



## EXHIBIT CLASSES:

### 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:

- Chronicle your work in your flower garden (planning, planting, care, harvest, arrangement made with your flowers)
- Describe how you planned or designed your garden, including how you chose the kinds of flowers.
- Explain how you harvested your flowers, cared for them, and used them in an arrangement.
- 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).
- Explore and explain seed germination.
- Explore and explain how to care for a 'sick' plant.
- Report on interview with a floriculture professional (what do they do, types of jobs, type of training, hours worked, etc.)
- Describe an experiment you did and the results.
- Describe a community service project you did related to your flowers project.
- Another similar activity.

### Level B: Grades 5 and 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:

- Explore and explain: vegetative propagation -- how to, different types, problems and solutions, different uses of.

- *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.*
- *Investigate the design of multiple plant containers -- how to, things to consider, selecting plant materials, uses of.*
- *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.*
- *Explore and explain: floral tools and materials (how to use, what they are, care of tools, different uses of a tool or material).*
- *Explore and explain: preserving cut flowers -- how, problems, uses of and/or diseases related to cut flowers.*
- *Illustrate, explore and explain how you dry flowers or other plant materials and/or describe different methods and/or how, why use them.*
- *Explore and explain: medicinal uses and toxicity of fresh and dried flowers and plants.*
- *Describe an experiment you did and the results.*
- *Describe a career exploration activity you did, such as job shadow, interview with a professional.*
- *Describe a community service activity you did related to your flowers project -- what you did, why, results, etc.*
- *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:

- *Describe how you created your arrangement, include information on the design principles utilized.*
- *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.*
- *Explore and explain: the cost of arrangement and/or a cost comparison with flowers (different types flowers, different time year, etc.).*
- *Explore and explain: forcing flowers (bulbs, branches, etc.).*
- *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.*
- *Explore and explain: how to start a business related to the floral industry and may include a business plan.*
- *Explore and explain the origins of flowers and/or the floriculture industry around the world.*
- *Explore and explain: tissue culture, biotechnology, or traditional breeding of new flower types -- what are they, how are they used, pros and cons.*
- *Explore and explain: be a plant detective -- what kinds of problems might you have in growing and caring for flowers, and how to solve.*
- *Describe an experiment you did and the results.*
- *Describe a community service activity you did related to your flowers project: how, why, results.*
- *Another similar activity.*

# ENTRY & EXHIBIT GUIDELINES FOR THE HENDRICKS COUNTY 4-H FAIR

All exhibits and entries must be made during the period indicated on the fair schedule.

1. All exhibits must be picked up during the allotted time period or ribbons and awards will be forfeited.
2. All project selections must be made on 4-HOnline. Exhibits that will be presented/displayed at the Hendricks County 4-H Fair must be entered into FairEntry online by designated date.
3. **Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this handbook as a guide rather than a requirement.**
4. All non-livestock exhibits must include an exhibit label in the lower right hand corner of their exhibit available from FairEntry. Livestock exhibits will receive stall/cage cards when the project is brought to the fairgrounds.
5. In case of an unavoidable circumstance, such as death of animal or drought, which prevents members from exhibiting, insert an explanation in your record book, signed by your parent or guardian and 4-H Leader, and turn book in at the Extension Office to be considered as completing the project.
6. White cards ("My Record of Achievement") must be turned in to exhibit in 4-H. Completion cards must be presented at check-in.
7. **Members are eligible to exhibit their project via Interactive Demonstration during the County Fair, but will not qualify for State Fair. Additionally, Interactive Demonstrations will be a non-judged exhibit option where members may showcase what they have learned in the project to the general public. All projects have the option for Interactive Demonstration exhibit at the county level.**
8. A 4-H member can exhibit in only one division of each project.
9. All exhibitors will receive ribbons. Exhibits in the livestock classes will receive ribbons designated first to tenth places with all exhibits below tenth receiving achievement ribbons. All other projects will be graded as to quality with the highest quality to receive blue ribbons; average quality, red ribbons; below average, white ribbons. Any exhibit not meeting the **guidelines** of the project will be judged on its merit then lowered one placing ribbon. Exhibit entered late, improperly, or not judged will receive a green merit ribbon. Exhibits with exceptional merit will be awarded honor group ribbons as determined by the judge.
10. **Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect its 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 dimensions for the poster are 22 inches tall and 28 inches wide.

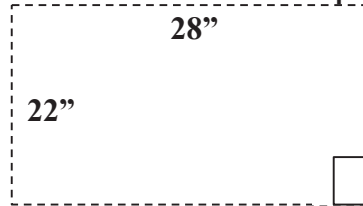


Exhibit tag comes from information entered on FairEntry prior to the 4-H Fair. The exhibit tag needs to go on the outside of the plastic sleeve in the bottom right hand corner.

11. State Fair Livestock 4-H entries are to be entered on the State Fair website by the 4-H member by June 1. The Extension Office will make all other non-livestock project entries through FairEntry.
12. Use of skateboards, skates, roller blades, and bicycles are prohibited on the grounds unless in conjunction with a fair event.
13. Dogs and other domestic animals are prohibited on the grounds unless in conjunction with a 4-H Fair event or dogs being used as service animals for impaired individuals.
14. All judges' decisions will be final.
15. **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. Reference Sheets are available at the Extension Office for use.
16. For personal safety concerns, notebooks/posters/displays exhibited should only contain name, county, grade, level, and club if needed. Do not list personally identifiable information (i.e. phone, address, etc.).