  - Privacy and Security
  - Digital Footprint and Identity
  - Relationships and Communication
  - Cyberbullying, Digital Drama and Hate Speech
  - News and Media Literacy

- Cyber Security
  - Ethics and Society
  - Security Principles
  - Classic Cryptography
  - Malicious Software
  - Physical Security
  - Web Security
- Any other similar topic
- Teach a computer science class to younger 4-Hers.
- Build your dream computer
- Network multiple micro-controllers
- Research careers in technology
- Any other similar design/install/repair

## **Hardware and Networking Design/Install/Repair**

Beginner – Grades 3-5 – Choose 1-2 items from the list and create a report/presentation (including images) of what you did.

- Deconstruct and reconstruct a computer
- Learn and report how binary works and how computers use numbers
- Troubleshoot hardware problems
- Explore operating systems
- Investigate open source resources
- Install/upgrade operating systems
- Design a dream machine (give reasons)
- Any other similar design/install/repair

Intermediate – Grades 6-8 – Choose 1-2 items from the list and create a report/presentation (including images) of what you did.

- Identify network hardware
- Design a computer network
- Explain Internet Protocol
- Explain different types of servers
- Use different protocols to communicate
- Add peripherals to a network
- Secure a networked computer
- Share applications simultaneously
- Setup a Raspberry Pi or other micro-controller
- Any other similar design/install/repair

Advanced – Grades 9-12 - Choose one or two items from the list and create a report/presentation (including images) of what you did.

- Design and implement a computer network
- Secure your network
- Understand technology needs in your community.
- Help to solve these needs by organizing a committee or team to work on identified issues.

## **Graphic Design and Computer Art**

There are three divisions; Beginner (Grades 3-5), Intermediate (Grades 6-8) and Advanced (Grades 9-12). Youth are to use a software program to create or design an item that requires graphic design or artistry. The name of the software and version is to be included with the exhibit.

Exhibits are to be age/grade appropriate. Ideas include, but are not limited to, the following:

- Logo design
- T-shirt or apparel screen printing design
- Promotional brochure
- Marketing materials
- Computer generated art
- Computer altered photographs/images – Photographs taken by the 4-H member and altered by the 4-H member using a computer are to be entered in the Photography project as a creative/experimental exhibit. Youth must obtain permission from the owner before altering someone else's photograph/image and include a copy of that permission with the exhibit to insure there is no copyright violation.

## **Robotics**

Suggested exhibits include, but are not limited to, a notebook including a printout of code with requirements marked, a flowchart showing how the robot works, images of the robot being built and the final robot in action, a video, a live demonstration, or other applicable exhibits.

Beginner – Grades 3-5

- Create a flowchart
- Build a robot
  - Use block based program to operate
    - Sequential programs
    - Events at beginning

- Use at least one basic sensor

### Intermediate – Grades 6-8

- Create a flowchart with sub-routines
- Include at least two sensors in robot
- Use at least three events in code
- Create 2 loops in code
- Operation of robot should be smooth

### Advanced – Grades 9-12 - Above guidelines plus:

- Use text-based language
- Use advanced logic including
  - Multiple (three or more) events
  - Multiple (three or more) loops
  - At least three sub routines
  - Special consideration if robot is not a kit

## **Consumer Clothing**

### **State Fair:**

**3 Notebooks per county, no clothing; one per level.**

**1 advanced level per county to model in state fair fashion revue.**

### **Description:**

This project is designed to teach clothing selection, wardrobe planning, care of clothing and personal grooming.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

The front of the notebook is to include the 4-H member's name, county, club, and level. Personal information such as phone number, mailing address, etc. should not be included in any notebook documentation.

Youth will be expected to model their purchased outfit and accessories at the county level. Modeling at state fair is limited to only the advanced level and will be judged separate from the notebook.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### Beginner (grades 3-5 suggested)

Complete one activity from each group in the manual and share your results or answers in a notebook, labeling each activity. With help from a parent or mentor, purchase an item of clothing that you'll wear with other clothes in your wardrobe. Examples might be slacks, blouse, jeans, shirt, sweater, or sweatshirt. Choose an accessory to go with your purchase. Accessories could be shoes, sweatband, belt, jewelry, socks or similar item.

#### Intermediate (grades 6-8 suggested)

Complete one activity from each group in the manual and share your results or answers in a notebook, labeling each activity. Purchase and accessorize a casual or school outfit. Accessories may be purchased or selected from what you currently have.

#### Advanced (grades 9-12 suggested)

Complete one activity from each group in the manual, or similar activity of choice and share your results or answers in a notebook, labeling each activity. If completing an activity not included in the manual, be sure to include in your notebook an explanation describing how the activity was developed and intended objectives. Purchase and accessorize an outfit of your choice. Accessories may be purchased or selected from what you currently have.

Special note regarding Indiana State Fair – In addition to the advanced consumer

clothing state fair entry submitting their notebook for evaluation, the exhibitor will also be invited to model their purchased outfit in fashion revue. The notebook and modeling will be judged independently and one will not have any consideration for the other at state fair.

## **Crops**

### ***NO STATE FAIR EXHIBIT***

#### **Corn**

Grow a plot of corn (one or more acres, if possible) and check on it at least three times during the growing season. If you don't have a field or garden plot, see if a neighbor or friend will let you use some land or help with their crop.

**REQUIREMENTS:** Read and follow the Activity options in these manuals:

Beginner: (Grades 3 -4) 4-H 672

Intermediate (Grades 5 – 7) 4-H 673

Advanced: (Grades 8 – 12) 4-H 674

**EXHIBIT:** Check manuals for requirements.

#### **Hay & Forages**

##### **Division I (Grades 3 – 6)**

Grow not less than one acre of hay.

Have soil tested and follow fertilization recommendations.

**EXHIBIT:** 1/4 bale of hay in a plastic bag.

##### **Division II (Grades 7 – 12)**

Increase acreage as home conditions justify.

Have soil tested and follow fertilization recommendations.

**EXHIBIT:** 1/4 bale of hay in a plastic bag.

#### **Small Grains (4-H 749)**

Grains included: Wheat, Barley, Triticale, Rye, and Oats

**Beginner (Grades 3-5):** Complete 3 activities each year. May repeat one activity the second year using a different grain.

**EXHIBIT:** Choose from activities listed in manual.

**Intermediate (Grades 6-8):** Complete 4 activities each year. May repeat one activity from earlier years using a different grain. Do not

conduct the same activity more than 2 times using the same grain.

**EXHIBIT:** Choose from activities listed in manual.

**Advanced (Grades 9-12):** Complete 5 activities each year. May repeat one activity from earlier years using a different grain. Do not conduct the same activity more than 2 times using the same grain.

**EXHIBIT:** Choose from activities listed in manual.

#### **Soybeans**

Project manuals: 4-H 209

##### **DIVISION I (Grades 3-4)**

1. Complete three of the following activities:  
1,2,3 or 13 in the 4-H Soybean Manual 4H209.

2. Keep accurate records using the Crops Record.

**EXHIBIT:** One of the following.

1. Germination Of The Soybean

2. Using the Soybean

3. One peck of soybeans

##### **DIVISION II (Grades 5-6)**

1. Complete two of the following activities; 4, 7 or 14 in the Soybean Manual 4H-209.

2. Keep accurate records using the Crops Record.

**EXHIBIT:** One of the following.

1. The Effects of Light and Darkness On Flowering

2. Soybean Plant Nutrient Deficiencies.

3. Preparing Soybeans for Home Use.

4. One peck of soybeans.

##### **DIVISION III (Grades 7-8)**

1. Complete two of the following activities 5, 6, or 14 in the Soybean Manual 4H209.

2. Keep accurate records using the Crops Record.

**EXHIBIT:** One of the following.

1. Differences in Flowering among Soybean Varieties

2. How Planting Dates Affect Soybean Yields

3. Preparing Soybeans for home Use

4. One peck of soybeans

##### **DIVISION IV (Grades 9-10)**

1. **Complete the following** activities 9,10, and 12 in the Soybean Manual 4H-209

2. Keep accurate records using the Crops Record.

**EXHIBIT:** One of the following.

1. Soybean Herbicide Survey
2. Soybean Insect Study
3. Soybean Disease Study
4. Measuring Soybean Harvest Losses
5. One Peck of soybean

### **Division V (Grades 11-12)**

1. Grow at least five acres of soybeans using cultural practices described in current agronomy publications. They are available in your County Extension Office.
2. Keep accurate records using Crops Record Sheet.

**EXHIBIT:** Check with your 4-H leader about specific county exhibit requirements

## **Electric**

**State Fair:** 5 electric exhibits per county, one per level

1 electronic exhibit per county, level 5

### **Description:**

The 4-H electricity and electronics program provides youth with educational information about electricity and how it can be used to benefit the human race.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an

exhibit tag provided by Purdue Extension staff.

Youth are encouraged to complete the activities as instructed in the manual or found on the [4-H electric web page](#).

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Electric Level 1 (1<sup>st</sup> year in Electric)**

**Exhibit** one article of choice displaying proper wiring techniques, made during the current 4-H program year. It must demonstrate a minimum of five (5) or more of the appropriate level of "Skills to be Attained" items as outlined in the "4-H Electric and Electronic Skills & Knowledge Chart". A completed copy of the "Exhibit Skills & Knowledge Sheet" must accompany the project. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

### **Exhibit Suggestions:**

- Circuit board – 6" by 6" of Series/Parallel Circuit
- Electromagnet
- Galvanometer
- Poster board (22" by 28")
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Electricity Excitement Book 1 or Investigating Electricity Book 2, Purdue Extension website Level 1 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

#### **Electric Level 2 (2<sup>nd</sup> year in Electric)**

**Exhibit** one article of choice displaying proper wiring techniques, made during the current 4-H program year. It must demonstrate a minimum of five (5) or more of the appropriate level of "Skills to be Attained" items as outlined in the "4-H Electric and Electronic Skills & Knowledge Chart". A

completed copy of the “Exhibit Skills & Knowledge Sheet” must accompany the project. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

### **Exhibit Suggestions:**

- Magnetic Powered Shake Flashlight – with optional display
- Circuit board – 6” by 6” of Series/Parallel Circuit (with modifications if exhibited in Level 1)
- Electromagnet
- Galvanometer
- Electric Motor
- Poster board (22” by 28”)
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Electricity Excitement Book 1 or Investigating Electricity Book 2, Purdue Extension website Level 2 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

### Electric Level 3 (3<sup>rd</sup> year in Electric)

**Exhibit** one article of choice displaying proper wiring techniques, made during the current 4-H program year. It must demonstrate a minimum of five (5) or more of the appropriate level of “Skills to be Attained” items as outlined in the “4-H Electric and Electronic Skills & Knowledge Chart”. A completed copy of the “Exhibit Skills & Knowledge Sheet” must accompany the project. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

### **Exhibit Suggestions:**

- Wiring Project – (ie. extension cord, trouble light, wire sizes and uses, plug configurations, test equipment, replace cord/cord end on a tool of piece of equipment etc.)
- Electrical tool and supply kit
- Poster board (22” by 28”)
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Wired for Power Book 3, Purdue Extension website

Level 3 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

### Electric Level 4 (4<sup>th</sup> year in Electric)

**Exhibit** one article of choice displaying proper wiring techniques, made during the current 4-H program year. It must demonstrate a minimum of five (5) or more of the appropriate level of “Skills to be Attained” items as outlined in the “4-H Electric and Electronic Skills & Knowledge Chart”. A completed copy of the “Exhibit Skills & Knowledge Sheet” must accompany the project. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

### **Exhibit Suggestions:**

- Wiring – Wire a lamp. The lamp can be a re-wired lamp or one that is built new.
- Electrical tool and supply kit
- Poster board (22” by 28”)
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Wired for Power Book 3, Purdue Extension website Level 4 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

### Electric Level 5 (5<sup>th</sup> year or more in Electric)

**Exhibit** one article of choice, displaying proper wiring techniques, made during the current 4-H program year that demonstrates a minimum of five (5) or more of the appropriate level of “Skills to be Attained” items as outlined in the “4-H Electric and Electronic Skills & Knowledge Chart”. A completed copy of the “Exhibit Skills & Knowledge Sheet” must accompany the project. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

### **Exhibit Suggestions:**

- Equipment Wiring – including but not limited to: parts identification,

appliance repair, lamps and other lighting, equipment wiring, control system, security system, topic that covers safety, motors/generators, electric heating, heat pumps, AC, water heaters, and other electric equipment.

- Home Wiring – included by not limited to any circuits found in the wiring of a house or “barn”, service entrance, switching, receptacles, generator transfer circuit, safety, electrical math, and others.
- Electronic Equipment – Any project or kit containing transistors or integrated circuits or vacuum tubes such as radio, TV, computer, robot, cell phone, and others.
- Poster board (22” by 28”)
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Entering Electronics, Purdue Extension website Level 5 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.
- Video Presentation Create a video showing the work accomplished and skills learned. This video should include the same type of information as required in written notebook listed above. This video is to be no more than ten minutes in length and formatted as MP4 and submitted on a thumb drive. This video can also be uploaded to a YouTube account with the video being made public and the link submitted for evaluation.

## **Entomology**

**State Fair: 3 collection exhibits per county, one per level**

**3 educational exhibits per county, one per level**

### **Description:**

This project will help you study insects and their relationship with people. You can

also learn how to collect, preserve, and identify insects.

### **Educational Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member’s exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22”x28” and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36” of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Collection Exhibit Guidelines:**

Collections are to include the following:

- Title as Insect Collection year in Entomology
- Order – refer to ID-401, page 57.
- Display – mounted insects are to have been legally and personally collected in the United States and displayed in an 18”x24” collection box displayed horizontally. Collections including multiple boxes are to be numbered 1 of 3, etc. ID 401 A-F cards (for Beginner and Intermediate) and 401-I cards (for Advanced) are to be placed inside the display box in an attractive manner.

- Identification – Collection display boxes are expected to contain the specified number of insects, families, and orders specified (see chart below). All insects must be in the adult stage and be properly mounted on insect pins or be contained in vials as directed.
- Pin Labels - Each pin or vial must contain two labels:
  - 1) Top label is to include collection date, location, and collector name.
  - 2) Bottom label is to include common name and other optional identification data.
- Box Labels – Box labels (computer generated or neatly printed) are used for orders and families as required (see chart below) and are to be placed flat against the bottom of the box. Insects must be properly grouped directly under the correct order and family label. For example, all insects belonging to a particular order must be placed under that order label. Orders to be used are listed in the reference book ID- 401. If family level identification is required, the insects should be further grouped together under the correct family label.
- Educational Box – One additional box (educational), based on the specific theme (see chart below), is required for grades 9-12, in addition to the insect collection boxes. This box can be created in any manner chosen (without the mounting, pinning or identifying restrictions specified above).

Judges evaluating collection exhibits should judge based on educational content, scientific accuracy, eye appeal and creativity.

### **Monarch Butterfly Statement:**

**Q:** Many have noticed the decrease in number of Monarch butterflies both in Indiana and throughout the country and wonder if and how Entomology at Purdue is responding. Are 4-H and youth still required to catch these endangered insects for their collection boxes?

**A:** Monarch butterflies are now officially on the threatened species list. While we know that collecting Monarch butterflies for 4-H collections or displays does not constitute a significant risk to their population when compared to the effects of climate change, pesticide contamination and habitat loss, capitalizing on this opportunity to discuss their decline is an excellent way to bring public focus to this important issue. We want our youth (and all IN citizens) to recognize the Monarch butterfly, understand its biology and be empathetic to its conservation.

Therefore, we have instituted the following update to our youth and 4H Entomology programs. Effective immediately, we no longer encourage students to ‘collect’ Monarch butterflies for exhibits, displays or 4-H insect collections. But, rather than simply removing the Monarch butterfly from the list of 150 insects that 4-H students are to recognize, we want to highlight it so that students really do learn to recognize them and understand their peril. After all, the more we are familiar with this species, the more apt we will be to assist and support the conservation of this iconic species.

Link to a recent article from our Department pertaining to Monarch butterflies

[\(https://www.purduelandscapereport.org/article/where-have-all-the-monarch-butterflies-gone/\)](https://www.purduelandscapereport.org/article/where-have-all-the-monarch-butterflies-gone/)

### **Spotted Lanternfly Statement**

**Q:** Are there any new changes to rules or directions for the 4H or FFA youth projects or competitions that students and coaches should look for?



**A:** To keep the youth Career Development (CDE judging) and 4-H collection projects current, it is important to occasionally add new insects to the list. Due to the invasion of a serious new insect pest throughout the Midwest called the Spotted Lanternfly, we have added it to the list of insects found in the “How to Make an Awesome insect Collection and (ID-401) and Who Let the Bugs Out (ID-402) extension resources. Please be aware that students are now expected to identify and understand its biology and behavior as well as its potential impact in Agriculture.

Indiana 4-H Youth Development partners with Purdue University academic departments to develop 4-H project guidelines. The Monarch butterfly and Spotted Lanternfly statements are provided by Dr. Timothy J. Gibb, Department of Entomology.

**Exhibit Class Guidelines:**

**Beginner (1<sup>st</sup>-3<sup>rd</sup> Year in Entomology)**

Create a collection based on the year in Entomology or an educational exhibit.

Year in Entomology	Collection Information	Total Boxes
1 <sup>st</sup> year	10 insects, identified and pinned on cards (ID 401A)	1
2 <sup>nd</sup> year	20 insects, mounted (pins or vials). Identify all insects by common name and identify five (5) to order. Include card ID 401B.	1
3 <sup>rd</sup> year	30 insects, mounted (pins or vials). Identify all	1

	insects by common name and identify 15 to order. Include ID 401C.	
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**Intermediate (4<sup>th</sup>-6<sup>th</sup> Year in Entomology)**

Create a collection based on the year in Entomology or an educational exhibit.

Year in Entomology	Collection Information	Total Boxes
4 <sup>th</sup> year	40 insects, exhibit a minimum of 6 orders, mounted (pins or vials). Identify all insects by common name and order. Include ID 401D.	2
5 <sup>th</sup> year	50 insects, exhibit a minimum of 8 orders, mounted (pins or vials). Identify all insects by common name and order. Identify ten (10) to family. Include card ID 401E.	2
6 <sup>th</sup> year	60 insects, exhibit a minimum of 10 orders, mounted (pins or vials).	2

	Identify all insects by common name and order. Identify 30 to family. Include card ID 401F.	
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Advanced (7<sup>th</sup>-10<sup>th</sup> Year in Entomology)

Create a collection based on the year in Entomology or an educational exhibit. Advanced level insect collections are to also include an education box, for a total of four boxes. Advanced level youth may instead create an independent study topic of choice.

Year in Entomology	Collection Information	Total Boxes
7 <sup>th</sup> year	70 insects, exhibit a minimum of 12 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: insect behavior. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.  Card ID 401I download	3
8 <sup>th</sup> year	80 insects, exhibit a minimum of	3

	14 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: insect pest management. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.  Card ID 401I download	
9 <sup>th</sup> year	90 insects, exhibit a minimum of 16 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: insects in the environment. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.	3

	Card ID 401I download	
10 <sup>th</sup> year	100 insects, exhibit a minimum of 18 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: benefits of insects. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.  Card ID 401I download	3

## **Fashion Revue**

**State Fair: 6 senior exhibits per county with no more than two exhibits per category. An exhibitor may participate in only one senior fashion revue category at state fair.**

**Note – State fair fashion revue grand champion will be selected from the six senior sewing category champions modeling their sewn garment or outfit plus the advanced consumer clothing champion modeling their purchased outfit.**

### **Description:**

This project teaches youth skills to present themselves in a professional manner by providing an opportunity for youth to

model the outfit constructed in the 4-H sewing project.

### **Exhibit Guidelines:**

All garments and outfits modeled in Fashion Revue, except consumer clothing entries, must have been constructed by the 4-H member modeling that same garment or outfit. Youth qualifying to exhibit the same garment or outfit in Indiana State Fair Sewing and Fashion Revue must choose which project they wish to participate as one cannot exhibit the same garment or outfit in both projects at state fair.

#### **DEFINITION OF AN OUTFIT:**

An outfit is a garment or garments that when put together make a complete look - such as one or two piece dress, or one or two piece pant suit, or a three piece combination, such as pants, vest, and blouse or shirt.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### *Junior (grades 3-7 suggested)*

Model the garment or outfit constructed for the sewing project. Accessories may be purchased or selected from what you currently have.

#### *Senior Categories (grades 8-12 suggested)*

**Informal or Casual Wear:** A complete outfit of 1 or 2 pieces suitable for school, weekend, or casual, informal activities. In this category, a complete outfit is defined as a garment or garments that when put together make a complete look - such as one or two piece dress, or one or two piece pant suit, or a combination, such as pants, vest, blouse or shirt.

**Dress Up:** This is suitable for special, church, or social occasions that are not considered to be formal. It may be an outfit of one or more pieces with or without its own costume coat or jacket (lined or unlined). This is not an outfit that would be worn to school, weekend, or

casual, informal activities.

**Free Choice:** A complete outfit comprised of garments that do not fit in the other classifications. A complete outfit is defined as a garment or garments that when put together make a complete look - such as one or two piece dress, or one or two piece pant suit, or a three piece combination, such as pants, vest, and blouse or shirt. Individual garment examples include: tennis wear, swim wear, athletic or sportswear, lounge wear, riding habits, historic, dance, theatrical, or international costumes, capes, and unlined coats.

**Suit or Coat:** The suit consists of two pieces including a skirt or pants and its own lined jacket. It is not a dress with jacket as in "dress up wear". The coat is a separate lined coat. It will be judged separately as a coat with its own accessories.

**Separates:** Consists of three garments that must be worn as a coordinated complete outfit. In this category, a complete outfit is defined as a garment or garments that when put together make a complete look - a three-piece combination, such as pants, vest, and blouse or shirt. Each piece should be versatile enough to be worn with other garments.

**Formal Wear:** This outfit may be one or more pieces suitable for any formal occasion, such as proms, weddings, and formal evening functions.

## **Floriculture**

**State Fair: 8 floral exhibits per county,  
2 per level**

**4 educational exhibits per county, 1 per  
level**

### **Description:**

Youth will learn basic information and skills needed to grow healthy plants and flowers as well as floral design techniques.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Floral arrangements can be constructed using fresh flowers and greenery grown yourself or purchased, flowers and greenery dried yourself or purchased, or artificial flowers or greenery.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### *Level A (grades 3-4 suggested)*

**Floral Option** - Create a simple bud vase (1-3 stems of main flower plus appropriate filler and/or greenery) or simple round arrangement (small, compact round cluster of flowers plus appropriate filler and/or greenery).

**Educational Display Option** – Create a poster, notebook or display about one of the following:

1. Chronicle your work in your flower garden (planning, planting, care, harvest, arrangement made with your flowers)

2. Describe how you planned or designed your garden, including how you chose the kinds of flowers.
3. Explain how you harvested your flowers, cared for them, and used them in an arrangement.
4. Explore and explain: pollination - what it is, why important, different ways it occurs or transplanting - what, how, things to watch out for; or role of insects with flowers (good, bad or both).
5. Explore and explain seed germination.
6. Explore and explain how to care for a 'sick' plant.
7. Report on interview with a floriculture professional (what do they do, types of jobs, type of training, hours worked, etc.)
8. Describe an experiment you did and the results.
9. Describe a community service project you did related to your flowers project.
10. Another similar activity.

Level B (grades 5-6 suggested)

**Floral Option** – Create a mixed planter that includes 3 or more kinds of plants, make an item from dried plants, or display a house plant (flowering or non-flowering) you've grown.

**Educational Display Option** – Create a poster, notebook or display about one of the following:

1. Report how you harvested your flowers and/or herbs, cared for them, dried them, and used them.
2. Explore and explain: insects and your flowers and/or herbs.
3. Explore and explain: starting seeds indoors -- the process and pros and cons.
4. Explore and explain: perennials -- what are they, how are they used, benefits or drawbacks.
5. Investigate and describe a butterfly garden -- what types

- of plants, benefits to insects and butterflies, etc.
6. Describe how you planned or designed your garden, including how you chose the kinds of plants, any problems, successes.
7. Describe your houseplant - how you cared for, transplanted to larger pot, any problems, or successes.
8. Explore and explain: plant biology -- form and function, growth, photosynthesis, etc.
9. Explore and explain: how to grow plants indoors -- things to consider, common problems and solutions.
10. Explore and explain: environmental effects related to plants (such as light, water, soil, or temperature).
11. Describe an experiment you did and the results.
12. Explore and explain topics from "Imagine That" -- plants around the world, information about different cultural uses of plants, different ways you used your plants/herbs/flowers.
13. Another similar activity.

Level C (grades 7-9 suggested)

**Floral Option** – Create a terrarium, combination or European planter (3 or more kinds of plants), corsage, boutonniere, or specialty arrangement in a container (using dried flowers, roses, or lilies as the primary content).

**Educational Display Option** – Create a poster, notebook or display about one of the following:

1. Explore and explain: vegetative propagation -- how to, different types, problems and solutions, different uses of.
2. Explore and explain: plant nutrients -- what are they, why does the plant need them, what happens if the plant has too much or too little, planters or containers vs. garden.
3. Investigate the design of multiple plant containers --

- how to, things to consider, selecting plant materials, uses of.
4. Describe how you created your corsage or boutonnieres; or dried arrangement. Be sure to include appropriate information on design principles and how they are used to create your arrangement.
  5. Explore and explain: floral tools and materials (how to use, what they are, care of tools, different uses of a tool or material).
  6. Explore and explain: preserving cut flowers -- how, problems, uses of and/or diseases related to cut flowers.
  7. Illustrate, explore and explain how you dry flowers or other plant materials and/or describe different methods and/or how, why use them.
  8. Explore and explain: medicinal uses and toxicity of fresh and dried flowers and plants.
  9. Describe an experiment you did and the results.
  10. Describe a career exploration activity you did, such as job shadow, interview with a professional.
  11. Describe a community service activity you did related to your flowers project -- what you did, why, results, etc.
  12. Another similar activity.

Level D (grades 10-12 suggested)

**Floral Option** – Create a seasonal arrangement, modern or contemporary arrangement, bridal bouquet, special occasion centerpiece, or plant you have propagated and grown yourself.

**Educational Display Option** – Create a poster, notebook or display about one of the following:

1. Describe how you created your arrangement, include information on the design principles utilized.

2. Explore and explain how you utilize different flowers to make a similar style arrangement for different seasons (tulips in spring, mums in fall, etc.) or how to utilize similar flowers to make different styles of arrangements.
3. Explore and explain: the cost of arrangement and/or a cost comparison with flowers (different types flowers, different time year, etc.).
4. Explore and explain: forcing flowers (bulbs, branches, etc.).
5. Explore and explain: marketing in the floral industry (large or small business) and/ or a market survey and results, and how they can benefit the floral industry.
6. Explore and explain: how to start a business related to the floral industry and may include a business plan.
7. Explore and explain the origins of flowers and/or the floriculture industry around the world.
8. Explore and explain: tissue culture, biotechnology, or traditional breeding of new flower types -- what are they, how are they used, pros and cons.
9. Explore and explain: be a plant detective -- what kinds of problems might you have in growing and caring for flowers, and how to solve.
10. Describe an experiment you did and the results.
11. Describe a community service activity you did related to your flowers project: how, why, results.
12. Another similar activity.

## **Purdue Extension Food Safety Policy (revised 10/2022):**

### **Foods**

#### **State Fair:**

##### ***Baked***

**2 Level A entries per county.**

**2 Level B entries per county.**

**3 Level C entries per county.**

**3 Level D entries per county.**

##### ***Preserved***

**2 Level A entries per county.**

**2 Level B entries per county.**

**3 Level C entries per county.**

**3 Level D entries per county.**

#### **Description:**

The foods project teaches basic baking, preservation and nutrition education skills.

#### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

***For Food Competitions:*** Fillings, frostings, glazes, and meringues are not permitted to contain cream cheese, sour cream, heavy cream, or whipped cream if they are not fully cooked/baked. These items are allowed as ingredients in food products IF the final product is cooked/baked. Additionally, raw milk, raw milk products or uncooked eggs/egg whites are not permitted. Eggs/egg whites that have been cooked to 160°F (i.e. pasteurized or included as part of a batter and baked) are acceptable. No home- canned fruits, vegetables, or meats are permitted as ingredients in food products.

Foods should be transported to the competition in a way that minimizes contamination and maintains the quality of the food (i.e. foods that are judged as frozen should remain frozen at all times).

Recipes must be provided that identifies all ingredients that were used in each part of the product. Any ingredient that could be a potential allergen must be clearly identified. Potential food allergens include, but are not limited to, milk, eggs, peanuts, tree nuts, fish, crustacean shellfish, wheat, soy and sesame. Each food product must be labeled with the following information:

- Name
- Address (4-H member information can be taken from enrollment if needed)
- Contact information (phone and/or email address; 4-H member information can be taken from enrollment if needed)
- Date the food product was made

Contestants should carefully wash their hands and make sure that their hands do not have any open cuts before preparing foods. If cuts are present, the wound should be bandaged and a single use food service glove worn on the hand during all stages of food production. Contestants should not be preparing food exhibits for competition within 48 hours of recovering from any illness. People experiencing symptoms of vomiting, diarrhea, fever, and/or jaundice should not be allowed to

prepare food.

*Judges and individuals who will consume products from county and/or state competitions should be informed that they are at risk for foodborne illness since the established policy cannot guarantee that an entry has been properly prepared or handled before, during or following the competition. The food products for competitions are home produced and processed and the production area is not inspected by the Indiana Department of Health. Tasting of a food product is solely at the discretion of the judge and consumers. Judges are **NOT** to taste any home preserved foods such as low-acid or acidified foods like green beans, tomatoes or tomato products, jams/jellies/fruit preserves or fermented products produced in the home.*

Refer to the [Purdue Extension Food Preservation](#) web site for resources and Purdue Extension educators trained to answer food preservation questions.

Baked food products may be from a boxed mix following the instructions, a boxed mix with added ingredients, or ingredients combined from scratch. Youth are to place their name, county and club on the bottom side of their plate, pan or other container and the official entry tag provided will be placed with the exhibit.

A completed recipe card is to be submitted with each exhibit. Recipe cards are for judging purposes only and will not be returned to the exhibitor. Laminating, wrapping the recipe card in plastic, or placing it in a clear plastic bag is optional. Since it is illegal in the State of Indiana for youth under the age of 21 to purchase or consume alcoholic beverages, 4-H members are to use recipes that do not include an alcoholic beverage as an ingredient. A suitable non-alcoholic or imitation product may be substituted.

Baked food products should be covered during transport and displayed on a paper or foam plate, or another type of disposable container. Pies, casseroles and other similar items are to be baked in a disposable pan. Cakes and sticky items may be displayed on a cardboard strong enough to support the item and covered in foil, plastic, wax paper, or similar substance.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

Perishable baked and frozen exhibits entered for State Fair competition will not be displayed and instead will be donated to a central Indiana homeless shelter.

### **Exhibit Class Guidelines:**

#### **Baked-Level A (grades 3-4 suggested)**

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters after being judged and not displayed.

- Three uniced snack sized cookies.
- Three standard sized unlined muffins.
- Three standard sized unlined muffins containing an ingredient that is a source of Vitamin A or C.
- Three snack sized granola bars.
- Three snack sized brownies or blondies.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any other similar baked item.

#### **Preserved-Level A (grades 3-4 suggested)**

Choose one or more of the preserved products below, or a similar preserved product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters and not displayed.

- A package of 3 baked or unbaked, snack-sized (approximately 2"-3" individual size) frozen cookies. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with recipe and instructions for defrosting or



- baking. Label with name of product, quantity, and date frozen.
- One package of frozen berries. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with recipe and instructions for cooking or defrosting. Label with name of product, quantity, and date frozen.
- One package of dehydrated fruit or vegetable. Display in an appropriate bag or container. Include index card with recipe and instructions for cooking or defrosting. Label with name of product, quantity, and date dehydrated.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.

Any other similar preserved item

#### Baked-Level B (grades 5-6 suggested)

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters after being judged and not displayed.

- A single layer cake without frosting.
- A single layer reduced-fat cake without frosting. Reduce the amount of fat in the recipe by using a fruit puree or baby food fruit product that does not contain yogurt.
- A standard loaf-sized quick bread.
- A standard loaf-sized quick bread containing an ingredient that is a source of Vitamin A or C.
- A coffee-cake.
- A coffee-cake containing an ingredient that is a source of Vitamin A or C.
- Three biscuits or scones that are plain, sweet or savory.
- Three biscuits or scones that are plain, sweet or savory using a whole grain flour mixture.
- Three biscuits or scones that are plain, sweet or savory containing an ingredient that is a source of

Vitamin A or C.

- Three no-yeast, any shape pretzels (shaped, stick or nugget).
- Three no-yeast, any shape pretzel with a whole grain flour mixture (shaped, stick or nugget).
- Three no-yeast breadsticks.
- Three no-yeast cinnamon rolls or other flavored roll without icing or glaze.
- A no-yeast sweet bread without icing or glaze.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any other similar baked item.

#### Preserved-Level B (grades 5-6 suggested)

Choose one or more of the preserved products below, or a similar preserved product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters and not displayed.

- One uncooked frozen mini-pizza using whole-grain pita bread, English muffin, bagel, or already prepared crust (no larger than 7" in diameter) with toppings of your choice. Include at least 4 MyPlate food groups on your pizza. Meat toppings such as hamburger, sausage, bacon, etc. must be cooked. Display on covered cardboard inside freezer bag. Include index card with recipe and instructions for cooking. Label with name of product, quantity, and date frozen.
- One package of any frozen vegetable or combination vegetables. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
- One container of frozen fruit or vegetable juice. Include index card with instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
- One container of frozen soup. Include index card with recipe and

- instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
- A frozen ready-to-eat breakfast sandwich, burrito or similar item. Display on covered cardboard inside freezer bag. Include index card with recipe and instructions for cooking. Label with name of product, quantity, and date frozen.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any other similar preserved item.

### Baked-Level C (grades 7-9 suggested)

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters after being judged and not displayed.

- Three yeast bread sticks or yeast rolls (any shape, medium size – not a sweet roll)
- Three (3) yeast bread sticks or yeast rolls (any shape, medium size - not a sweet roll), using a whole grain flour mixture. Participants are expected to learn how to knead bread dough by hand and allow it to rise appropriately. It is NOT acceptable to use a home bread maker.
- A yeast bread loaf or braid. Participants are expected to learn how to knead bread dough by hand and allow it to rise appropriately. It is NOT acceptable to use a home breadmaker.
- A yeast bread (can be loaf, braid) using a whole grain flour mixture such as whole wheat, rye, oat bran, etc. Participants are expected to learn how to knead bread dough by hand and allow it to rise appropriately. It is NOT acceptable to use a home breadmaker.
- Homemade pizza using a yeast dough. Judges are not expecting this item to be presented hot out of the

oven.

- One package of an, invented healthy snack (such as a granola bar, popcornsnack, trail mix, etc.). Your snack must include at least 2 food groups from MyPlate. Exhibit must include your snack product and a separate folder containing a marketing plan with product name, recipe, how it will be packaged, a package design, where it will be sold and suggested selling price. Style your snack for a photo shoot and include the picture in your marketing plan. Label should include product name, date, quantity, and serving size.
- Prepare an entrée casserole that meets three MyPlate requirements for a meal. Use care when transporting to prevent spoilage. Judges are not expecting this casserole to be presented hot out of the oven.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any similar baked item.

### Preserved-Level C (grades 7-9 suggested)

Choose one or more of the preserved products below, or a similar preserved product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters and not displayed.

- One (1) container of freezer jam. Include index card with recipe and instructions for storing. Label with name of product, quantity, and date frozen.
- One jar of a canned tomato product using the Hot Pack Method for a boiling water bath canner, such as tomato juice, catsup, barbecue sauce, or salsa. Include index card with recipe and instructions for cooking or using the product. Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. **Note: Only food preservation products made using USDA approved recipes**

**and techniques are acceptable.**

- One jar of a canned pickled product or canned pickles. Include index card with recipe, processing, and storage instructions. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. **Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.**
- Frozen yeast dough (bread loaf, roll balls, sticks, pizza, etc.). Include index card with recipe and instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any similar preserved item.

Baked-Level D (grades 10-12 suggested)

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters after being judged and not displayed.

- A single or double crust baked fruit pie (no graham cracker crust). (Note: Custards, cream, cream cheese frosting and fillings, and raw egg white frosting are not acceptable in an exhibit because they are highly perishable when left at room temperatures.)
- A baked food product for a catered meal or special event in which organizers have requested low fat and/or reduced sugar items. Exhibit will include your food product and a notebook outlining how this product is to be used at the event, menu, supplies to buy, preparation schedule, equipment, table layout, etc. A table display is optional.

- Select a condition in which people have to specifically modify their eating habits (diabetes, heart disease, Celiac disease, food allergies, etc.) Prepare a baked food product appropriate for someone with this condition. Exhibit will include your food product and a notebook summarizing the condition or allergy, nutrition considerations involved with the condition, a description of your baked item, and an explanation of how it fits within the nutrition considerations. Make sure to note any ingredients that could cause an allergic reaction.
- Prepare an entrée casserole that meets four MyPlate requirements for a meal. Use care when transporting to prevent spoilage. Judges are not expecting this casserole to be presented hot out of the oven.
- An international or ethnic food of choice. This may be a cold or hot product. Use care when transporting to prevent spoilage. Judges are not expecting this product to be presented hot out of the oven.
- A specialty pastry.
- Create a baking mix and provide a sample of the baked product. Include an index card with instructions, wet ingredients needed, and baking instructions.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any other similar baked item.

Preserved-Level D (grades 10-12 suggested)

Choose one or more of the preserved products below, or a similar preserved product of choice. It is suggested a participant choose a different option each year, but this is not a requirement. Exhibits entered at state fair will be donated to local homeless shelters and not displayed.

- One jar of pressure canned vegetables, meat or combination product, such as soup, stew, spaghetti sauce with meat, etc.

Include index card with recipe and instructions for cooking or using the product. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. **Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.**

- One package of a combination food frozen entree in freezer container. The combination food should contain 3 food groups from MyPlate. Exhibit should include an index card with recipe and instructions for reheating. Display in disposable containers. No containers will be returned. Label with name of product, quantity, and date frozen.
- A jar of cooked jam or a reduced-sugar fruit spread. Include recipe card. Label with name of product, quantity, and date made. **Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.**
- One container of a thaw and eat frozen prepared appetizer. Include index card with recipe and instructions for defrosting. Label with name of product, quantity, and date frozen.
- One container of a thaw and eat frozen prepared dessert. Include index card with recipe and instructions for defrosting. Label with name of product, quantity, and date frozen.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any other similar preserved item.

## **Forestry**

**State Fair: 3 per county, one per level**

### **Description:**

This project teaches youth natural resources and forestry related skills.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any forestry topic of choice that is age/grade appropriate.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any forestry topic of choice that is age/grade appropriate.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any forestry topic of choice that is age/grade appropriate, prepare a herbarium collection that contains at least 25 native Indiana forest leaves, or prepare a herbarium collection that contains at least 25 native Indiana forest shrubs. Youth can also

design and complete an independent study activity.

Herbarium Collections - Collect 25 terminal twigs and at least two leaves, if space allows (only one compound leaf is required), from native forest trees. Mount the specimens on 11 1/2" x 16 1/2" paper. One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. Cover each specimen. There are no specific references given for these exhibits. Youth are encouraged to use Extension publications, the Internet, books, and forest specialists when collecting and identifying specimens. The herbarium collection must be accessible to the judges. Do not cover it under the plastic that covers your poster. Youth may want to attach a folder or other holder over your poster to hold the mounted, covered specimens.

## **Garden**

### **State Fair:**

**1 collection per member,  
unlimited number of county entries.**

**5 single vegetable entries per  
member, unlimited number of county  
entries.**

**3 herb entries per member,  
unlimited number of county entries.**

**1 potato tray entry per member,  
unlimited number of county entries.**

**1 tomato plate entry per  
member, unlimited number of county  
entries.**

**1 educational exhibit entry per  
county.**

### **Description:**

Youth will learn about plant growth, soil nutrition, and management of insects and diseases related to fresh vegetable and herb production.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to

complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Refer to Suggested 4-H Garden Exhibits, 4-H 970-w, to learn about size, weight, and other suggested specifications.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

Vegetable exhibits entered for State Fair competition will not be displayed and instead will be donated to a central Indiana food bank.

### **Exhibit Class Guidelines:**

#### **Level A (grades 3-4 suggested)**

Choose one or more options outlined below. All vegetable and herb exhibits must include common name and variety. Vegetable exhibits entered at state fair will be donated to local food banks and homeless shelters after being judged and not displayed.

#### **Level B (grades 5-6 suggested)**

Choose one or more options outlined below. All vegetable and herb exhibits must include common name and variety. Vegetable exhibits entered at state fair will be donated to local food banks and homeless shelters after being judged and not displayed.

Level C (grades 7-9 suggested)

Choose one or more options outlined below. All vegetable and herb exhibits must include common name and variety. Vegetable exhibits entered at state fair will be donated to local food banks and homeless shelters after being judged and not displayed.

Level D (grades 10-12 suggested)

Choose one or more options outlined below. All vegetable and herb exhibits must include common name and variety. Vegetable exhibits entered at state fair will be donated to local food banks and homeless shelters after being judged and not displayed.

**Garden Collection Option**

Create a 3-plate, 4-plate, or 5-plate collection display of vegetables you have grown and cared for from the single vegetable list. Display each vegetable on a disposable plate. Inclusion of flowers is optional.

**Single Vegetable Option**

Display from the list below vegetables you have grown and cared for on a disposable plate.

<b>Vegetable</b>	<b>Plated Display Description</b>
Asparagus	Asparagus, 5 spears
Beans	Cowpea, black-eyed pea, southern pea, etc., 10 pods or 1/2 cup shelled
Beans	Snap, Green or Wax, 10 pods
Beans	Lima-large or small - 10 pods or 1/2 cup shelled
Beans	Navy, kidney, shell out, etc.-1/2 cup shelled
Beets	Round, flat, and long types, 3
Broccoli	Broccoli, 1 head
Broccoli raab	Broccoli raab, 3 heads
Brussels sprouts	Brussels sprouts, 5 heads
Cabbage	Chinese type (bok choy or pak choy), 1 head
Cabbage	Chinese type (napa cabbage), 1 head
Cabbage	Round, Flat or Pointed type, 1 head
Carrots	Carrots, 3
Cauliflower	Cauliflower, 1 head
Celery	Celery, 1 bunch
Chard	Chard, 10 bundled leaves

Collards	Collards, 10 bundled leaves
Corn	Sweet-yellow, white or bicolor, 3 ears
Cucumbers	Dill, Pickling, 3
Cucumbers	English or hothouse, 1
Cucumbers	Slicing with seeds, 3
Eggplant	Eggplant, 1
Kale	Kale, 10 bundled leaves
Kohlrabi	Kohlrabi, 3
Muskmelon	Muskmelon (cantaloupe), 1
Okra	Okra, 3 pods
Onions	Green, 5 onions in a bunch
Onions	Red, Yellow or White, 3
Parsnip	Parsnips, tops off, 3
Peas	Peas, edible pod such as snow peas ,10 pods
Peas	Peas, unshelled, 10 pods
Peppers	Bell type, 3
Peppers	Chili type, 3
Peppers	Serrano type, 3
Peppers	Banana/Long/Wax/Hungarian type, 3
Peppers	Pimiento type (red), 3
Peppers	Cayenne type, 3
Peppers	Jalapeno type, 3
Peppers	Cherry type, 3
Peppers	New Mexican, long green, Anaheim type, 3
Peppers	Ancho type, 3
Peppers	Tabasco type, 3
Peppers	Habanero type, 3
Potato	Potatoes, any color, 3
Pumpkin	Pumpkin, (other), 1
Pumpkin	Table, Canning, or Ornamental, 1
Radishes	Radishes, 5
Rhubarb	Rhubarb, 3 stalks bundled
Rutabaga	Rutabaga, 3
Spinach	Spinach, 10 bundled leaves
Squash	Banana, or other large winter squash type, 1
Squash	Buttercups, Turbans, 1
Squash	Butternut, 1
Squash	Cushaw, 1
Squash	Hubbards – blue, green or golden, 1
Squash	Scallops/Patty Pans, 1

Squash	Straight or crookneck – i.e. summer squash, 1
Squash	Acorn, 1
Squash	Zucchini or cocozelle, 1
Sweet Potato	Sweet potatoes, 3
Tomatillos	Tomatillos, 3
Turnips	Turnips, 3
Watermelon	Watermelon, 1
Any Other Vegetable	Any vegetable not listed above, include 1-3 specimens

### Herb Option

Display from the list below a single herb plant you have grown and cared for in an appropriate size pot that has a saucer bottom.

Herb Name and Description	
Basil ( <i>Ocimum basilicum</i> )	"all edible types"
Catnip ( <i>Nepeta cataria</i> )	"all edible types"
Chamomile ( <i>Chamaemelum nobile</i> )	"all edible types"
Chives ( <i>Allium schoenoprasum</i> )	"all edible types"
Coriander or Cilantro ( <i>Coriandrum sativum</i> )	"all edible types"
Dill ( <i>Anethum graveolens</i> )	
French tarragon ( <i>Artemisia dracunculus</i> )	
Lavender ( <i>Lavendula sp.</i> )	"all edible types"
Mint ( <i>Mentha sp.</i> )	"all edible types"
Oregano ( <i>Origanum vulgare</i> )	
Parsley ( <i>Petroselinum crispum</i> )	"all edible types"
Rosemary ( <i>Rosemarinus officinalis</i> )	
Sage ( <i>Salvia officinalis</i> )	
Sweet Marjoram ( <i>Origanum majorana</i> )	
Thyme ( <i>Thymus vulgaris</i> )	"all edible types"
Any Other Herb	

### Potato Tray Option

Display from the list below approximately 30 potatoes you have grown and cared for in a 12 1/2" x18" tray. A tray will be provided when checking-in potato exhibits at state fair.

Potato Description
Red (Norland, Triumph), etc.
Russett (Haig, Norgold, Superior), etc.
White, long type (Kennebec), etc.
White, oval type (Irish Cobbler), etc.
White, round type (Katahdin), etc.
Other (yellow, blue, etc.)

### Tomato Plate Option

Display from the list below tomatoes you have grown and cared for on a disposable plate.

Tomato Description
Pink or purple, 3
Red (for canning), 3
Red (for market), 3
Roma or paste type, 3
Intermediate type, 10
Small Cherry or Pear, 10
Yellow or orange, 3

### Educational Exhibit Option

Create an educational poster, notebook or display about any manual activity or on any gardening topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

### Genealogy

**State Fair: 5 entries per county, one per division**

#### Description:

This project helps young people know where their ancestors resided, traveled, and developed some family tradition.

#### Exhibit Guidelines:

Forms for this project are found on the Indiana 4-H Web site [www.extension.purdue.edu/4-H](http://www.extension.purdue.edu/4-H) click on "projects" and then on Genealogy to reach downloadable forms. This project is organized into divisions and not grades for a youth cannot start in Division 3 without first completing Division 1 and Division 2. This is a project that builds on the previous division information in order to be successful in building your family tree. If you are using a genealogical commercial software program, you may need to type in or hand write in information required by the Indiana 4-H genealogy project. See 4-H forms on the 4-H website linked above.

The exhibit will consist of no more than four (4) notebooks for Division 1-4 and first year Advanced Division. (If a notebook requires additional space, label it as notebook x, continued.) Those notebooks are:

- Book #1 – Appropriate size notebook or binder, contains introduction sheet, pedigree charts and family group sheets
- Book #2 – Appropriate size notebook or binder, contains additional information worksheets and diary of work
- Book #3 – Appropriate size notebook or binder, contains supporting documents, pictures, etc.
- Book #4 – Appropriate size notebook or binder, contains Advanced Division options only (Begin using this notebook in first year of the advanced division or the fifth year of project enrollment.)
- Another notebook should be maintained and kept in a secure place at home to keep original personal and legal documents as well as previously exhibited work.

*Note – Youth may consolidate information in order to have fewer notebooks. In this case, indicate on the cover the notebook numbers included and use dividers to separate information by notebook number, as well as contents as indicated below:*

Notebooks should be tabbed and in the following order:

Book #1 - Introductory Page; Pedigree Charts; Family Group Sheets  
 Book #2 - Additional Information Worksheets; Diary of Your Work  
 Book #3 - Any Other Documents (label with ancestor numbers on tab)

Book #4 – Advanced Division Options (label each tab separately with the specific option); Diary of Your Work (this will be a second diary describing work done for each advanced division option)

Pedigree Charts, Family Group Sheets, Additional Information Worksheets, and

#### Suggested Genealogy Supply List:

- Four 3” -ring (D-ring type suggested) notebooks (Book #1, #3, #4 will be exhibited and the fourth 3” D-ring

Diary Sheets are to be placed in the notebook back-to-back in sheet protectors to save space, reduce the information being damaged, and reduce the number of sheet protectors required.

So the notebook exhibit can be displayed to the public and to minimize the potential of identity theft, original legal documents are **NOT** to be included in the exhibit notebook. Instead, a photocopy of any legal document is to be included in the notebook and all identifiable information (like social security numbers) except for names is to be completely marked out. Original legal documents are to be kept in a secure location by the 4-H member and his/her family.

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H members exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc.

Reference notations are to be made in the “source” column of the Family Group Sheet and on each document.

If information on a family member is unknown, an additional information worksheet for each required ancestor is still required. Write “unknown” or “NIA” (no information available) in PENCIL for each sheet of unknown ancestors or list several ancestors on a page and insert page in proper numerical order.

After exhibiting the 1st year of the ADVANCED Division, only the Advanced Division notebook (Book #4) with ALL OPTIONS (no pedigree charts, no family group sheets, no additional information sheets, no documents from Divisions 1-5) needs to be exhibited each year the genealogy project continues.

notebook to maintain documents at home and NOT exhibited.)

- One 2” -ring (D-ring type suggested) notebook (Book #2)



- Computer or legible printing/handwriting (be consistent with method used)
- #2 lead pencil with soft eraser Black ink pen
- Yellow highlighter
- Notebook tabs AND acid free dividers (several tabs will be needed, be consistent with style used, should not appear past edge of notebook)
- Fine point permanent Black marker
- Acid free and non-glare sheet protectors Acid free paper
- Acid free glue stick
- Acid free satin Scotch tape
- Scissors
- Correction tape
- Lots of creativity to make the exhibit your own while still following the exhibit guidelines.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Division 1 (1<sup>st</sup> year in project suggested)**

1. Exhibit notebook that includes the following:

- Book #1

An Introduction page with a recent photograph of yourself.

Completed three-generation pedigree chart. This includes you, your parents, and your grandparents, ancestors #1 through #7. Put all surnames in capital letters and all dates in military form (12 July 1974). Give each person a number, as described in the "Recording the Information" section of the Indiana 4-H Genealogy Resource Guide 4-H 748. **You must use the pedigree charts listed at the [www.extension.purdue.edu/4-H](http://www.extension.purdue.edu/4-H), 4-H 748Pc-W or 4-H 748Pbw-W or**

the commercial software forms, but not the old "packet" pedigree charts.

A Family Group Sheet for your parents and each pair of grandparents. Sources of information **MUST** be filled in on family group sheets (see section "Recording the Information").

- Book #2 (Ancestors 1-7 information)

Four (4) "Additional Information Worksheets": one(1) for you, the 4-H member

one (1) for your parents

one (1) for each set of grandparents (total = two worksheets)

- A diary of your work

- Book #3 (Ancestors 1-7 information)

Any documents or pictures pertaining to these three generations. Documents must be labeled with ancestor name and ancestor number. Pictures need to be labeled with ancestor name, plus names of all known people, place and date picture was taken, as well as ancestor numbers.

#### **Division 2 (2<sup>nd</sup> year in project suggested)**

1. Exhibit notebook that includes the following

- Book #1

Four-generation pedigree chart. This would include you, your parents, grandparents, and great-grandparents, ancestors #1 through #15. **You must use the pedigree charts listed at [www.extension.purdue.edu/4-H](http://www.extension.purdue.edu/4-H), 4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old "packet" pedigree charts

A Family Group Sheet for each pair of great-grandparents. Sources of information filled in on family group sheets (see section "Recording the Information" in the Indiana 4-H Genealogy Resource Guide 4-H 748).

- Book #2 (Ancestors 8-15 information)

An additional information worksheet for each set of great grandparents.

- A diary of your work
- Book #3 (Ancestors 8-15 information)

Any photographs taken of tombstones of your ancestors and their children. Please document location of tombstone(s) and label with ancestor name, ancestor number, and date photo was taken. Rubbings are acceptable in lieu of photographs.

Any other documents or pictures pertaining to these generations, correctly labeled.

Exhibit Book #1, Book #2, and Book #3. Books 2 and 3 should only include Division 2 ancestors 8-15 and related information.

Division 3 (3<sup>rd</sup> year in project suggested)

- Exhibit notebook that includes the following:
  - Book #1

Five-generation pedigree chart, ancestors #1 through #31. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors. If an ancestor is UNKNOWN, please indicate as UNKNOWN. **You must use the pedigree charts listed at [www.extension.purdue.edu/4h](http://www.extension.purdue.edu/4h), 4-H 748Pc-W or 4-H 748Pbw-W, or the commercial software forms, but not the old "packet"**

pedigree charts

Additional Family Group Sheets for generation five (5). Sources of information

or the commercial software forms, but not the old "packet" pedigree charts

Additional Family Group Sheets for generation six (6). Sources of information must be filled in on family group sheets (see section "Recording the Information").

- Book #2 (Ancestors 32-63 information)
  - Additional information worksheets
  - A diary of your work

must be filled in on family group sheets (see section "Recording the Information" in Indiana 4-H Genealogy Resource Guide 4-H 748.).

- Book #2 (Ancestors 16-31 information)
  - Additional information worksheets
  - A diary of your work
- Book #3 (Ancestors 16-31 information)

Write an autobiography, the story of your life. Include pictures, relevant dates, and important events. OR, write an essay about what your hopes and dreams are for the future, or about life goals you hope to attain.

Any documents or pictures pertaining to these generations, correctly labeled.

Exhibit Book #1, Book #2, and Book #3. Books 2 and 3 should only include Division 3 ancestors 16- 31 and related information.

Division 4 (4<sup>th</sup> year in project suggested)

- Exhibit a notebook(s) that includes the following:
  - Book #1

Six-generation pedigree charts, ancestors #1 through #63. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors.

**You must use the pedigree charts listed at [www.extension.purdue.edu/4-H](http://www.extension.purdue.edu/4-H), 4-H 748Pc- W or 4-H 748Pbw-W**

- Book #3 (Ancestors 32-63 information)
  - A copy of a photograph or a story of a sixth-generation ancestor.

Include information about the date when the photograph was taken, how or where you found it and what's happening in it or why it was taken. If this is unavailable, write a story about the historical period during which your sixth generation ancestor was living.

Any documents or pictures pertaining to these generations, correctly labeled.

Exhibit Book #1, Book #2, and Book #3. Books 2 and 3 should only include Division 4 ancestors 32- 63 and related information.

Advanced (5<sup>th</sup> year and above in project suggested)

- Exhibit notebook that includes the following:
  - Book #1

Seventh and eighth-generation pedigree charts, ancestors #64 through #255. If ancestry is unknown, please indicate as Unknown. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors.

Your family group sheet for generations seven and eight.

- Sources of information filled in on family group sheets (see section "Recording the Information" in the Indiana 4-H Genealogy Resource Guide, 4-H 748).
- Book #2 (Ancestors 64-255 information)
  - Additional Information worksheets
  - Diary of your work
- Book #3 (Ancestors 64-255 information)

Any documents or pictures pertaining to these generations; correctly labeled.

- Book #4
  - One new advanced level option (see below). Advanced division exhibitors must include ALL options submitted in prior years, with each option labeled with the year completed.

Pedigree charts are available on the Indiana 4-H Web site for your additional genealogy research. EACH YEAR FOLLOWING, continue to add ancestors to

your pedigree charts. In addition, choose one of the following options that has not been completed previously. Please identify, by letter, the option that you are completing (for example: Advanced Division, Year 1, Option A; Advanced Division, Year 2, Option C; etc.)

Advanced Division Year 2 and beyond – Exhibit Book #4 that contains advanced division options and a second diary of work. If additional ancestry information was found in the seventh and eighth generation, exhibit Book 1 noting ancestors completed this year along with Books 2 and 3 demonstrating this year's work.

EXPLAIN the information received as to how it relates to you and your ancestors. Copies of documents obtained in previous divisions are acceptable and should be utilized in the option chosen if needed.

- A. A migration map of your eight-generation ancestors. You should have at least one map per family line with charts or explanations of the migrations.
- B. A timeline historical report of a family line. Show how this family fits into history. Document your report as well as possible with dates, records, places or maps, pictures, etc. Be sure to include proper labels and sources.
- C. A census history of a family line. Census abstract forms can be found on several websites. Download forms to abstract the census. Your notebook should contain copies of the census and the completed abstract form for each census.
- D. A history of your family's religious background for any family line or lines. Include a brief history of the denomination. Include baptism, confirmation or profession of faith and membership records. Also include information or history of the congregations involved. Be sure to include proper labels and sources.
- E. A history of your family's military service for a family line. Include supporting documents when possible.

These documents could include military records, (muster rolls, discharge papers, etc.), pension records, and bounty land records, as well as maps and pictures. Be sure to include proper labels and sources.

- F. A research paper on a famous ancestor. Prove your relationship to this person with documentation. Try to include pictures and anecdotes to enhance your paper.
- G. Complete a family line or lines back as many generations as possible beyond eight generations (ancestors 256 and beyond). Include pictures, maps and documents. Be sure to include proper labels and sources.
- H. A timeline historical report of another family line not previously completed. Document as well as possible as in Option B. You need to state at the beginning that this is a second family historical report on such ancestor.
- I. A history of your family's military service for a family line not previously completed. Include supporting documents as in Option E. You need to state at the beginning that this is a second family military history report on such ancestor.
- J. Family DNA history. (This can be a very expensive option) Please include charts and explanations.

i.e. use pie charts, ethnicity estimates, approximate percentage regionally, number of countries searched, genetic percentage, family tree, graphs, etc.

- K. Any other genealogy related activity of choice.

## **Geology**

**State Fair: 3 per county, one per level**

### **Description:**

Geology involves studying the earth's crust, its layers, and their history. Youth learn to identify Indiana rocks, minerals, and fossils.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Specimens may also be displayed in a 24"x 18"x 3" collection box, displayed horizontally.

You may purchase your specimens and may display rocks, fossils, and minerals. If you purchase a specimen, indicate when and where you purchased it and the location where you would expect to find the specimen. If you collect a specimen, indicate the county and township where you found it.

Posters and display boxes will be exhibited "standing up" at the Indiana State Fair. Therefore, you need to mount your specimens securely. Subject matter experts suggest the following methods: soaking 1/2 cotton ball in Elmer's glue, hot glue, or clear tub sealant. Place the cotton ball in your box and put your rock (or fossil or mineral) on the cotton ball and let sit. It will take 1-2 weeks for Elmer's glue to fully harden. Specimens mounted with Elmer's glue can be removed by soaking the cotton ball in water. Glue remaining on the rock may be brushed off with an old, damp toothbrush.

When exhibiting rocks show a fresh surface (recently cracked or broken surface) to help judges identify the rock.

Labels - Include the specific geographical location where you would expect to find any specimens as well as where you actually acquired it (found, purchased, etc.).

Do not identify your specimens any further than phylum and class. There is one exception to this for fossils which are identified to phylum OR class. Class should only be used for fossils of mollusks, backboned animals, and arthropods.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any geology topic of choice that is age/grade appropriate.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any geology topic of choice that is age/grade appropriate, or collection of 8-16 minerals and/or fossils.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any geology topic of choice that is age/grade appropriate, or collection of 15-25 minerals and/or fossils and/or jewel stones. Youth can also design and complete an independent study activity.

## **Health**

**State Fair: 3 exhibits per county, one per level**

### **Description:**

The 4-H Health project is designed for youth interested in basic first aid and healthy well-being, as well as those interested in pursuing a medical profession career.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list

indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any health topic of choice that is age/grade appropriate. Another option is to create a family first aid kit, emergency kit, an emergency kit to take on a hiking, biking, skiing or similar trip, or another similar kit.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any health topic of choice that is age/grade appropriate. Another option is to create a personal nutrition kit to use when doing physical activity like chores, working out at the gym, hiking, biking, skiing, or another similar kit.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any health topic of choice that is age/grade appropriate. Another option is to create an activity or guide to help yourself or

others become more aware of financial wellness, mental health, disease prevention, or other similar topic that promotes healthy habits. Youth can also design and complete an independent study activity.

## **Home Environment**

**State Fair: 6 per county, two per level**

### **Description:**

Youth will apply the principles of design to home design and decoration as well as learn about care of home furnishings.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Choose one of the following options:

- Furniture Item and Notebook – create a wall hanging, storage organizer, a set of 3-5 accessory items or something

similar for the home or similar activity.

- Design Board and Notebook – color a line drawing from your manual and create three color schemes, color a line drawing from your manual and demonstrate dominant and supportive color, or display a line drawing showing where furniture would be placed in the room or similar activity.
- Portfolio – Collect different color schemes, magazines showing different furniture designs, or magazines/photographs of formal vs informal balance, dominant and supportive colors, etc. or similar activity.

#### **Intermediate (grades 6-8 suggested)**

Choose one of the following options:

- Furniture Item and Notebook – refinish or repurpose a piece or set of furniture, storage unit, or display a collection of 3-5 similar home accessory items, or similar activity.
- Design Board and Notebook – create a line drawing for a room in your home showing furniture layout, accessory items and fixtures or similar activity.
- Portfolio – display a sample of three different types of wall treatment with explanation of each, three different floor treatments with explanation of each, an energy plan for your home, or similar activity.

#### **Advanced (grades 9-12 suggested)**

Choose one of the following options:

- Furniture Item and Notebook – refinish or repurpose a piece or set of furniture, storage unit, or display a collection of 3-5 similar home accessory items, or similar activity.
- Design Board and Notebook – display a floor plan for any room of your house or the

whole house or apartment, or similar activity.

- Portfolio –display a sample of three different lighting or window treatments with an explanation of each, interview an interior designer and prepare a report, a home energy saving proposal plan, or similar activity.

### **Exhibit Categories:**

- Furniture Item and Notebook

An actual piece of furniture accompanied by a standard notebook (3-ring binder) explaining the who, what, when, where, why, and how of the chosen project. We suggest including pictures showing where the item will be used. Also, we encourage 4-H members to include pictures of themselves doing the project, but this is not required. Always place your identification information in the notebook and on the furniture.

- Design Board and Notebook

Standard 22" x 28" poster, displayed horizontally with a firm backing. Design boards must be covered with plastic to protect and help hold items in place. An identification name tag must be attached in the lower right corner. The notebook is to help explain the who, what, when, where, why, and how of the chosen design. This can be a "before and after project" or "plan in the future" project.

- Portfolio

Standard notebook (3-ring binder). If 4-H members choose to do this option more than one year, we suggest that they keep the previous year's materials in the notebook. Place materials for the current year in the front, with the previous year's materials clearly marked or labeled at the back. Always place your identification information in the notebook.

## **Junior Leaders** **NO STATE FAIR ENTRY**

### **Description:**

The Junior Leader project allows 4-H members in grades 7-12 the opportunity to provide their Adult 4-H Volunteers with additional assistance in their 4-H Clubs and related activities while serving as mentors and role models to the younger 4-H members by sharing their experiences with them. Many counties offer county-wide opportunities for Jr. Leaders to meet and serve the community.

### **Exhibit Guidelines:**

Junior leaders develop skills in the areas of civic engagement, leadership, entrepreneurship and more through a variety of hands-on experiences throughout the year.

### **Exhibit Class Guidelines:**

Contact your county 4-H youth development educator to learn more about your county's Junior Leaders project.

## **Leadership** **NO STATE FAIR ENTRY**

### **Description:**

This project allows the opportunity to learn life skills that are important to be effective leaders of themselves and of groups.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in

the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any leadership topic of choice that is age/grade appropriate.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any leadership topic of choice that is age/grade appropriate.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any leadership topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

## **4-H Lego® – Type Model**

### ***NO STATE FAIR ENTRY***

*Lego-type models can be considered as “Any Other Craft” project for a State Fair entry, however a Champion placing does NOT mean it will automatically be going to the State Fair.*

This project will encourage the member to use his or her imagination and ingenuity in creating an exhibit for the 4-H Fair. Overall design, construction techniques, creativity, sturdiness and balance will be some of the criteria used to judge this project. When building your model, follow these guidelines.

**THERE IS TO BE NO GLUING OF BLOCKS TOGETHER OR PAINTING OF ANY BLOCKS.**

- All exhibits in this project must be of “free design” or “original design”. For example, if the level

that you are enrolled in suggests that you may build a car, it must be of your own design, not a “car kit” that can be bought.

- The beginning exhibits should be simple and should become more complex as you advance through the levels.
- The use of the word “Lego®” is used only as a guide for the project. You are free to use any brand of “blocks” that are similar to “Lego®” to complete your project. **NO K’NEX®** will be allowed in this project.
- Project size will be limited to 15” w. x 15” d. X 8” ht.
- Models and Lego®’s need to be displayed on a solid non-flexible base, such as plywood, to provide sturdiness for the exhibit. They must stay within the size requirements of the projects.

**4-H EXHIBIT REQUIREMENTS:** Craft Card must accompany projects to fair. 4-H 618 a-w

### **BEGINNER – GRADES 3, 4, & 5**

**EXHIBIT:** Build a “fictional” Character or “thing”. Examples: an animal, a person, a statue, a totem pole, etc. (No multiple exhibits put into one.)

### **INTERMEDIATE – GRADES 6, 7, & 8**

**EXHIBIT:** Build a structure such as a house, skyscraper, a barn, any type of building or some type of vehicle such as a car, truck, plane, tractor, farm implement, boat, etc. (No motorized parts in this division.)

### **ADVANCED – GRADES 9, 10, 11, & 12**

**EXHIBIT:** Build and exhibit two of any related objects (new exhibits) from either Beginner or Intermediate. Examples could be two animals, two statues, two cars, etc. Motorized parts may be used in this division.



# Photography

## State Fair:

**2 beginner per county**

**3 intermediate per county**

**3 advanced per county**

### Description:

This project teaches youth how to take quality photographs with a camera or digital device.

### Exhibit Guidelines:

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

All images are to be original images taken by the 4-H member during the current program year. Captions are not recommended.

**Print board exhibits** are to include 10 photos mounted on a poster as described above, each no larger than 5"x7". Number each print 1-10. Prints may be a mix of digital and/or standard development. Create a title of choice for the print board exhibit. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

**Salon prints** are to be no larger than 11"x14", mounted on a standard 16"x20" salon mount, and displayed vertically. Salon prints are to be placed in a clear plastic sleeve and captions are not recommended. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Images may be taken with a film camera, digital camera, cell phone, or other electronic device. Altering of images by any other means besides the device it was taken with is to be entered in the **creative/experimental** category. Creative/experimental exhibits must include the original photo on the back side of the board, a description of how the image was

altered, and equipment/software used to alter the image.

Editing photos such as cropping, color adjustment and other enhancements are considered to be part of the normal photography educational learning process and are permissible. So judges can better evaluate a photography exhibit, the 4-H member is asked to attach to the back of their salon or print board exhibit, the make and model of camera used and a description of any editing.

A photo that has been modified to change the original content, meaning or story captured, should be entered in the creative or experimental class. Photos exhibited as creative or experimental are to attach to the back of their exhibit, the make and model of camera used, software or other tools used to change the photo, a description of how the photo was changed and a copy of the original photo before editing.

Sepia tone photographs (mono chromatic) are to be entered as black and white photos.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### Exhibit Class Guidelines:

#### Beginner (grades 3-5 suggested)

Choose one or more of the following:

- Black and White Print Board
- Color Print Board
- Black and White Salon Print
- Color Salon Print
- Creative/Experimental Salon Print

#### Intermediate (grades 6-8 suggested)

Choose one or more of the following:

- Black and White Print Board
- Color Print Board
- Black and White Salon Print
- Color Salon Print
- Creative/Experimental Salon Print

#### Advanced (grades 9-12 suggested)

Choose one or more of the following:

- Black and White Print Board
- Color Print Board
- Black and White Salon Print
- Color Salon Print
- Creative/Experimental Salon Print

## **4-H Reading**

### ***NO STATE FAIR ENTRY***

(Everyone must read 8 books on their reading level)

#### **GRADES 3-5**

1. You must read at least two CALDECOTT Award books.
2. You must read at least one non-fiction book.
3. You must read at least two YOUNG HOOSIER books.
4. The remaining books you may choose on your own.

#### **GRADES 6-8**

1. You must read at least one YOUNG HOOSIER book.
2. You must read at least one NEWBERRY Award book.
3. You must read at least 2 nonfiction books.
4. You must read at least 2 fiction books.
5. The remaining books you may choose on your own.

#### **GRADES 9-12**

1. You must read at least two CALDECOTT Award books.
2. You must read at least two NEWBERRY Award books.
3. You must read at least two nonfiction books
4. The remaining books you may choose on your own.

### **ALL GRADE REQUIREMENTS;**

1. The reader will read eight (8) books. A few must fall under certain categories as stated in the reading requirements.
2. A short and simple book information sheet (available from the Extension Office) will be filled out for each of the eight books read.
3. A special project to be chosen by each

member from the special project list (available at the Extension Office) should be completed.

**EXHIBIT:** Each member will display their book information sheets and their special project at the 4-H fair.

## **Sewing: Non-Wearable**

### **State Fair: 10 exhibits per county, one per grade level**

#### **Description:**

The sewing project teaches fabric selection, pattern selection and sewing machine use to construct items used around the home or other purposes.

#### **Exhibit Guidelines:**

Older youth enrolled in the 4-H sewing project for the first time may not feel comfortable demonstrating their assigned grade level skills. In this instance the county 4-H youth development educator may, at the request of the 4-H member and parent, assign the member to a lower level grade level to develop fundamental skills.

Provide a completed sewing skills card, 4-H 925c-W, with the exhibit. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

#### **Exhibit Class Guidelines:**

##### **Grade 3**

Create one non-wearable sewn item demonstrating at least 2 skills from Sewing Skills and Techniques, 4-H-925-SC-W.

*From Sewing Skills and Techniques,  
4-H-925-SC-W*

*Demonstrate at least 2 of the following skills:*

- *Insert elastic or drawstring*
- *Sew and trim a crotch curve*
- *Machine topstitch hems*

- *Use a simple seam finish*
- *Stitch in the ditch*

#### Grade 4

Create one non-wearable sewn item, or set of items, demonstrating at least 2 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in the prior grade.

*From Sewing Skills and Techniques, 4-H-925-SC-W*

*Demonstrate at least 2 of the following skills:*

- *Use interfacing*
- *Staystitch and understitch*
- *Apply a facing or binding*
- *Stitch curved seams*
- *Trim and grade seams*
- *Work with fiberfill*
- *Machine topstitch hems*

*Seam finishes are recommended on all exposed seams*

#### Grade 5

Create one non-wearable sewn item, or set of items, demonstrating at least 3 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

*From Sewing Skills and Techniques, 4-H-925-SC-W*

*Demonstrate at least 3 of the following skills:*

- *match fabric design*
- *gather fabric*
- *insert zipper*
- *use a drawstring*
- *hand-stitch a hem*
- *sew a simple sleeve*
- *apply purchased trim or ribbons*
- *sew patch or inseam pockets*
- *use a simple lining*
- *do a machine blind hem*
- *apply machine topstitching*
- *do a machine topstitched hem*
- *sew with knit*
- *insert elastic*
- *apply facings*
- *sew buttons*
- *apply binding*
- *use batting*

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

#### Grade 6

Create one non-wearable sewn item, or set of items, demonstrating at least 4 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

*From Sewing Skills and Techniques, 4-H-925-SC-W*

*Demonstrate at least 4 of the following skills:*

- *make darts*
- *set in sleeves*
- *insert a lapped zipper*
- *hand-stitch a hem*
- *make buttonholes*
- *sew tucks or pleats*
- *sew ruffles*
- *hand sew buttons*
- *apply trim*
- *sew a simple lining*
- *sew patch pockets*
- *apply bindings*
- *do a machine topstitched hem*
- *sew facings*
- *apply ribbings*
- *sew a simple collar*
- *do a machine blind hem*
- *sew with knit*
- *match fabric design*
- *use fiberfill*
- *apply machine appliqué*
- *insert piping*
- *apply machine topstitching*
- *construct with a serger*
- *sew inseam pockets*

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

#### Grade 7

Create one non-wearable sewn item, or set of items, demonstrating at least 5 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

*From Sewing Skills and Techniques, 4-H-925-SC-W*

*Demonstrate at least 5 of the following skills:*

- *make darts*
- *set in sleeves*
- *sew facing*
- *apply ribbing*
- *apply a collar*
- *sew on buttons*
- *use doll joints*
- *apply inseam pockets*
- *apply front hip pockets*

- *match fabric design*
- *apply trims*
- *apply machine or hand appliqué*
- *apply machine topstitching*
- *insert a lapped zipper*
- *insert an invisible zipper*
- *insert a separating zipper*
- *insert a fly front zipper*
- *do machine quilting*
- *do a hand-stitched hem*
- *do a machine topstitched hem*
- *do a machine blind hem*
- *attach cuffs*
- *apply binding*
- *sew lining*
- *apply ruffles*
- *insert piping*
- *make buttonholes*
- *use fiberfill*
- *apply patch pockets*
- *use a twin needle*
- *apply tucks/pleats*
- *construct with a serger*
- *apply machine embroidery*

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

**Grades 8, 9, 10, 11 and 12:**

Create one non-wearable sewn item, or set of items, demonstrating at least 6 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades:

*From Sewing Skills and Techniques, 4-H-925-SC-W*

*Demonstrate at least 6 of the following skills:*

- *make darts*
- *make tucks*
- *add lining*
- *add facings*
- *add plackets*
- *add lapels*
- *make sleeves*
- *add gathers*
- *apply trim*
- *apply ribbing*
- *add a drawstring*
- *use shaped seams*
- *use fiberfill and/or batting*
- *add a waistband*
- *add patch pockets*
- *add front hip pockets*
- *match fabric design*

- *make shoulder pads*
- *apply machine embroidery*
- *coordination of fabric for quilted item*
- *attach cuffs*
- *make pleats*
- *insert elastic*
- *add boning*
- *apply a collar*
- *insert piping*
- *make a neckband*
- *add vents*
- *sew buttons*
- *add underlining*
- *add ruffles*
- *sew with knit*
- *make button loops*
- *do hand beading*
- *add inseam pockets*
- *add welt pockets*
- *use twin needle*
- *create bound edges*
- *hand/machine beading*
- *make a reversable item*
- *do machine or hand quilting*
- *apply machine or hand appliqué*
- *apply machine topstitching*
- *insert an invisible zipper*
- *insert a separating zipper*
- *insert a fly front zipper*
- *insert a lapped zipper*
- *insert a hand picked zipper*
- *do a machine topstitched hem*
- *do a machine blind hem*
- *do a hand-stitched hem*
- *make self-covered buttons*
- *use specialty threads*
- *make self-enclosed seams*
- *sew with difficult fabric*
- *construct with a serger*
- *make machine buttonholes*
- *make bound buttonholes*
- *piece quilted item*
- *other skills not listed above*

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

**Sewing, Wearable**

**State Fair:**

**5 junior exhibits per county, one per grade level**

**6 senior exhibits per county, one per category**

### **Description:**

The sewing project teaches fabric selection, pattern selection and sewing machine use to construct garments and outfits to be worn by the 4-H member or another person.

### **Exhibit Guidelines:**

Older youth enrolled in the 4-H sewing project for the first time may not feel comfortable demonstrating their assigned grade level skills. In this instance the county 4-H youth development educator may, at the request of the 4-H member and parent, assign the member to a lower level grade level to develop fundamental skills.

Provide a completed sewing skills card, 4-H 925c-W, with the exhibit. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Junior Exhibit Class Guidelines:**

#### **Grade 3**

Create one clothing article to be worn by the 4-H member or another person demonstrating at least 2 skills from Sewing Skills and Techniques, 4-H-925-SC-W.

*From Sewing Skills and Techniques,  
4-H-925-SC-W*

*Demonstrate at least 2 of the following skills:*

- *Insert elastic or drawstring*
- *Sew and trim a crotch curve*
- *Machine topstitch hems*
- *Use a simple seam finish*
- *Stitch in the ditch*

#### **Grade 4**

Create one clothing article to be worn by the 4-H member or another person demonstrating at least 2 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in the prior grade.

*From Sewing Skills and Techniques, 4-H-  
925-SC-W*

*Demonstrate at least 2 of the following skills:*

- *Use interfacing*

- *Staystitch and understitch*
- *Apply a facing or binding*
- *Stitch curved seams*
- *Trim and grade seams*
- *Work with fiberfill*
- *Machine topstitch hems*

*Seam finishes are recommended on all exposed seams*

#### **Grade 5**

Create one clothing article or a simple two piece outfit to be worn by the 4-H member or another person demonstrating at least 3 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

*From Sewing Skills and Techniques, 4-H-  
925-SC-W*

*Demonstrate at least 3 of the following skills:*

- *match fabric design*
- *gather fabric*
- *insert zipper*
- *use a drawstring*
- *hand-stitch a hem*
- *sew a simple sleeve*
- *apply purchased trim or ribbons*
- *sew patch or inseam pockets*
- *use a simple lining*
- *do a machine blind hem*
- *apply machine topstitching*
- *do a machine topstitched hem*
- *sew with knit*
- *insert elastic*
- *apply facings*
- *sew buttons*
- *apply binding*
- *use batting*

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

#### **Grade 6**

Create two garments that can be worn together to be worn by the 4-H member or another person demonstrating at least 4 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

*From Sewing Skills and Techniques, 4-H-  
925-SC-W*

*Demonstrate at least 4 of the following skills:*

- *make darts*
- *set in sleeves*

- insert a lapped zipper
- hand-stitch a hem
- make buttonholes
- sew tucks or pleats
- sew ruffles
- hand sew buttons
- apply trim
- sew a simple lining
- sew patch pockets
- apply bindings
- do a machine topstitched hem
- sew facings
- apply ribbings
- sew a simple collar
- do a machine blind hem
- sew with knit
- match fabric design
- use fiberfill
- apply machine appliqué
- insert piping
- apply machine topstitching
- construct with a serger
- sew inseam pockets

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

#### Grade 7

Create an outfit that can be worn by the 4-H member or another person demonstrating at least 5 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

*From Sewing Skills and Techniques, 4-H-925-SC  
W*

*Demonstrate at least 5 of the following skills:*

- make darts
- set in sleeves
- sew facing
- apply ribbing
- apply a collar
- sew on buttons
- use doll joints
- apply inseam pockets
- apply front hip pockets
- match fabric design
- apply trims
- apply machine or hand appliqué
- apply machine topstitching
- insert a lapped zipper
- insert an invisible zipper
- insert a separating zipper
- insert a fly front zipper
- do machine quilting
- do a hand-stitched hem

- do a machine topstitched hem
- do a machine blind hem
- attach cuffs
- apply binding
- sew lining
- apply ruffles
- insert piping
- make buttonholes
- use fiberfill
- apply patch pockets
- use a twin needle
- apply tucks/pleats
- construct with a serger
- apply machine embroidery

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

#### **Senior Exhibit Category Class Guidelines (grades 8-12 suggested):**

Youth may enter an exhibit in one or more categories. Create an outfit from one of the categories defined below that can be worn by the exhibitor or another person demonstrating at least 6 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

All senior sewing outfits exhibited in Fashion Revue must be made and worn by the exhibitor.

**DEFINITION OF AN OUTFIT:** An outfit is a garment or garments that when put together make a complete look - such as one or two piece dress, or one or two piece pant suit, or a combination, such as pants, vest, and blouse or shirt.

#### Informal or Casual Wear:

A complete outfit of 1 or 2 pieces suitable for school, weekend, or casual, informal activities. In this category, a complete outfit is defined as a garment or garments that when put together make a complete look - such as one or two piece dress, or one or two piece pant suit, or a three piece combination, such as pants, vest, and blouse or shirt.

#### Dress Up:

This is suitable for special, church, or social occasions that are not considered to be formal. It may be an outfit of one or more pieces with or without its own costume coat or jacket (lined or unlined). This is not an outfit that would be worn to school, weekend, or casual, informal activities.

Free Choice:

A complete outfit comprised of garments that do not fit in the other classifications. A complete outfit is defined as a garment or garments that when put together make a complete look - such as one or two piece dress, or one or two piece pant suit, or a three piece combination, such as pants, vest, and blouse or shirt. Individual garment examples include: tennis wear, swim wear, athletic or sportswear, lounge wear, riding habits, historic, dance, theatrical, or international costumes, capes, and unlined coats.

Suit or Coat:

The suit consists of two pieces including a skirt or pants and its own lined jacket. It is not a dress with jacket as in "dress up wear". The coat is a separate lined coat. It will be judged separately as a coat with its own accessories.

Separates:

Consists of three garments that must be worn as a coordinated complete outfit. In this category, a complete outfit is defined as a garment or garments that when put together make a complete look, or a three piece combination, such as pants, vest, and blouse or shirt. Each piece should be versatile enough to be worn with other garments.

Formal Wear:

This outfit may be one or more pieces suitable for any formal occasion, such as proms, weddings, and formal evening functions.

*From Sewing Skills and Techniques, 4-H-925-SC-W*

*Demonstrate at least 6 of the following skills:*

- *make darts*
- *make tucks*
- *add lining*
- *add facings*
- *add plackets*
- *add lapels*
- *make sleeves*
- *add gathers*
- *apply trim*
- *apply ribbing*
- *add a drawstring*
- *use shaped seams*
- *use fiberfill and/or batting*
- *add a waistband*
- *add patch pockets*
- *add front hip pockets*
- *match fabric design*
- *make shoulder pads*
- *apply machine embroidery*

- *coordination of fabric for quilted item*
- *attach cuffs*
- *make pleats*
- *insert elastic*
- *add boning*
- *apply a collar*
- *insert piping*
- *make a neckband*
- *add vents*
- *sew buttons*
- *add underlining*
- *add ruffles*
- *sew with knit*
- *make button loops*
- *do hand beading*
- *add inseam pockets*
- *add welt pockets*
- *use twin needle*
- *create bound edges*
- *hand/machine beading*
- *make a reversable item*
- *do machine or hand quilting*
- *apply machine or hand appliqué*
- *apply machine topstitching*
- *insert an invisible zipper*
- *insert a separating zipper*
- *insert a fly front zipper*
- *insert a lapped zipper*
- *insert a hand picked zipper*
- *do a machine topstitched hem*
- *do a machine blind hem*
- *do a hand-stitched hem*
- *make self-covered buttons*
- *use specialty threads*
- *make self-enclosed seams*
- *sew with difficult fabric*
- *construct with a serger*
- *make machine buttonholes*
- *make bound buttonholes*
- *piece quilted item*
- *other skills not listed above*

*Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.*

**Shooting Sports**

**State Fair: 3 per county, one per level**

**Description:**

The 4-H shooting sports project teaches safe operation of firearms and archery equipment.

## **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Live ammunition is not allowed to be exhibited (no powder or primer). Firearms or ready to shoot bows are not allowed to be exhibited. Unstrung bows are permissible.

An arrow with its arrowhead attached must be displayed in a secure case. An arrowhead without the arrow attached must be displayed in a secure case. An arrow may be displayed unsecured if its arrowhead is removed. Modern broadhead arrows are not allowed to be exhibited.

Displays involving firearms or bows may be exhibited as a photographic display on a poster or in a notebook following grade level guidelines. Handmade items must include information explaining how the item was made and its intended use. Photos are encouraged.

Some county 4-H programs offer in-person shooting instruction, depending on facilities. Disciplines include archery, rifle, shotgun, muzzleloader and pistol. In-person instruction in any of these disciplines must be led by a 4-H certified instructor. While some counties provide an option to exhibit at the county level, there is no state fair exhibit in these specific disciplines. Contact your county 4-H educator to learn about discipline opportunities in your county.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

## **Exhibit Class Guidelines:**

### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about a shooting sports topic of choice that is age/grade appropriate.

### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about a shooting sports topic of choice that is age/grade appropriate. Another option is to create an item to be used when developing shooting sports skills.

### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about a shooting sports topic of choice that is age/grade appropriate. Another option is to create an item to be used when developing shooting sports skills. Youth can also design and complete an independent study activity.

## **Small Engine**

**State Fair: 3 per county, one per level**

### **Description:**

The 4-H Small Engine project creates the education and hands-on opportunity for youth to learn all about engines.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.



Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

The actual small engine may be displayed if mounted on a stable base. For safety reasons, all fluids (fuel and oil) must be removed before taking the exhibit inside a building. A notebook is to accompany the engine display and include details and pictures of what was done to the engine.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any small engine topic of choice that is age/grade appropriate or a rebuilt small engine.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any small engine topic of choice that is age/grade appropriate or a rebuilt small engine.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any small engine topic of choice that is age/grade appropriate or a rebuilt small engine. Youth can also design and complete an independent study activity.

## **4-H Small Animal**

### ***NO STATE FAIR ENTRY***

This project is intended for animals that do not fit into another 4-H project category. Only animal's legal to hold in captivity in Indiana can be exhibited as a 4-H project. Animals requiring special permits to hold in captivity will not be allowed to be exhibited. **NO EXCEPTIONS.**

Animals must be brought to the 4-H Fairgrounds in cages secure enough to contain the animal and please do not remove them at any time. Member must furnish own equipment (cage, food, water, etc.) Examples of Small Animal Pets are: hamsters, chinchilla, turtle, gerbil, mice, non-poisonous snake, ferret, bird, rats, dog and crabs. The 4-H Extension Educator **MUST** approve species chosen for project.

#### **Beginner (GRADES 3-5)**

**EXHIBIT:** One or two animals of the same species.

#### **Intermediate (GRADES 6-8)**

**EXHIBIT:** One or two animals and a poster on either:

1. Your Pet's digestive system
2. Various breeds of your pet
3. Feeding your pet

#### **Advanced (Grades 9 – 12)**

**EXHIBIT:** One or two animals and a poster on either:

1. Your pet's digestive system.
2. Various breeds of your pet.
3. Feeding your pet.

**ALSO:** A 3-5 page report on one of the above areas.

### **CLASSES**

All species will show separately.

1. A champion and reserve champion will be awarded to the top two exhibits in each of the following areas:
  - Mammals I Hamsters, Gerbils, Chinchilla
  - Mammals II Mice, Rats, Degu, Ferrets, Etc.
  - Reptiles Non-poisonous snakes, turtles, etc.
  - Birds
  - Aquatic Crabs, etc.
2. Any animal that is taken from the exhibit site before the end of the judging without approval will automatically be disqualified.
3. The Small Animal project will be judged during the pre-fair week. Animals will be shown and then released after judging.

## **Soil and Water Science**

**State Fair: 3 per county, one per level**

### **Description:**

The soil and water science project teaches youth about soil, water, and environmental stewardship.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any soil and water topic of choice that is age/grade appropriate.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any soil and water topic of choice that is age/grade appropriate.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any soil and water topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

## **Sportfishing**

**State Fair: 3 per county, one per level**

### **Description:**

The 4-H sportfishing project teaches safe habits and youth develop an appreciation for natural resources.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about a sportfishing topic of choice that is age/grade appropriate.

Intermediate (grades 6-8 suggested)

Create an educational poster, notebook or display about a sportfishing topic of choice that is age/grade appropriate. Another option is to create an item to be used when developing sportfishing skills.

Advanced (grades 9-12 suggested)

Create an educational poster, notebook or display about a sportfishing topic of choice that is age/grade appropriate. Another option is to create an item to be used when developing sportfishing skills. Youth can also design and complete an independent study activity.

**4-H Sports**

***NO STATE FAIR EXHIBIT***

**DIVISIONS:**

**Beginner Grades 3-5**

**Intermediate Grades 6-8**

**Advance Grades 9 – 12**

**Objectives of the 4-H Sports Project:**

- Learn the basic skills of the sport you select.
- Learn the safety rules of the sport you select.
- Practice good sportsmanship.
- Have fun learning and participating in the sport.

**To participate in the 4-H Sports Project you may:**

- Be and active participant on any organized team
- Participate in a sport with your 4-H club.
- For individual sports, (not team sports) be active on your own.

**EXHIBIT:**

Poster 22”X28” following General Poster Guidelines.

Title you poster one of the following:

- \* “Safety rules for \_\_\_\_\_”
- \* “Equipment Needed for \_\_\_\_\_”
- \* “Basic Skills to Develop for \_\_\_\_\_”
- \* “Exercise Value of \_\_\_\_\_”

(Fill in the blank with the sport that is chosen).

**Tractor Safety and Operator Skills**

**4 educational exhibits per county; one per level**

**3 junior and 3 senior driving contestants will qualify at the county level to compete at the area level contest. 3 junior and 3 senior driving contestants will qualify at the area level to compete at the state contest.**

**Description:**

The 4-H tractor and equipment program develops principles of engine operation, hydraulic systems, electrical systems, safe operation skills.

**Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member’s exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22”x28” and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36” of tabletop space. Space should be left in the lower right-hand corner to place an exhibit tag provided by Purdue Extension staff.

Youth may exhibit in the operator skills option, educational exhibit option or both. Youth choosing to exhibit in the lawn and garden tractor, tractor, or zero-turn mower operator skills driving option must select one, but may be enrolled in all three projects.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

## **Exhibit Class Guidelines:**

### **Educational Exhibit Option**

#### **Level A (grades 3-4 suggested)**

Create an educational poster, notebook or display about any manual activity or on any tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

#### **Level B (grades 5-6 suggested)**

Create an educational poster, notebook or display about any manual activity or on any tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

#### **Level C (grades 7-9 suggested)**

Create an educational poster, notebook or display about any manual activity or on any tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

#### **Level D (grades 10-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

### **Operator Skills Option**

The operator skills component is an educational and training activity conducted by adult 4-H volunteers. A parent or guardian is encouraged to be present when their child is operating a tractor. The adult 4-H volunteer has the authority to deny a child the opportunity to participate in the operator skills option when it is deemed a child is unable to safely operate a tractor due to size, weight, or any other reason that could place the child and/or others in harm.

#### **Junior (grades 3-7 suggested)**

Youth will demonstrate their operation skills by driving a tractor and wagon or trailer through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

#### **Senior (grades 8-12 suggested)**

Youth will demonstrate their operation skills by driving a tractor and wagon or trailer through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

## **Lawn and Garden Tractor Safety and Operator Skills**

### **State Fair:**

**4 educational exhibits per county; one per level**

**3 junior and 3 senior driving contestants will qualify at the county level to compete at the area level contest. 3 junior and 3 senior driving contestants will qualify at the area level to compete at the state contest.**

### **Description:**

The 4-H lawn and garden tractor and equipment program develops principles of engine operation, hydraulic systems, electrical systems, safe operation skills.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Youth may exhibit in the operator skills option, educational exhibit option or

both. Youth choosing to exhibit in the lawn and garden tractor, tractor, or zero-turn mower operator skills driving option must select one, but may be enrolled in all three projects.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Educational Exhibit Option**

##### **Level A (grades 3-4 suggested)**

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

##### **Level B (grades 5-6 suggested)**

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

##### **Level C (grades 7-9 suggested)**

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

##### **Level D (grades 10-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

#### **Operator Skills Option**

The operator skills component is an educational and training activity conducted by adult 4-H volunteers. A parent or guardian is encouraged to be present when their child

is operating a lawn and garden tractor. The adult 4-H volunteer has the authority to deny a child the opportunity to participate in the operator skills option when it is deemed a child is unable to safely operate a lawn and garden tractor due to size, weight, or any other reason that could place the child and/or others in harm.

##### **Junior (grades 3-7 suggested)**

Youth will demonstrate their operation skills by driving a lawn and garden tractor through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

##### **Senior (grades 8-12 suggested)**

Youth will demonstrate their operation skills by driving a lawn and garden tractor through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

### **Zero-Turn Mower Safety and Operator Skills**

#### **State Fair:**

**4 educational exhibits per county; one per level**

**3 junior and 3 senior driving contestants will qualify at the county level to compete at the area level contest. 3 junior and 3 senior driving contestants will qualify at the area level to compete at the state contest.**

#### **Description:**

The 4-H zero-turn mower and equipment program develops principles of engine operation, hydraulic systems, electrical systems, safe operation skills.

#### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display

visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Youth may exhibit in the operator skills option, educational exhibit option or both. Youth choosing to exhibit in the lawn and garden tractor, tractor, or zero-turn mower operator skills driving option must select one, but may be enrolled in all three projects.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Educational Exhibit Option**

##### **Level A (grades 3-4 suggested)**

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

##### **Level B (grades 5-6 suggested)**

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

##### **Level C (grades 7-9 suggested)**

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

##### **Level D (grades 10-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety,

maintenance, operating system or operation topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

#### **Operator Skills Option**

The operator skills component is an educational and training activity conducted by adult 4-H volunteers. A parent or guardian is encouraged to be present when their child is operating a zero-turn mower. The adult 4-H volunteer has the authority to deny a child the opportunity to participate in the operator skills option when it is deemed a child is unable to safely operate a zero-turn mower due to size, weight, or any other reason that could place the child and/or others in harm.

##### **Junior (grades 3-7 suggested)**

Youth will demonstrate their operation skills by driving a zero-turn mower through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

##### **Senior (grades 8-12 suggested)**

Youth will demonstrate their operation skills by driving a zero-turn mower through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

### **Veterinary Science**

**State Fair: 3 per county, one per level**

#### **Description:**

This project provides a hands-on learning experience that helps youth learn more about the Veterinary Science profession.

#### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any veterinary science topic of choice that is age/grade appropriate.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any veterinary science topic of choice that is age/grade appropriate.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any veterinary science topic of choice that is age/grade appropriate. Youth may also choose to develop a teaching aid, develop a project in conjunction with a veterinarian and present a report about that project and its findings, or another report of your choosing.

## **Weather and Climate Science** **State Fair: 3 per county, one per level**

### **Description:**

Youth will learn information about weather and climate science.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed,

books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any weather and climate topic of choice that is age/grade appropriate.

#### **Intermediate (grades 6-8 suggested)**

Create an educational poster, notebook or display about any manual activity or on any weather and climate topic of choice that is age/grade appropriate.

#### **Advanced (grades 9-12 suggested)**

Create an educational poster, notebook or display about any manual activity or on any weather and climate topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

## **Welding**

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site

links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

#### **Exhibit Class Guidelines:**

##### **Junior (grades 3-7 suggested)**

Exhibit a 22" by 28" poster. The poster can be on any topic learned in the Arcs & Sparks welding manual. Be sure to title your poster.

**OR**

Exhibit a project you made from the plans listed in the Arcs & Sparks welding manual. Fill out the record sheet and turn it in with your exhibit.

##### **Senior (grades 8-12 suggested)**

Exhibit a 22" by 28" poster. The poster can be on any topic learned in the Arcs & Sparks welding manual. Be sure to title your poster.

**OR**

Exhibit one item that you have made or repaired. If it is a repaired item, clearly indicate the repairs you made. If it is an item you made, indicate its use, how long it took to make and whether it is an original design. The item may be useful, decorative or artistic. Remember to include your record sheet. The following criteria will be used for judging:

- 1) Quality of the welds used
- 2) Appropriateness of the welds used

- 3) Quality of the joints selected to use (if any)
- 4) Appropriateness of joints selected to use (if any)
- 5) Usefulness of item made
- 6) Overall appearance and neatness

## **Wildlife**

### **State Fair: 3 per county, one per level**

#### **Description:**

This project helps youth learn to identify wildlife, basic wildlife needs, and how wildlife interacts with other wildlife and people.

#### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

#### **Exhibit Class Guidelines:**

##### **Beginner (grades 3-5 suggested)**

Create an educational poster, notebook or display about any manual activity or on any wildlife topic of choice that is age/grade appropriate.



### Intermediate (grades 6-8 suggested)

Create an educational poster, notebook or display about any manual activity or on any wildlife topic of choice that is age/grade appropriate.

### Advanced (grades 9-12 suggested)

Create an educational poster, notebook or display about any manual activity or on any wildlife topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

## **Woodworking**

**State Fair: 4 per county, one per level**

### **Description:**

The 4-H woodworking project provides youth with educational information about wood and how it can be used to construct items.

### **Exhibit Guidelines:**

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### Level 1 (grades 3-4 suggested)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W](#). Exhibits may also include higher level techniques that have been mastered. Any higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

#### Level 2 (grades 5-6 suggested)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W](#). Exhibits may also include lower and/or higher level techniques that have been mastered. Any lower/higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

#### Level 3 (grades 7-9 suggested)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W](#). Exhibits may also include lower and/or higher level techniques that have been mastered. Any lower/higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes

only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

Level 4 (grades 10-12 suggested)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W](#). Exhibits may also include lower level techniques that have been mastered. Any lower level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

