**2021**

**4-H Scoop**



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**100th** Pike County 4-H Fai**r July 25th – July 31st**

**4-H Program Philosophy and Expectations**

The Indiana 4-H Youth Development program serves the youth of Indiana by providing a strong educational youth development program. This program delivers educational experiences in a variety of settings. Caring, capable and contributing adults assist in the 4-H program as role models for youth.

**Indiana’s 4-H Mission**

The Indiana 4-H Youth Development mission is to provide real-life educational opportunities that develop young people who positively impact their community and the world.

**Indiana’s 4-H Vision**

Indiana 4-H Youth Development strives to be the premier, community-based program empowering young people to reach their full potential.

**Purdue Extension Pike County Office**

**Office Location**

Courthouse

801 E Main Street

Petersburg, IN 47567

**Office Hours**

Monday through Friday

8 am to 4 pm Eastern

Closed Holidays

**Contact Us**

Phone: (812) 354-6838

<http://extension.purdue.edu/pike>

Facebook: Pike County Indiana 4-H

If you need to call or visit our office, please do so during office hours.

The office may be closed when all staff members are attending meetings or programs.

**Welcome to Purdue Extension – Pike County**

**Social Media**



For the most up-to-date information and some fun surprises in between, please like our pages on Facebook!



**Our Educators**

**Brooke Goble**

HHS & 4-H Youth Development Educator

Brooke Goble is from northern Indiana in a small town of Walkerton, IN. She grew up on a Dairy farm where she was also an active 10 year 4-H member, taking over 20 projects each year. This was where her passion for working with youth began. Brooke obtained a Bachelor’s degree from Indiana State University in Family and Consumer Science Education with a minor in Food and Nutrition. While in college, she worked as a 4-H Summer Intern in Clay County and eventually became a 4-H Program Assistant in St. Joseph County. While 4-H was an important part of Brooke’s life, she still wanted to be a teacher and work with youth daily. For a couple years, she worked in Knox County as a teacher, before leaving and coming back to Purdue Extension and 4-H. Now Brooke loves being a part of Purdue Extension here in Pike County as the 4-H Youth Development and Health and Human Sciences Educator!

When Brooke is not working, she enjoys crafting, camping, baking, playing with her dog Bruce, and being outside with her friends and family.

**Alex Mahrenholz**

ANR & 4-H Youth Development Educator



Alex Mahrenholz is from Lawrenceville, Illinois, but spends most of her time across the Wabash River in Vincennes, Indiana. She grew up working on her family’s grain farm and brought show cattle and a variety of other livestock into the operation through her own 4-H and FFA experiences.

Alex earned two Associate’s degrees in Ag. Business and Ag. Production from Wabash Valley College in Mount Carmel, Illinois before transferring to finish her Bachelor’s in Agriculture Leadership/Communications from Murray State University in Murray, KY in 2015.

She briefly worked as a Program Technician with the Farm Service Agency before accepting a position in 2015 as a Grain Merchandiser with a locally owned grain elevator in Vincennes. During that time, Alex began teaching as an adjunct faculty member with the Agribusiness Department at Vincennes University while also working as a Building Supervisor at the local YMCA. She began work on her Master’s degree in 2018 and graduated with her M.S. in Agricultural Education, Communications, and Leadership from Mizzou in May 2020.

In her free time, Alex loves crafting, hunting, spending time with her closest friend’s little ones, and cheering on her Chicago Cubbies and Bears. She is very excited to be a part of the Pike County team and learn everything she can to help people make the best better.

**Understanding 4-H**

The 4-H Youth Development program has served as a dynamic youth serving organization for over a century. Rooted through land grant universities across the country, 4-H programs can be found in each county across America, as well as in over 80 foreign countries! Indiana 4-H programs operate through Purdue University and are directed by the county’s 4-H Youth Development Educator.

**Did you Know?**

The **4-H Motto** is *“To Make the Best Better.”*

The **4-H Colors** are *Green and White.*

Green represents life and white symbolizes purity.

The **four Hs** stand for *Head, Heart, Hands, Health*.

The **4-H clover** has four leaves with the letter “H” on each. The clover should always include “18 USC 707” in the lower right corner. ***Why the letters and numbers?*** The 4-H Name & Emblem is a highly valued mark within our country’s history. It was granted a very unique and special Federal status putting it in the same category as the Presidential Seal and the Olympic rings. The 4-H clover’s federal protection makes it a mark that supersedes the limited authorities of both a trademark and a copyright. As a result, responsibility and stewardship for the proper use of the 4-H Name & Emblem is closely monitored.

**The 4-H Pledge**

The 4-H Pledge provides a foundation for 4-H members:

“I pledge my **Head** to clearer thinking,

my **Heart** to greater loyalty,

my **Hands** to larger service,

and my **Health** to better living,

for my club, my community, my country, and my world.”

**The Four Hs**

The four Hs directly relate to the four essential elements of positive youth development that 4-H learning opportunities include. The 4-H pledge helps show the connection.

1. Head = Independence (clearer thinking)
2. Heart = Belonging (greater loyalty)
3. Hands = Generosity (larger service)
4. Health = Mastery (better living)

**4-H Clubs**

4-H Clubs provide a safe learning environment where members can belong, practice service to others, demonstrate leadership, and gain or improve life skills. 4-H clubs belong to the members and have youth leadership and youth decision-making. An approved and screened adult volunteer serves as an advisor to the club.

There are two types of 4-H clubs, community clubs and project clubs. Community clubs include members enrolled in various 4-H projects, while project clubs focus on a specific 4-H project. A current list of available Pike County 4-H.

Once you are enrolled in a 4-H club, you will receive meeting notifications from the Extension office or club leader. Members may enroll in more than one 4-H club. Community clubs offer 4-H members an opportunity to experience a variety of 4-H projects, leadership roles, community service, and more. Project clubs offer 4-H members leadership opportunities, education, and support specifically related to the 4-H project area.

|  |  |  |
| --- | --- | --- |
| **Community Clubs** | **City** | **Club Manager(s)** |
| Biscuits & Gravy | Winslow | Kara Willis 812-354-4943 |
| Challengers | Petersburg | Angie Williams 812-766-0010 |
| Lucky Clovers | Otwell | Becky Steinhart 812-766-0667 |
| Friendly |   | Beth Goeppner |
| Homegrown | Petersburg | Kara Willis 812-354-4943Christina Priest 812-582-8752 |
| Wideawakers | Petersburg | Jackie Furman 812-354-5412 |

|  |  |  |
| --- | --- | --- |
| **Project Clubs** | **Special Interest** | **Club Manager(s)** |
| Feathers & Fur | Rabbit and Poultry | Phyllis Hyneman 812-664-2273Chris Hyneman 812-664-5994 |
| Just Kidding | Goat | Larry Haycraft 812-380-1833 |
| Pike County 4-H Shooting Sports | Shooting Sports | Keith Jenkins 812-582-0033 |
| Pike’s Flying Manes | Horse and Pony | Jason & Mindy Keeker 812-582-2635 |

**4-H Projects**

Completing 4-H projects is a great way to learn new skills through 4-H! There are a number of exciting 4-H projects to try out! Mini 4-H members, grades K-2, will simply enroll in “Mini 4-H” and may be creative with their project choice. Members in grades 3-12 can choose from over 70 project offerings! Current projects are listed on the following page. There are a number of ways to complete a 4-H project. Below are a few suggestions to get started:

1. Identify a topic of interest.
2. Find information on the topic. You could talk to someone who has information on the subject, or read or view material about the topic.
3. Write a story, draw a picture, take photographs, create a poster, or make an exhibit showing what you learned. Specific project guidelines are included in this 4-H Scoop for members wishing to exhibit at fairs.
4. Share what you completed with your 4-H club, the Extension office, or at the 4-H Fair.
5. Try something different each year

**Pike County 4-H Projects**

\*Denotes State Fair Project and Activity

#Denotes Project has a required Record Sheet

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**General 4-H Policies**

**4-H 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 Program is an opportunity --- not an entitlement. Those youth who do not enroll as 3rd grade students, conclude their involvement with the program during the summer immediately following the completion of their senior year in high school.*

**Non-Discrimination:** Opportunities in the 4-H program are available to all Indiana youth as defined regardless of race, religion, color, sex, age, national origin, marital status, parental status, sexual orientation or disability.

Married young men and women of 4-H age may participate in any of the 4-H projects and activities.

However, married persons must participate by the same terms and conditions and/or guidelines as unmarried participants.

**Annual 4-H Enrollment:** Membership in 4-H is gained by annually enrolling through a Purdue University Cooperative Extension Service Office located in each of Indiana's 92 counties. The Indiana 4-H Youth Development program year is October 1 to September 30 annually. Enrollment is an annual process attained by completing individual 4-H enrollment via the 4HOnline enrollment process at [**http://v2.4honline.com**](http://v2.4honline.com). Statewide 4HOnline enrollment occurs annually October 1 through January 15.

Youth in grades K-2 enroll in Mini 4-H, which provides a variety of age appropriate learning activities. The program fee for Mini 4-H is $5 per year. Youth in Grades 3-12 can join 4-H and choose from over 70 different project areas! The program fee for 4-H members is $20 per year, with a $60 family maximum.

**Mini 4-H:** Mini 4-H is a program designed to encourage positive development of children in kindergarten through second grade. The goal of Mini 4-H is to help young children explore friendships outside the family, explore the way in which things work, practice both small and large muscle control, and think about the ways people work together on projects. The NON-COMPETITIVE learning environment for Mini 4-H includes age appropriate experiences with the following:

1. Planned learning activities in which children are invited to be active and explore materials and ideas without the pressure of completing a specific product or exhibit.
2. Low adult to child ratio that allows time for adults to provide individual, positive encouragement and assistance.
3. Simple, interesting activities that are fun.
4. Encouragement of children to participate in a group activity by sharing and/or displaying their activity.
5. Rewards that are identical and/or ribbons of the same color for everyone.

\*Mini 4-H projects are not judged, but instead are discussed with the child.

***Note: Refer to the Mini 4-H Scoop for more information for Mini 4-H Members.***

**Guidelines for Exhibition and Completion:**

Following are policies that govern exhibition and completion of 4-H Projects:

**Exhibition**: Exhibition of 4-H projects/subjects in local, county, or state exhibits/fairs is voluntary on the part of the exhibitor. The exhibition of 4-H projects/subjects provides 4-H members an opportunity to display their 4-H projects/subjects, 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.

**Completion:** The completion of a 4-H experience may include a variety of options and must not be misinterpreted solely as exhibition of a project at a local, county, or state fair. There are a number of ways that a young person may participate in the 4-H Youth Development Program in addition to the club-based option. Participating in these 4-H opportunities enable the youth to build skills that will serve them well throughout their adult lives.

Some of these participation options do not include the preparation of a specific exhibit by an individual that would be on display at a fair or similar event. In some cases, the youths’ actual participation may be the final product that results in their completion of a year of 4-H. Some examples of this participation include working as a team to develop a robot for a workshop or challenge; completing a Spark Club experience; participating in State 4-H Band or Chorus; taking part in a science training or experiment; participating in an after school 4-H experience; etc.

Members in 4-H are considered complete in their 4-H educational experience for the year when they have (1) completed the 4-H member enrollment process prior to the established and published date for enrolling; and (2) had an officially recognized 4-H volunteer/Extension Educator verify the existence of the completed project/subject or the member’s participation in a 4-H educational experience.

Additionally, 4-H members who participate in a club- or fair-based 4-H project/subject will submit a completed 4-H record sheet based on printed or web-based educational materials (used by Indiana 4-H Youth Development) prior to the established and published date.

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.

Extension employees and volunteers are obligated to eliminate (and should not create) any practices that limit, deprive, or tend to deprive any youth of opportunities for membership and/or participation in the Indiana 4-H program.

Important Dates and Deadlines

* October 1: Start of the new 4-H year! Annual 4-H Enrollment window opens through 4HOnline.
* First Full Week of October: National 4-H Week.
* January 15: Annual 4-H Enrollment window closes. Enrollment deadline to remain on the mailing list.
* March 15: Deadline to sign up for State 4-H Trips and Workshops.
* May 15: Beef steer identification deadline (through 4HOnline).
* May 15: Enrollment deadline to participate in the Pike County 4-H Fair. Deadline to change 4-H projects (add or drop). Animal identification deadline for all species.
* July 16: Deadline to enter Pike County 4-H Fair exhibits into FairEntry.
* July 25 – July 31st: Fair Week
* September 30: End of the 4-H year.

Deadlines

All forms are due in the Extension Office no later than 4:00 p.m. on the deadline. Mailed forms will be accepted, only if envelope is postmarked by the deadline.

**4-H Mailings and Communication**

The monthly newsletter is the primary way we keep 4-H members informed. The newsletter will be mailed to families and occasionally printed in the Press Dispatch. Postal mailings of 4-H information will be sent to the 4-H member’s home address listed on 4HOnline. When possible, communication will take place via e-mail for those members/families providing e-mail addresses. Please keep your address, phone number, and e-mail address current with our office.

**4-H Manuals & Supplies**

* Several 4-H projects have peer-reviewed manuals that can be used to help guide your 4-H project work. Please note that some projects do not have 4-H manuals. A project manual form will be sent out for families to request manuals each year.
* **Some 4-H Supplies can be purchased from the Extension Office…**

Foam Poster Backs (22x28-inches) $3.00 each

Poster Sleeves (will fit 22x28-inch flat posters) $1.00 each

Salon Print Sleeves (will fit 16x20-inch mounted prints) $0.50 each

Electric I Kits (circuit board, base not included) $8.50 each

Electric II Kits (magnetic flashlight, base not included) $20.00 each

Entomology Pins & Vials Sets $5.25 each

\*Items sold on a first-come, first-serve basis. Prices subject to change.\*

Expectations

1. All 4-H members, adult volunteers, and parents must agree to and follow the Behavioral Expectations and the Pike County 4-H Dress Code found in this handbook. Any 4-H member, adult volunteer, or parent who violates any part of the Behavioral Expectations or Pike County 4-H Dress Code may be removed from the 4-H activity, restricted on future 4-H participation, or have 4-H membership terminated. Consequences for violators will be determined by the Pike County 4-H Youth Development Educator.
2. All 4-H members who will be exhibiting at the Pike County 4-H Fair are expected to participate in at least one “Fairgrounds Clean Up Days” each year they exhibit at the fair. Dates for “Fairgrounds Clean Up Days” will be announced in the newsletters.

**Behavioral Criteria for 4-H Events and Activities:**

To 4-H members, volunteers, parents and the public: When attending, participating or acting on behalf of the 4-H program, all persons are expected to conduct themselves in accordance with accepted standards of social behavior, to respect 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 penalties and/or dismissal from the program:**

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

(b) Alteration or unauthorized use of 4-H records.

(c) Obstruction or disruption of any 4-H activity or aiding and encouraging other persons to engage in such conduct.

(d) Failure to comply or aiding or encouraging other persons not to comply with specific terms and conditions of a given project, contest, or activity.

(e) Failure to comply with directions of 4-H officials acting in the proper performance of their duties.

(f) Inhumane treatment of 4-H animal projects.

**There are many opportunities for 4-H members, volunteers, parents and the public to participate in 4-H events and activities. When involved in such experiences, members, volunteers, 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 behavioral expectations:**

1. Possession or use of fire crackers, 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 gender in your sleeping quarters.

4. Physical or verbal abuse of any person or conduct that 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, illegal drugs, tobacco and tobacco-like products, or other dangerous substances.

7. Inappropriate displays of affection towards another person(s).

8. Inappropriate clothing or lack of clothing during the event or activity.

9. Lewd, indecent, or obscene conduct.

10. Unauthorized entry, use or occupancy of any facility.

11. Any conduct which threatens or interferes with maintenance of appropriate order and discipline or invades the rights of others.

**Pike County 4-H Dress Code**

All 4-H members are expected to dress in an appropriate manner at all 4-H functions (club or project meetings, 4-H Fair, and other events). Only clothing that is safe, clean, and not disruptive in nature will be acceptable. 4-H adult volunteers and parents are also expected to abide by the Dress Code.

* Livestock exhibitors should follow the Pike County 4-H Dress Code for Livestock Exhibitors. Refer to specific animal species for appropriate show attire.
* No sashes, crowns or medallions should be worn while competing in 4-H livestock exhibition.
* No clothing or accessories shall promote or advertise alcoholic beverages, cigarettes, tobacco products, drugs, controlled substances, or contain or insinuate profanity.
* All shirts must have shoulder straps 2 inches or larger.
* Female blouses, tops and shirts shall not expose the midriff area, *nor be halter, spaghetti straps, strapless, or tube style*. Males shall wear an appropriate shirt at all times.
* Pants and shorts waistbands must be worn above the hip.
* Shorts must be mid-thigh in length.

**Pike County 4-H Dress Code violations must be reported to the 4-H Youth Development Educator.**

**Purdue Extension Food Safety Policy**

(revised 10/2020)

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 160oF (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. Fresh-cut, uncooked, fruits and/or vegetables are not permitted to be used in food products or used as garnishes for the product. 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. Each food product must be labeled with the following information:

* Name
* Address
* Contact information (phone and/or email address)
* 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 State 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.

**The Pike County 4-H Fair and Fairgrounds**

Fairgrounds Address:

1211 W State Road 56

Petersburg IN 47567

(Located within Hornady Park)

***The Pike County 4-H Fairgrounds are smoke-free, alcohol-free, and drug-free!***

General 4-H Fair Rules

1. All Pike County 4-H Fair deadlines will be strictly enforced. Exceptions may only be made in the event of a loss of an immediate family member, a community catastrophe, terrorism, an act of God, or any other force majeure event.
2. All exhibits must be entered on the day and time specified. Tardy exhibits will receive only a participation ribbon. Entry dates will be announced well in advance. If you are not sure when your exhibit is due, please contact the Extension Office.
3. In all projects, the judge’s decision is final! All 4-H members, parents, and leaders are expected to treat the judges respectfully.
4. The Extension Office reserves the right to correct inaccurate sticker and ribbon designations. Placings given during open judging are preliminary and will be considered “unofficial” until the judging booklets and projects have been verified by Extension Office staff members. For this reason, the 4-H Building will remain closed until all ribbons are verified. Check the fair schedule to see when the 4-H Building will be open to the public.
5. Reserve division champion, division champion, reserve grand champion, and grand champion awards will be given in all projects where projects are of that quality. Each judge reserves the right to award or not award these placings. There is no premium money for champion awards.
6. Participation ribbons will be awarded to those exhibits that do not meet requirements and/or are entered late. Participation ribbons indicate to the 4-H member that the exhibit was not necessarily poor quality, only that it did not meet project requirements.
7. Stickers are used to indicate ribbon placings. They do not replace ribbons; they are in addition to ribbons. Ribbons will be awarded with project checkout.
8. All non-livestock ribbons hold the following premium value:
	* Blue = $2.00
	* Red = $1.50
	* White = $1.00
	* Participation = No premium money
	* Division & Reserve Division Champion = No premium money
	* Grand & Reserve Grand Champion = No premium money
	* State Fair Selection = No premium money
9. Premium money will be distributed at the annual 4-H Achievement Day ceremony. Auction checks will also be awarded at Achievement Day.
10. Exhibits must be left in place until the time of exhibit release, which will be announced in the fair schedule. All 4-H members who remove exhibits before the release time - unless receiving special permission from the Extension office, or unless specified for a particular exhibit - will forfeit both premium money and ribbons.
11. Picking up projects is a part of project completion. Unless alternate arrangements have been made with the Extension Office, if any project(s) are not picked up at designated times, items will be disposed of in the trash.
12. Precautions will be taken to safeguard all exhibits; however, the 4-H Council, Extension Board, Extension Office and any of their respective employees and volunteers will not be responsible for the loss or damage of any article.
13. Youth will be enrolled by grade in projects where there are grade designations. Youth will be enrolled by year in projects that do not have grade designations.
14. Firmly attach county entry tags to completed projects.
15. All projects must have been completed in the current 4-H year and may be exhibited only one year.
16. For projects that are based on division (years you have completed that project); older 4-H members who wish to take a project for the first time may start in a more advanced division than Division I. Members may advance a level, but may not go to a lower level in following years.

**Exhibit Entry Tags**

Entry tags will be available at project check-in. Each project and separate piece of your project must have an entry tag. For example, if you have multiple pieces that make one exhibit, each piece must have a tag. Please call the Extension Office **before the fair** if you need more than one tag. You may choose to pre-label your projects, but will need to attach the “official” tag(s) during check in. (Tags are hole-punched and may be attached with string or taped to the exhibit, unless otherwise indicated in project rules.) Entry tags must be firmly attached to the exhibit.

**Grievance Policy**

1. A grievance may be lodged with the 4-H Extension Educator. The burden of proof shall reside with the party filing the grievance. (NOTE: concerns regarding staff, volunteers, 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 staff, volunteers, or other individuals should be addressed directly with the 4-H Extension Educator.)

2. The person filing a grievance must complete the Grievance/Appeal Form, which can be found in the back of this handbook.

3. A grievance shall be filed within 24 hours of the incident.

4. A grievance regarding a project/subject or activity during the county 4-H Fair will first be reviewed by a small, unbiased subcommittee appointed by the 4-H Extension Educator. This subcommittee will review the grievance, conduct the initial investigation, and render a decision.

5. The grievance sub-committee will be called together to act within 24 hours of a filed grievance, or in a more timely manner, if the situation warrants.

6. The person filing a grievance may appeal a decision to the County Extension Board. The Extension Board will review the facts in evidence and render a decision. **This is the final level in the appeal process.**



**Indiana State Fair**

* If your project is selected for the State Fair, be sure to check the Indiana State Fair 4-H Exhibit Handbook to make sure your exhibit follows all of the project requirements. **Families will be responsible for delivering and picking up large, fragile, and/or numerous piece projects to and from the Indiana State Fair.**
* One (1) Indiana State Fair ticket will be provided for each 4-H member who has a non-animal State Fair exhibit. (State Fair livestock exhibitors will receive tickets upon registering for the State Fair.)
* Self State Fair entry is optional for 4-H members enrolled in the following projects:

Beef

Cats

Dairy

Dairy Goats

Dairy Feeder Steers

Dairy Steers

Demonstration

Dog

Garden

Goats

Horse & Pony

Illustrated Talk

 (poultry & rabbits)

Informative Presentation

Interactive Demonstration

Llamas & Alpacas

Poultry

Pro. Persuasive Presentation

Public Speaking

Rabbits

Sheep

Swine

\*It will be the 4-H member’s responsibility to meet the deadlines and make official State Fair entry for these projects.

**Requirements for Educational Displays**

***\*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.\****

**Posters**

* ****Unless otherwise specified, posters should be 22”x28”, covered with clear plastic, and mounted on stiff backing. Poster backs and sleeves may be purchased from the Extension Office. *Leave a space in the lower right corner of the poster for an exhibit tag.*
* Unless project rules state otherwise, all poster exhibits may be made on any color of poster board or suitable material (e.g. fabric, wrapping paper, etc.), and then be securely attached and mounted to the poster backing.
* Posters must have a title on them unless otherwise noted under the specific project information; the title should be the project name and division.
* Posters should “tell a story” or be informative to the audience. Will the viewer of your poster learn something from the exhibit?
* Pictures, graphics, and artwork are encouraged.

**Information printed directly off the web will not be accepted.**

**Notebooks**

* Notebooks need to be a sturdy 3 ring binder (with stiff covers) or a bound type notebook (with stiff covers) that can accommodate 8½“x 11” paper. No report covers or similar styles may be used. Make sure the notebook accurately meets the guidelines and objectives of the activities in the manual. Information printed directly off the web will not be accepted.
* Materials included in the notebook need to be educational, both for the youth and the audience, and should demonstrate what was learned from the research (experiment, web, library, etc.) and/or activities to create the notebook. Work should include references where appropriate. Pictures, graphics, and artwork are encouraged.

**Display Boards**

Display boards differ from a poster in that real objects are normally used rather than drawings or pictures. Three-dimensional items are attached to the board. May be tabletop or floor style, not to exceed 36”x 36”x 36” Must be self-supporting to be viewed by the public.

**4-H Project Information & Exhibit Requirements**

**Aerospace**

State Fair Project

No RTF (Ready to Fly), or E2X rockets are acceptable in the 4-H Aerospace project.

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, 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.

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.

**Grades 3-5:** Rocket of your choice: Estes Skills Level 1, 2, or comparable difficulty; a poster; or display board on any topic in the manual (e.g., construct a paper airplane with a poster board explaining why you designed it the way you did). Cluster engine rockets and rockets that take an engine D or above are not permitted in this level.

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.

**Grades 6-8**: Rocket or other aerodynamic object of your choice: Estes Skills Level 2, 3, or comparable difficulty; a poster; or display board on any topic in the manual (e.g., glider plane on page 18 with poster explaining design). Cluster engine rockets and rockets that take an engine E or above are not permitted in this level.

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.

**Grades 9-12**: Rocket of your choice; Estes Skills Level 3 or above; Box kite or other aerodynamic object of your choice which illustrates principles of flight; a poster; or display board on any topic in the manual (e.g., box kite on page 20 with poster explanation). Rockets that take an engine G or above are not permitted.

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.

Agricultural Tractor

State Fair Project

Compete in the Ag Tractor Career Development Event. Reference Youth Activities for more information.

OR

Non-Driving Option consists of a poster, notebook, or display board corresponding to the subject content found in the manuals. 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 website 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.

The subject matter content must correspond to the subject matter content found in the appropriate manual:

Level A, Grades 3-4: Level A manual

Level B, Grades 5-6: Level A or B manuals

Level C, Grades 7-9: Level A, B, or C manuals

Level D, Grades 10-12: Level A, B, C, D manuals

Arts & Crafts

State Fair Project

**Note:** Refer to the Pike County Arts and Crafts Guide for suggested arts and crafts topics.

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.

* All articles entered must be hand made by the exhibitor.
* The same member cannot enter more than one exhibit in the same category.
* 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. Each piece of your project must have an entry tag. Please contact the Extension office before the fair if you need more than one tag.
* For safety purposes, any craft exhibit that resembles a sword, knife, or look-a-like weapon will be judged but will not be displayed.

Attach to project - 4-H-618A-W 4-H Craft Information Card for description of work completed on the project.

Level A, Grades 3-5

Level B, Grades 6-8

Level C, Grades 9-12

**Fine Arts** - Oil, charcoal, pastels, pencil, ink, acrylic or watercolor--on canvas, canvas board, or paper. Project 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.

**Needle Craft** - (Hand work) Knitting, embroidery, crocheting, needlepoint, crewel, candle wicking, chicken scratching, hand quilting, tatting, Huck embroidery, hemstitching; also pulled, drawn and counted thread work and punch needle work. This does not include latch hook, plastic canvas, machine knitting, machine quilting, or arm knitting/crocheting. These are to be exhibited in the Any Other Craft category.

**Model Craft:** Exhibits must be a small-scale replica and meet the following criteria:

* Must be of injected styrene plastics.
* At least 25% of the exhibit must be painted.
* Wood, paper, clay, die-cast, or snap together models are not permitted.
* Screws are not permitted.
* Pre-painted or pre-decaled factory models are not permitted.
* If the model is being built from a kit, include a copy of the instructions with the craft information card.
* Legos are not considered models and are to be exhibited as Construction toys under the Creative and Expressive Arts category.

**Any Other Craft** - May not include any crafts included in the three classes listed above.

**Beekeeping**

State Fair Project

Create an exhibit that shows the public what you learned in the beekeeping project this year. Choose one of the topics listed below, appropriate for your grade in school, and **use that topic** for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

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.

**Note:**

* There are no age specifications for beekeeping exhibits.
* No beehives may be exhibited!
* 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.

**Division I** – May complete 1 to 2 years. Present one of the following topics on a poster:

1. **Flowers Used to Make Honey** – display pressed flowers from 10 different Indiana plants that bees use for making honey.
2. **Uses of honey and beeswax**
3. **Setting up a bee hive**
4. **Safe handling of bees**
5. **Any other Beekeeping related topic.**

**Division II** – May complete 1 to 2 years. Exhibit one of the following:

1. **Extracted honey** – two (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) – two (2) one-pound jars (wide-mouth glass or clear plastic).
3. **Cut-comb honey** – two (2) one-pound boxes (These are usually 4½x4½-inches in size).
4. **Working with Honey Bees** – Present a topic from your manual to teach fair goers about working with honey bees. Use your knowledge and creativity to display this information on a poster or in a notebook.

**Division III** – May complete multiple years. Exhibit two of the four kinds of honey listed below (#1-4) or prepare an educational display about honey bees or beekeeping (#5).

1. **Extracted Honey**: Two (2) one-pound jars (glass or clear plastic) of extracted honey.
2. **Chunk Honey** (comb in jar): Two (2) one-pound jars (wide-mouth- glass or clear plastic).
3. **Cut-Comb Honey**: Two (2) one-pound boxes of cut-comb honey. Boxes are usually 4½x4½-inches in size.
4. **Comb Honey**: Two (2) sections of comb honey (honey built by bees in frames of wood commonly called “sections.” Boxes are usually 4½x4½-inches in size).
5. **Prepare an educational display** about honey bees or beekeeping.

**Independent Study, Grades 9-12:**

* **Advanced topic** – Learn all you can about a beekeeping topic and present it on a poster. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, **“Advanced Beekeeping – Independent Study.”**
* **Mentoring** – Exhibit a poster that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, **“Advanced Beekeeping – Mentor.”**

**Bicycle**

County Project

 Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12

Prepare a poster, notebook, or display board about the history, parts, maintenance, safety, or skills that you learned while participating in the bicycle project. Use the manual to help with learning new skills and topics for your project. 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 website 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.

Cake Decorating

State Fair Project

The cake decorating subject 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 usually withstand environmental conditions and may become soft, melt, not withhold its shape, and colors may bleed when being displayed an extended period of time. Therefore, royal icing is recommended. 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.

**Beginner Level, Grades 3-5**

Cakes must be on a cake board 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”. 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.

**Intermediate Level, Grades 6-8**

Cakes must be on a cake board 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”. 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.

**Advanced Level, Grades 9-12**

Cakes must be on a cake board approximately ½” 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”. 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.

Cat

State Fair Project

Note: 4-H Members may self-enter a cat project in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

Pike County Cat Exhibit Options:

* Showmanship/Knowledge Program
* Cage Decoration and Costume Contest
* Kitten Short Hair Competition
* Kitten Long Hair Competition
* Adult Short Hair Competition
* Adult Long Hair Competition
* Purebred Short Hair Kitten Competition
* Purebred Long Hair Kitten Competition
* Purebred Short Hair Adult Competition
* Purebred Long Hair Adult Competition
* Cat Poster Educational Exhibit

Pike County Cat Show Requirements

1. All 4-H cats must be brought and taken from the show in carriers. Cats on leashes without carrying cases will not be accepted. Please do not use paper/cardboard boxes as carriers.
2. You are expected to stay in the area with your cats during judging.
3. 4-H cats will be removed from their cages during judging. You will stay and watch your cat being judged, then return the cat to its cage.
4. Cat(s) may be purebred or household pets.
5. A 4-H member may enter and show a maximum of 2 cats in the 4-H Cat Show.
6. All 4-H cats must have the claws clipped or be de-clawed before showing.
7. It is recommended that all 4-H cats, other than purebred breeding stock, be neutered or spayed.
8. All 4-H cats must have a valid certification of vaccination (4-H 777-W), signed by a licensed, accredited veterinarian. The certification must be available at check-in. A veterinary check-in must be done before registration and before the 4-H cat may be shown. (Required vaccinations include: Rabies, Panleukopenia, Rhinotracheitis, Calcivirus, Feline leukemia vaccination or test, and Fecal parasite exam or deworming.)
9. All 4-H cats must be free of fleas, fungus, ear mites, or other communicable diseases.
10. You and/or your parent(s) should not speak with the judge unless conversation is initiated by the judge.
11. Cats must be taken home following official release at the end of the 4-H cat show.
12. Pregnant or lactating female cats will not be permitted to show.
13. Each cat will be judged on a) health, b) cleanliness, c) grooming, and d) personality.
14. Substitutions of 4-H cats will not be permitted on show day.
15. Kitten classes are defined as animals between 6 weeks to 8 months of age.

Cat Poster

State Fair Project

All posters 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 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.

Suggested topics: The following suggestions are ideas for development of an educational cat poster. Members are not limited by or to just these mentioned topics.

Level 1, Grades 3-5: cat care, cat breeds, litter-training, treating my cat with care and respect, cat responsibilities, grooming skills, training my cat, neutering/spaying, determining cat costs, traveling with my cat, my cat’s safety.

Level 2, Grades 6-8: National Cat Fancier Associations, a cat clinic, training with extra praise, careers related to cats, should my cat have kittens?, feeding my cat, things I’ve learned, insect pests, symptoms of ill health, my visiting pet therapy program, cats get old too!, saying good-bye.

Level 3, Grades 9-12: understanding a cat show, planning a cat business, cat genetics, cat organs and systems, exploring careers, learning about leadership, teaching others, having fun learning, protecting our environment, issues of animal welfare/rights.

Child Development

State Fair Project

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.

Level A, Grades 3-4 and Level B, Grades 5-6: Choose one of the following to exhibit:

1. Choose one activity in the project manual that you completed in the level. Design a poster or a notebook that shows or tells what you did with this activity.
2. Create a display no larger than 36”x36”x36” using one of the activities from your project manual. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40 in the manual. Use a 5”x8” index card or larger cardstock to create your card.

**Level C, Grades 7-9 and Level D, Grades 10-12**: Choose one of the following to exhibit:

1. Design a poster based on one of the activities you completed in your manual or one that promotes physical, emotional or cognitive skills.

2. Display a notebook that includes the information from one of the activities you completed this year.

3. Create a display no larger than 36”x36”x36” using one of the activities from your project manual or one that promotes physical, emotional or cognitive skills. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40 in the manual. Use a 5”x8” index card or larger cardstock to create your card.

Civics

County Project

Develop a poster, notebook, or display board of what you learned while being in the civics project this year. All posters, notebooks or 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 website 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.

Choose one of the following projects:

**Level A, Grades 3-5:**

* Learn more about self, family, and friends
* Learn about good citizenship
* Find out about your neighborhood and how to be a good neighbor

**Level B, Grades 6-8:**

* Organize a tour of your local city hall or courthouse
* Learn how government functions
* Learn about police and fire protection, health & sanitation, safety, or tourism

**Level C, Grades 9-12:**

* Plan and carry out a service project. You will need to research a need and develop a plan
* Plan and conduct a service project. You will need to conduct a walk-about to observe needs and assets in the community. You will also need to survey the community about needs and identify solutions to meet a need

Collections

County Project

 Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12

Choose a collection that is of interest to you and something that you can continue collecting. All items displayed must be a part of the exhibitor’s personal collection (not borrowed).

The Collections project is a continuing project; each year you should add items to your collection.

* + Select a representative sample of your collection and exhibit it attractively and neatly in a box no larger than 18”x24”, or on a poster, or in a notebook. If your collection is too large or valuable to exhibit, a notebook containing photos and descriptions of your collection can be exhibited. Photo quality will not be judged, but pictures should be clear, sharp photos. All photos should be neatly arranged and labeled.
	+ Label each item with a label.
	+ Attach a completed inventory sheet to the exhibit.

**Communications**

State Project

Effective communications drives all aspects of day-to-day life. Youth are to learn about the process of communications, to learn about different modes of communications and to strengthen their own communications skills. As you explore the world of communications 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.

To complete this project a member’s adult mentor is to provide verification the member participated in at least one of the following activities:

* 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.

**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. While the interactive demonstration is a non-competitive event at the Indiana State Fair, the demonstration, informative presentation, professional persuasive presentation, public speaking, and illustrated talk are competitive events. 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.

**Interactive Demonstration**

* Any 4-H member may participate in the Interactive Demonstration.
* This is designed for the novice person, and the topic can be related to any 4-H project. The 4-H member will provide a short demonstration of no more than 3 minutes that will actively engage members of the audience in a how-to-do skill development.
* Examples include, but are not limited to, how to use a measuring cup, how to use a ruler, how to knead dough, how to clean grooming clippers, how to crop a photo, etc.
* Props are permitted.
* Live animals and PowerPoint displays are not permitted.
* Although participants will not be judged, an adult will watch the 4-H member’s interactive demonstration and will provide feedback to the member.
* The 4-H member will continually repeat their how-to interactive demonstration for the designated time period, typically 45-60 minutes.

**Demonstration**

* Any 4-H member in grades 6-12 may participate in the Indiana State Fair demonstration contest.
* 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.
* 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 VGA 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.
* Live animals are not permitted.
* There is no interaction with the audience.
* Junior members (grades 6-8) have 5-7 minutes to present their demonstration, while senior members (grades 9-12) will present their demonstration in 5-10 minutes.
* Questions may be asked of the contestants by the judges following the demonstration.
* Categories will be Junior Individual, Senior Individual, Junior Team, and Senior Team.
* The team category is for two (2) people and will be determined by the highest grade level of any member of that team. If a team is awarded the State Fair Achievement Trip, only those team members who are 14 years of age or older as of January 1 will be permitted to attend the trip. Those members of the winning team who are younger than 14 years of age will not be able to compete in a team demonstration in future years.
* The State Fair Achievement Trip may be awarded by the judges to a maximum of the top three (3) blue merit senior individual members and top (1) blue merit senior team at the discretion of the judges. Trip winners must be of blue merit quality.

**Informative 4-H Presentation**

* Any 4-H member in grades 6-12 may participate in the Indiana State Fair informative presentation contest.
* 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, Science Workshops, 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.
* Members may use a PowerPoint, Prezi, or other digital presentation, signs, and other props that will enhance their presentation when giving it 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 VGA 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.
* Live animals are not permitted.
* There is no interaction with the audience.
* Junior members (grades 6-8) have 5-7 minutes to present their informative presentation, while senior members (grades 9-12) will present their informative presentation in 5-10 minutes.
* Questions may be asked of the contestants by the judges following the informative 4-H presentation.
* Categories will be Junior Individual and Senior Individual.
* The State Fair Achievement Trip may be awarded by the judges to a maximum of the top three (3) blue merit senior individual members at the discretion of the judges. Trip winners must be of blue merit quality.

**Professional Persuasive Presentation**

* Any 4-H member in grades 6-12 may participate in the Indiana State Fair professional presentation contest.
* 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 three (3) 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.
* Members must use a PowerPoint, Prezi, or other digital media presentation when giving it to the audience from a stage or stage-like setting.
* Other props may be used to enhance the presentation but are not required.
* Live animals are not permitted.
* There is no interaction with the audience.
* Junior members (grades 6-8) and senior members (grades 9-12) will present their professional presentation in 5-10 minutes.
* Questions may be asked by the judges following the professional presentation.
* Categories will be Junior Individual, Senior Individual, Junior Team and Senior Team.
* The team category is for two (2) people and will be determined by the highest grade level of any member of that team. If a team is awarded the State Fair Achievement Trip, only those team members who are 14 years of age or older as of January 1 will be permitted to attend the trip. Those members of the winning team who are younger than 14 years of age will not be able to compete in a team informative presentation in future years.
* Contestants are encouraged to provide their own laptop computer. If the laptop is not equipped with a standard VGA 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. A wireless internet connection will be available.
* The State Fair Achievement Trip may be awarded by the judges to a maximum of the top three (3) blue merit senior individual members and top (1) blue merit senior team at the discretion of the judges. Trip winners must be of blue merit quality.

**Public Speaking**

* Any 4-H member in grades 6-12 may participate in the Indiana State Fair public speaking contest.
* This contest allows the 4-H member to give their prepared speech to an audience from a stage or stage-like setting.
* There is no interaction with the audience.
* Props, signs, and PowerPoint presentations are not permitted.
* The topic can be of the 4-H member’s choice and but must be related to 4-H.
* Junior members (grades 6-8) have 3-5 minutes to give their speech while senior members (grades 9-12) will give their speech in 5-7 minutes.
* Questions may be asked by the judges following the speech.
* The State Fair Achievement Trip may be awarded by the judges to a maximum of the top three (3) blue merit senior individual members at the discretion of the judges. Trip winners must be of blue merit quality.

**Illustrated Talk**

* An illustrated talk is offered at the Indiana State Fair in poultry and rabbits.
* All participants must complete the Indiana State Fair Rabbit or Poultry entry form. This completed form is to be submitted to the rabbit or poultry barn office, respective to the contest, at check-in. There is no Indiana State Fair entry fee for this event.
* Categories will be Novice (grades 3-4), Junior (grades 5-6), Intermediate (grades 7-8), Senior (grades 9-10), and Master (grades 11-12).
* An illustrated talk is for any 4-H member and allows the member to present a 5-7 minute speech to the audience on a topic related to that project while using props and/or a PowerPoint, Prezi, or other digital presentation.
* There is no interaction with the audience.
* Check the Indiana State Fair 4-H Premium book for the time, date, and location of this event.
* Entries will be accepted through the county Purdue Extension office or on-site at the poultry or rabbit show for the respective event. Check the Indiana State Fair 4-H Premium book for the time, location, and deadline to enter if entering on-site.
* Live animals that would be eligible to show in that project may be used in the illustrated talk.
* The State Fair Achievement Trip may be awarded by the judges to a maximum of the top two (2) blue merit Masters Category rabbit members and poultry members at the discretion of the judges. Trip winners must be of blue merit quality.

**Computer**

State Fair Project

**Beginner, Grades 3-5 Intermediate, Grades 6-8 Advanced, Grades 9-12**

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, etc. as the exhibitor will not be able to discuss their work with a judge. Poster exhibits are not acceptable. 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 & Computer Art

Software 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 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 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.

**Blocked 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, 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, 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, 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, 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 skill

**Intermediate, 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 skill

**Advanced, 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 skill

**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 ad 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.
* 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

**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.

Consumer Clothing

State Fair Project

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.

\*\*For personal safety concerns, notebooks exhibited should only contain name, county, grade, level and club, and no personally identifiable information such as mailing address or phone number.

Beginner, Grades 3-5: – Exhibit the following:

1. Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity. This will help you talk to the judge easily.
2. Help purchase an item of clothing that you will 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. You might buy shoes, sweatband, belt, jewelry, or socks.
3. Model your purchases. Tell the judge about them, what you learned, and about the activities you completed. Take your manual and notebook with you because they will help you talk with the judge.

Intermediate, Grades 6-8: – Exhibit the following:

1. Complete one activity from each group in the manual. Write your answers in a notebook. Label each activity. This will help you talk to the judge easily.
2. Purchase and accessorize a casual or school outfit. You may purchase accessories or select from items you already own.
3. Model your outfit. Tell the judge about your purchases, what you learned, and about the activities you completed. Take your manual and notebook with you because they will help you talk with the judge.

Advanced, Grades 9-12: – Exhibit the following:

1. Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity. This will help you talk to the judge easily.
2. If a member has completed all activities in the manual in prior years, the member is to consult with their Extension Educator, leader, or mentor to create an activity. When assembling the exhibit notebook, be sure to include a note to the judge explaining how the activity was determined and the intended objectives.
3. Choose an outfit and accessorize it. You may purchase or select from items you already own.
4. Model your outfit before a group. Tell them about your activities in this year’s project and how you plan to use this year’s purchases in your future wardrobe. Take your manual and notebook with you because they will help you talk with the judge.

**Creative & Expressive Arts**

County Project

**Construction Toys**

 **Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

The Construction Toys project is designed to encourage 4-H members to use his/her imagination and ingenuity in creating an exhibit. This project allows 4-H members to create projects with a variety of items, such as Lego bricks, K-Nex, Construx, Erector, Tinker Toys, Lincoln Logs, Duplo Blocks, craft sticks, etc.

Project Guidelines

* If you use a kit, the kit directions should be exhibited with the completed exhibit. (You may wish to place the instruction booklets in a clear plastic bag to help protect them.)
* Exhibit must rest on a sturdy base, which is no more than 36” square.
* Exhibit must be no taller than 24”.
* Blocks may be glued together, but this is not mandatory.
* Moveable or motorized parts are acceptable in any level, as long as it is age-appropriate.
* Fragile exhibits should have a protective covering. However, the model must be accessible to the judge.
* Exhibits must include 4-H-618A-W 4-H Craft Information Card describing the project. You may want to include the following information on your craft card:
	+ The type of construction toy you used for your display. Include the name of kit if you used a kit.
	+ The process used in completion (what you did to complete the exhibit).
	+ How many hours you spent working on the project.
	+ Approximate cost (please do not include receipts.)
	+ Intended use of the completed project.
	+ What you learned through completing the exhibit.
* The 4-H member must transport his/her own exhibit to the designated display area and set it up. The Extension Office will not be responsible for transporting projects to and from the fairgrounds.
* Exhibits will be judged based on Creativity, Construction Techniques, Soundness/Sturdiness, Balance and Overall Design.

**Creative Writing**

 **Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

Exhibit your “Creative Writing” in one of the 3 categories below:

1. **Prose** is a story (fiction or nonfiction), autobiography, essay, journal entry, or any other prose piece.
2. **Poetry** is a poem of any length or style.
3. **Children’s Story** is a story written specifically for young children including illustrations.

General Guidelines:

1. All entries are to be handwritten neatly in ink or typed. Typed entries should be double-spaced. Illustrations are not required for Poetry and Prose entries, but are permitted to enhance your entry.
2. Children’s stories must include illustrations. (See Section VIII of the manual for suggestions.)
3. All entries must have been written since the previous year’s County Fair. Work that has been judged in any other writing contest is ineligible for 4-H competition. All entries must be the exclusive work of you. No group projects or collaborations should be submitted for judging.
4. Each entry is to have a title page with the following information: Title, Author, Date, Project Category, Grade, and Club name. (See example title page in Section IX of the manual.
5. Each entry is to be bound to keep it neat and clean during judging and display at the fair. Use any type of three-pronged folder or report cover available at most office stores. You may decorate the cover, or use a report binder with a plastic front so your title page shows through.
6. Neatness counts. Be sure your project is clean, neat, and organized.
7. If you did any research, cite your sources! Failure to do so is considered plagiarism.

**Farm Scene**

 **Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

Members can create realistic toy dioramas from custom-built or manufactured farm toys. There are many different artistic abilities one can use in building a farm toy display. Modeling is very personal and involves much imagination.

Guidelines for All Levels:

* Size Requirements - Foundation boards must be made of rigid wood, such as plywood. The board may be flat or contoured. Backdrops are optional for each level. Base sizes may be no larger than 36”x36”x36” inches. Items must not exceed edges of the base.
* Scale Requirements - In all levels the member must use the same scale throughout the display, e.g. 1/64, 1/32, or 1/16 scale toys.
* Be certain that all pieces of your display are very securely mounted to the base.
* Remember these items will be on display to the public. Effort is made to watch them, but it is suggested that you NOT display valuable items. You may want to provide a non-breakable see-through covering for your exhibit.
* Examples include, but are not limited to, field tilling, livestock auctions, farm auctions, implement dealerships, agricultural educational events, agricultural field events, etc. The display may include an optional backdrop.

Gift Wrapping

Explore new ways of decorating packages! Note: Packages for exhibit should not contain items.

Level A, Grades 3-5: Exhibit one wrapped square or rectangular box in paper using a self-made bow. Tape a card with name, age, club, occasion, and age of recipient on the box.

Level B, Grades 6-8: Exhibit one wrapped cylinder-shaped package that will be opened OR exhibit one gift using any material, other than paper. Tape a card with name, age, club, occasion, and age of recipient on the box.

Level C, Grades 9-12: Incorporate creative ideas. Wrap one package of any shape using accessories you made. Tape a card with name, age, club, occasion, and age of recipient on the box.

Music

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

**Performance:** 4-H member participates in the 4-H Performing Arts Contest, State 4-H Chorus, or State 4-H Band. Reference Youth Activities for more information.

OR

**Poster or Notebook:**

Present a poster or notebook that includes dated music/activities log sheets. Also include a list of songs/materials and include why you selected them. Include programs, photos, and music or download a CD of your performances including song list.

All posters or notebooks 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 website 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.

**Scrapbook**

Each scrapbook album will have a front and back cover with 10 pages firmly attached between the covers.

* List the page numbers of the 10 pages to be judged on the exhibit tag. The page numbers need not be written on the actual album page. The member should count the first page as page 1 and proceed in numerical order. If no pages are indicated for judging, the judge will look at pages 1-10.
* Each scrapbook will have 10 pages completed for judging. This would be 5 sheets front and back for a total of 10 pages.
* 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 variety in your pages to be judged.
* Neatness counts. Exhibit clean pages with clear writing.
* Using a variety of cropping techniques and page layouts will add interest and creativity to your album. Not everything has to be cropped or “artsy”; use a nice balance. Let your pictures and memorabilia be the focus.
* Keep in mind the proper placement of the photos in your album - you are telling a story, so use chronology (putting things in order of occurrence), or themes to organize your scrapbook.

**Level, Grades 3-5:** Label photos and memorabilia with names, dates, places, etc. Exhibit 10 completed pages in an album according to requirements and a completed record sheet. Add 10 completed pages to album each division year.

**Level B, Grades 6-8:** Follow Level A requirements plus capture your memories with captions or words recording the happenings of the photos and memorabilia. Exhibit 10 completed pages in album according to requirements and a completed record sheet. Add 10 completed pages each division year.

**Level C, Grades 9-12:** Follow Level A and Level B requirements, plus include storytelling - write your thoughts and feelings and tell a complete story or memory on each page. Not every photo has a complete story, so please choose the ones deserving of this extra effort when you are thinking of your page designs. Exhibit 10 completed pages in album according to requirements and a completed record sheet. Add 10 completed pages each division year.

**Theatre Arts**

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

**Performance:** 4-H member participates in the 4-H Performing Arts Contest. Reference Youth Activities for more information.

OR

**Poster or Notebook:**

Choose one of the following projects. These activities must be completed during the current year.

* Portfolio of acting activities (A video of performances is not considered a portfolio)
* Display illustrating a drawing/photograph of a clown character created by the exhibitor
* Display illustrating a picture story developed by the exhibitor
* Portfolio of activities for set design; make-up; or sound props, or costuming
* Display that includes sound, props and costume charts appropriate for a selected scene from a story or play (limited to no more than 8 items)
* Display a scenic design model to depict a scene from a script
* Display illustrating a character with make-up drawn or colored in. Include a photograph of a person wearing the make-up and information on the character’s personality or part in the play

All posters, notebooks or 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 website 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.

Crops

County Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

Exhibit an experimental or educational poster or notebook related to one experience from your project. Include explanation of the project in a report for public understanding. Topics may include one of the following: Learning how to select seeds, experimenting with planting dept, studying disease-resistant factors, exploring careers related to crops and soils, identifying pests and diseases, studying costs and prices, etc. May also include member’s crop records with the exhibit.

All posters, notebooks or 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 website 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.

**Crops: Hay & Forages**

County Project

 **Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

**All Divisions** – Exhibit in a clear plastic bag one slice of baled hay, approximately 4” thick and 18” square or in diameter, any variety. Hay exhibits must be baled hay.

**Dog**

State Fair Project

Note: 4-H Members may self-enter a dog project in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

Exhibit Options:

* Dog Obedience Contest
* Dog Showmanship
* Dog Poster Educational Exhibit

**Dog Show Requirements**

1. All 4-H dogs must be brought and taken from the show on leash.
2. You are expected to stay in the area with your dog during judging.
3. Dog may be purebred or household pets.
4. A 4-H member may enter and show a maximum of 1 dog in the 4-H Dog Show.
5. It is recommended that all 4-H dogs, other than purebred breeding stock, be neutered or spayed.
6. All 4-H dogs must have a valid certification of vaccination (4-H 671-W), signed by a licensed, accredited veterinarian. The certification must be available at check-in. A veterinary check-in must be done before registration and before the 4-H dog may be shown. (Required vaccinations include: Rabies, DHPP, Leptospirosis, and Bordetella.)
7. All 4-H dogs must be free of fleas, fungus, mites, or other communicable diseases.
8. You and/or your parent(s) should not speak with the judge unless conversation is initiated by the judge.
9. Dogs must be taken home following official release at the end of the 4-H dog show.
10. Pregnant or lactating female dogs will not be permitted to show.
11. Substitutions of 4-H dogs will not be permitted on show day.

**Indiana 4‐H Aggressive Dog Policy**

The safety and well‐being of 4‐H members and volunteers is a primary concern with all Indiana 4‐H Program opportunities. Families should err on the side of caution in selecting a dog for the 4‐H member to exhibit. A dog that has a known history of aggression or biting is not appropriate for involvement in the 4‐H Program. On occasion, the 4‐H member may have difficulty managing their dog within the 4‐H Program. The following guidance has been provided for the Indiana 4‐H Dog Program as the owner/exhibitor of the dog bears responsibility for the dog’s actions. In the subsequent policy, the term “4‐H Dog Personnel” will include County

4‐H Volunteers, County Extension Educators, State 4‐H Staff and appropriate County and State Fair Directors.

A dog that bites a human or another dog at any 4‐H Dog Event must be immediately removed from that event by the 4‐H member and will subsequently be excused from the 4‐H Program. The member should be directed by 4‐H Dog Personnel on‐site to remove the dog if the member does not do so willingly. If a determination is made by the 4‐H Dog Personnel that a dog bit in self‐defense, it may be allowed to remain at the 4‐H Dog Event.

Dogs that display other signs of aggression, including but not limited to barking and standing ground, growling,

lunging and snapping will be given one verbal warning. They will be removed from the event after the second violation at the same event. To be removed from a 4‐H Dog Event, there must be two violations at the same

event.

Any dog that is removed from a 4‐H Dog Event due to aggressive behavior will be placed on probation for 2 weeks. Written notification of the probation will be given to the 4‐H member. The 2‐week period will start upon written notification to the 4‐H member. While on probation, the 4‐H Dog Personnel and the 4‐H member and parents will work together to determine the best course of action for the dog. This may include (but is not limited to) working individually with the dog and 4‐H member, asking the 4‐H member to use a different dog or having the 4‐H member attend events without their dog. At the end of the designated probation period, 4‐H Dog Personnel will make a determination regarding the dog’s return to 4‐H Dog Events.

Dogs that are removed from a 4‐H Dog Event twice will be immediately excused from the 4‐H program and will not be allowed to re‐enter. Excusing a dog from the 4‐H Program is rare but could be necessary for the safety of 4‐H members, volunteers and other participating dogs. Should a dog be excused from the program, it must be remembered that the action is against the dog and not the 4‐H member. 4‐H Dog Personnel should look at many solutions and encourage the 4‐H member to attend classes without their dog while training it at home or potentially bringing another dog to 4‐H events. 4‐H members will always be welcome in every other part of the dog project.

In the event that a dog is removed from a 4‐H Dog Event or excused from the 4‐H Program, 4‐H Dog Personnel should report such to the State 4‐H Office so that the information is available to all county 4‐H dog programs and the Indiana State Fair.

**Dog Poster**

State Fair Project

**Level 1, Grades 3-5 Level 2, Grades 6-8 Level 3, Grades 9-12**

A dog poster should be designed to teach those who view it about the selected topic. Members are encouraged to seek assistance and resources from experts and literature. Posters must highlight an educational topic about dogs. All posters 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 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.

Electric

State Fair Project

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.

**Electric Level 1, Grade:** 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.

Exhibit Suggestions:

\* Circuit board – 6” by 6” of Series/Parallel Circuit

\* Electromagnet

\* Galvanometer

\* Poster board

\* Display

\* 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.

**Electric Level 2, Grade 4:** 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.

Exhibit Suggestions:

\* Magnetic Powered Shake Flashlight – with display

\* Circuit board – 6” by 6” of Series/Parallel Circuit (with modifications if exhibited in Level 1)

\* Electromagnet

\* Galvanometer

\* Electric Motor

\* Poster board

\* Display

\* 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.

**Electric Level 3,Grade 5:** 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.

Exhibit Suggestions:

\* Wiring Project – (ie. extension cord, trouble light, wire sizes and uses, plug configurations, test equipment, etc.)

\* Electrical tool and supply kit

\* Poster board

\* Display

\* 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.

Electric Level 4, Grade 6: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.

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

\* Display

\* 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.

**Electric Level 5, Grade 7-12:** Do either an Electric power or Electronics project.

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.

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

\* Display

\* 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.

\* 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 Project

Create an exhibit that shows the public what you learned in the entomology project this year. Follow the "Notes" under each section (Insect Collection and Poster).

All posters 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 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.

**Notes:**

* Reference one of the following: 4-H 764 - How to Study, Collect, Preserve and Identify Insects or ID-401 - How to Make an Awesome Insect Collection.
* **Titles**:
	+ Collection – Insect Collection, Grade X (X = your grade in school)
	+ Poster – Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title.
* **Orders**: Use the orders listed in the reference material (above,) found on page 57 in ID-401.
* **Display**: Collect, mount (pins or vials), and identify insects personally collected in the U.S. only. Display your best specimens in an 18”x 24” box or boxes, orientated horizontally. When multiple boxes are used: list the box order (i.e. "Box 1 of 3 Boxes") and include your name in each box. ID 401 A-F (for grades 3-8) and ID 401 I 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 box 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 that 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).

**Insect Collection Option**: For each grade, display the following (judges will deduct points for collections with more, or less, than the specified number of insects):

* **Grade 3**: 10 insects, identified and pinned on cards (ID 401A). Maximum # of Collection Boxes: 1.
* **Grade 4**: 20 insects, mounted (pins or vials). Identify all insects by common name and identify five (5) to order. Include card ID 401B. Maximum # of Collection Boxes: 1.
* **Grade 5**: 30 insects, mounted (pins or vials). Identify all insects by common name and identify 15 to order. Include ID 401C. Maximum # of Collection Boxes: 1.
* **Grade 6**: 40 insects, exhibit a minimum of 6 orders, mounted (pins or vials). Identify all insects by common name and order. Include ID 401D. Maximum # of Collection Boxes: 2.
* **Grade 7**: 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. Maximum # of Collection Boxes: 2.
* **Grade 8**: 60 insects, exhibit a minimum of 10 orders, mounted (pins or vials). Identify all insects by common name and order. Identify 30 to family. Include card ID 401F. Maximum # of Collection Boxes: 2.
* **Grade 9**: 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. Maximum # of Collection Boxes: 3.
* **Grade 10**: 80 insects, exhibit a minimum of 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. Maximum # of Collection Boxes: 3.
* **Grade 11**: 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. Maximum # of Collection Boxes: 3.
* **Grade 12**: 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. Maximum # of Collection Boxes: 3.

\***Educational box** – The educational box (grades 9 - 12) is in addition to the insect display box(es). This box should be created in such a way as to teach something about the assigned theme to the general public.

**Poster Option** - Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

**Level 1, Grades 3-5 Posters**: Display a poster based on the following activities:

* **Big Mouth Bugs** – Show the four (4) different mouth types that you studied. Create a chart listing the four mouth types, an insect with this mouth type, food they eat, and where these insects might be found.
* **Pit Stop** – Make two pit traps and use them to collect insects. Exhibit your completed record sheet. You can use the format given for your data collection, or make your own. Include some of the insects, or pictures of your trap and insects collected.
* **Buz-z-zing Around** – Present three to five ways that insects communicate. Include an insect, or picture of each insect that communicates in each of the ways you are describing.
* **FACETnating!** – Show how insects see (compound eyes) and explain how they see colors.
* **Ants and Uncles** – Compare insects with their non-insect relatives by completing the chart in your book (copy or make your own). Include some of the insects and their non-insect relatives, or pictures of them, on your poster.
* **Chirp, Chirp** – Watch and listen to the crickets for five minutes, three times a day, for three days. Include day and night observations. Record what you see and hear.

**Level 2, Grades 6-8 Posters**: Display a poster based on the following activities:

* **Collecting Insects** – Use two of the insect collecting traps described in Activity 2 (Berlese Funnel, Indoor Insect Trap), Activity 3 (Modified Wilkinson Trap), Activity 4 (Fruit Bait), or Activity 5 (Light Attractor) to collect insects. Exhibit a picture of your traps and an Insect Collection Data Chart that gives the trap location (for example, in the basement or in the back yard), date collected, and insects collected.
* **Spread Your Wings and Fly** – Make and use a spreading board. Exhibit two pictures of your spreading board and three butterflies or moths that you prepared using your board.
* **Insect Experiments** – Complete one of the following activities: Activity 8 (Color My World), Activity 9 (Sowbug Investigations), or Activity 10 (Life's Stages). Exhibit your data sheet and answers to the "Talk It Over" questions. For activities 8 and 9 include your hypothesis and a conclusive statement about your hypothesis (indicate if it was proved or disproved).
* **Invasive Species Investigations** – Create an informational exhibit about one (Indiana) invasive insect. Include the information requested in the activity for this insect [first eight (8) questions on page 29].
* **A Sticky Situation** –Make and use sticky traps for four weeks as described in Activity 13. Exhibit your data sheet and the answers to "Talk It Over" questions.
* **Footprint Clues** – Study the tracks of 3 different species of insect and one arthropod as described in Activity 14. Exhibit your data sheet and the answers to "Talk It Over" questions.

**Level 3, Grades 9-12 Posters**: Display a poster based on the following activities:

* **The Scientific Method** - Use the scientific method to complete one of the problems listed in Activity 3. Describe what you did to complete the five scientific method steps and include your data and drawings or pictures of your experiment.
* **Transecting for Insects** - Compare three habitats using the scientific method to determine which one has the most terrestrial insect activity. Display your transect data sheet for each habitat and answer the "Talk It Over" questions.
* **Please Drop In** – Create your own hypothesis and collect insects in five pitfall traps to prove or disprove your hypothesis, as described in Activity 7. Display how you completed your experiment (including each step in the scientific method) and your data for each habitat.
* **Aliens Among Us** – Complete the "Natives vs Non-natives Survey Data Sheet" by checking two boxes (Native or non-native and damage or no damage) for five native and five non-native insects as shown in Activity 9. Answer the "Talk It Over" questions.
* **IPM** – Learning and Teaching - Make an informational flier and use it to teach younger 4-H members about five insect pests that might be found in a home or school in your county. Exhibit your flier, lesson plan, and photograph of you teaching. Answer the "Talk It Over" questions.
* **Meal from a Worm** – Use the scientific method to study how mealworm larvae grow. Include your hypothesis, data charts, and conclusions. Answer the "Talk It Over" questions.

**Independent Study, Grades 9-12**: Exhibit Options:

* **Advanced Topic** - Learn all you can about a topic of your choice and present it on a poster or in an Entomology box. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, "Advanced Entomology - Independent Study"
* **Mentoring** - Exhibit a poster that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Entomology - Mentor".

Fashion Revue

State Fair Project

Fashion revue provides an opportunity for youth to model the outfit constructed in the 4-H sewing project. State Fair fashion revue is limited to youth in **grades 8-12**. All articles modeled in Fashion Revue 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.

Fashion revue categories are:

* **Informal or Casual Wear:** A complete outfit of 1 or 2 pieces suitable for school, weekend, or casual, informal activities.
* 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. 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. 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.

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.

**Floriculture**

State Fair Project

**Each exhibitor may also choose to do an action demonstration at the State Fair related to topics within the grade level, in addition to an arrangement and/or notebook/poster.**

\*\*For all potted plant exhibits: DO NOT fill pot to the top with soil. Leave space for proper watering.

All posters and notebooks 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, 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.

**NOTE:** Each Level (A, B, C, D) of the Floriculture project serves more than one grade. You should do a DIFFERENT activity and exhibit each year that you are in the project. For example, if in 3rd grade you display a simple bud vase (category 1), in 4th grade you should choose a poster/notebook option or flower/plant exhibit from categories 2, 3, or 4. You should pay special attention to size guidelines for Flower and Plant Exhibits. Instructions for exhibits and related activities can be found in the 4-H Floriculture student manuals.

**Level A, Grades 3-4:** Flower and Exhibit Categories

1. Create flower arrangement in a simple bud vase, provide your own vase, from cut flowers you grew in your garden. Vase must be no more than 9 inches tall by 3 inches wide, neck opening of vase not to exceed 1.5 inches and be clear or white only. Include 1-3 stems of a main flower, along with appropriate amount of filler flower and greenery.
2. Create flower arrangement in a simple bud vase, provide your own vase, from fresh flowers you purchased. Vase must be no more than 9 inches tall by 3 inches wide, neck opening of vase not to exceed 1.5 inches and be clear or white only. Include 1-3 stems of a main flower, along with appropriate amount of filler flower and greenery. Flowers should be in their natural state, and not wired for display.
3. Create a simple round arrangement (small, compact round cluster of flowers) with fresh flowers you purchased. Including the vase or container, it must be no larger than 12"x 12".
4. Create a simple round arrangement (small, compact round cluster of flowers) with fresh flowers you grew. Including the vase or container, it must be no larger than 12"x 12".

**Level A, Grades 3-4:**  Poster or Notebook Exhibits - choose any one (1) of the following topics:

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 or how to care for a 'sick' plant.
6. Report on interview with a professional (what do they do, types of jobs, type of training, hours worked, etc.)
7. Describe an experiment you did and the results.
8. Describe a community service project you did related to your flowers project.

**Level B, Grades 5-6:**  Flower and Plant Exhibit Categories

1. Display a mixed planter that may include herbs with foliage plants and/or flowering plants. The planter should include 3 or more kinds of plants and have been planted at least two months before the fair. The container exhibit space must not exceed 18"x 18" (height will be variable). **Must include 4-H 967c Level B Plant Record** chronicling the care of your plant.
2. Make an item with dried herbs or dried flowers that **you grew yourself**. Examples of items to exhibit are, but not limited to, a dried flower product or a simple dried arrangement in a container. (Exhibit not to exceed 18"x18".)
3. Display one house plant (foliage and/or flowering) in a container not to exceed 10 inches in diameter. There must be only one specimen plant per pot. A flowering plant may be of any color with single or double flowers. **Must include 4-H 967c Level B Plant Record** chronicling the care of your plant.

**Level B, Grades 5-6:**  Poster or Notebook Exhibits - choose any one (1) of the following topics:

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 or 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.

**Level C, Grades 7-9:**  Flower and Plant Exhibit Categories

1. Display a terrarium. Size of the terrarium should be appropriate for use on a table at home, and no larger than 12" deep, 18" long and 16" high. Must have a cover while on exhibit. See activity information for design.
2. Combination or European planter: Exhibit a container of plants (3 or more kinds of plants) that you have planted and cared for a minimum of 2 months. See activity for information on plants and design. The container should not exceed exhibit space of 18" x 18" (height will be variable).
3. Create one (1) corsage or two (2) boutonnieres made from only fresh flowers. Corsages should contain 3 or more blooms. NO artificial flowers or greenery should be used in this category. Bows and decorative items are okay.
4. Create one (1) corsage or two (2) boutonnieres made from silk or other artificial flowers and greenery. Can be created with mixed fresh and artificial materials, or all artificial. Bows and decorative items are okay.
5. A dried arrangement in a container or a specialty item (such as, but not limited to, a wreath or swag) made with dried flowers and dried plant materials. NO artificial flowers/plant material should be included. Bows and decorative items are okay. Maximum size 24" x 24", height will be variable.
6. Create a flower arrangement using either roses or lilies as the primary component of the arrangement. Arrangement should be made with all fresh materials. (NO artificial, flowers/plant material). Bows and decorative items are okay. The exhibit must not exceed 18" x 18" (height will be variable).

**Level C, Grades 7-9:**  Poster or Notebook Exhibits - choose any one (1) of the following topics:

1. Explore and explain: vegetative propagation – how to, different types, problems and solutions, uses.
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 considers, selecting plant materials, uses.
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 material - 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.

**Level D, Grades 10-12:** Flower and Plant Exhibit Categories

1. Create a seasonal arrangement from only fresh flower and/or plant materials. Flowers and plant materials specific to a season or holiday should be used. For example, fall mums or spring tulips. Maximum size 24"x24"x36". This category could include a traditional floral arrangement, but also items such as wreaths. Bows and decorative accessories are okay.
2. Create a seasonal arrangement that includes fresh and/or artificial flower/plant material. Flowers and plant materials specific to a season or holiday should be used. Maximum size 24"x24"x36". This category could include a traditional floral arrangement, but also items such as wreaths. Bows and decorative accessories are okay.
3. Create a modern or contemporary style arrangement using fresh flower and plant materials. See manual for suggestions. Maximum size 24"x24"x36". Include a label that states what type of design you have created (botanical, pavè, parallel, free-form, abstract, etc.)
4. Create a bridal bouquet. Proper display of the bouquet should be considered, but only the bouquet will be judged. Bouquet should include only fresh plant materials. Bows and decorative accessories are okay.
5. Create a centerpiece for an event, such as a banquet, party, wedding, funeral, or church. Arrangement should be no larger than 24"x 24" x 36" and be made from EITHER fresh flower and/or plant materials or artificial or silk flower and/or plant materials. Bows and decorative accessories are okay.
6. Display a plant that you propagated (and grew and cared for) by tissue culture or other vegetative propagation methods, or flowering bulbs that you forced. Maximum pot size should not exceed 10" diameter. **Must include 4-H 969c Level D Plant Record** chronicling the care of your plant.

**Level D, Grades 10-12:** Poster or Notebook Exhibits - choose any on one (1) of the following topics:

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 of 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.

Foods: Baked & Preserved

State Fair Project

Follow the Purdue Extension Food Safety Policy, found on page 11.

Labeling Suggestions:

* 1. Cover label with clear plastic wrap so that it will not become grease stained.
	2. Tape label to the paper plate or container before the product is wrapped.

Recipe or index cards:

* 1. A recipe card or index card (no larger than 5 1/2" x 8 1/2") is required for all food exhibits. Be sure to include the recipe source and all the information requested in the exhibit description, as well as your name, county, and grade level/exhibit option. It is recommended that you wrap the card in plastic wrap or in a plastic bag. Recipe cards will not be returned.
	2. 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.

Food preservation jars/containers:

* 1. All canned products must have the ring on the jar top to protect the seal.
	2. Containers will NOT be returned from the Indiana State Fair.

How to prepare products for display.

* 1. Most food products should be displayed on a paper or foam plate.
	2. Cakes - cut a piece of cardboard about 1/2 inch larger than the bottom of the cake. Cover this cardboard with wax paper, plastic wrap, or foil before putting the cake on it.
	3. Any product that may be sticky on the bottom, such as some fancy breads, should be put on round, square, or rectangle cardboard. Cover this cardboard with wax paper, plastic wrap, or foil before putting the food product on it.
	4. Frozen food exhibits (containers and food) will not be returned to the exhibitor. Please display in freezer bags or disposable freezer containers.
	5. Pies should be exhibited in disposable pie tin. Reusable containers or pans will NOT be returned from the Indiana State Fair.

**Level A, Grade 3:** Participants may exhibit one baked and/or one preserved item per grade.

* Three snack-sized (approximately 2”-3” individual size) drop, molded or bar baked cookies. No glaze or frosting. Include recipe card and display on a dessert size paper or foam plate.
* A package of 3 baked, 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. Label with name of product, quantity, and date frozen.

**Level A, Grade 4:** Participants may exhibit one baked and/or one preserved item per grade.

* Three standard sized muffins that contain an ingredient that is a source of Vitamin A or Vitamin C (no muffin liners). Include recipe card.
* 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.

**Level B, Grade 5:** Participants may exhibit one baked and/or one preserved item per grade.

* A square, oblong or round 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. Include recipe card.
* 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.

**Level B, Grade 6:** Participants may exhibit one baked and/or one preserved item per grade.

* Three no-yeast, any shape pretzels with a whole grain flour mixture (shaped, stick, or nugget) OR 3 no- yeast sweet or savory rolled biscuits with a whole grain flour (no drop biscuits). Include recipe card.
* 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.

**Level C, Grades 7-9:** Exhibitors may choose one baked and/or one preserved product from the following list. It is suggested a participant choose a different option each year, but this is not a requirement.

**Baked Options**:

* Three (3) yeast bread sticks or yeast rolls (any shape, medium size - not a sweet roll), using a whole grain flour mixture such as whole wheat, rye, oat bran, etc. Include recipe card. 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 (can be loaf, braid, but not rolls) using a whole grain flour mixture such as whole wheat, rye, oat bran, etc. Include recipe card. 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.
* One package of a non-perishable, invented healthy snack (such as a granola bar, popcorn snack, 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.

**Preserved Options:**

* 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. **NOTE:** Only food preservation products made using USDA approved or Ball Blue Book recipes 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. Note: Only food preservation products made using USDA approved or Ball Blue Book recipes are acceptable.

**Level D, Grades 10-12:** Exhibitors may choose one baked and/or one preserved product from the following list. It is suggested a participant choose a different option each year, but this is not a requirement.

**Baked Options:**

* A single or double crust baked fruit pie (no graham cracker crust). Include recipe card. (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 non-perishable 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 and should be no larger than 16” deep x 22” wide x 28” high. Include index card with recipe.
* Select a condition in which people have to specifically modify their eating habits (diabetes, heart disease, Celiac disease, food allergies, etc.) Prepare a non-perishable 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. Include index card with recipe.

**Preserved Options:**

* 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. Note: Only food preservation products made using USDA approved or Ball Blue Book recipes 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

Foods: Fun with Food Mixes

County Project

Follow the Purdue Extension Food Safety Policy, found on page 11.

This project is designed to allow the use of a purchased box mix as one of the ingredients in a recipe. The finished product *cannot* be the result of making the product from the box instructions. The box mix has to be used with other ingredients to create a new product. Members may create their own recipes or use suggestions from a box mix, cookbook, or the project manual. Remove the box label that shows the original preparation of the food. Display on an 8½”x11” sheet next to the creative recipe for all divisions.

NOTE: You must exhibit a baked item. Recipes are required for baked items in all divisions. Underline the 2 or more ingredients you added. Include brand name of boxed items used.

Beginner, Grades 3-5: Using a ‘mix,’ create your own 6 baked cookies or 6 baked brownies. Use at least 2 other ingredients in addition to those called for in the mix.

Intermediate, Grades 6-8: Using a ‘mix,’ create your own cake or bread. Use at least 2 other ingredients in addition to those called for in the mix.

Advanced, Grades 9-12: Using a ‘mix,’ create a non-perishable product. Use at least 2 other ingredients in addition to those called for in the mix.

**Foods: Outdoor Chef**

County Project

Follow the Purdue Extension Food Safety Policy, found on page 11.

General Requirements

1. Members will supply their own materials.
2. Cooking may be done using a gas grill, charcoal grill, open campfire in a fire pit, or other approved flame. All grills and fire must be completely extinguished before leaving the exhibit area. Side burners, outdoor stoves, as well as other forms of “open flames” are allowed as necessary.
3. All meat and food ingredients must be inspected at the time of check-in.
4. The meat brought for use in the project must be in an original, sealed package from the store or meat processing facility.
5. Meat cannot be pre-marinated and ground meat cannot be pre-mixed prior to check-in.
6. Following check-in, exhibitors may set up their area and may proceed with any and all processes except lighting the grill or any flames.
7. Grills and flames are to be started 1 hour after check-in. All foods are to be presented to the judge within 4 hours after this time.
8. Exhibitor must inform the judge when they are ready to light the grill. Grill safety, including lighting, is part of judging. (In the beginner division, a parent may assist the participant in lighting the grill to insure safeness is maintained. All other exhibitors must light their own grills.)
9. Exhibitors may receive assistance only from the contest coordinator during the competition.
10. A recipe card is to be submitted for every part of the exhibit.
11. The judges will walk around and observe the exhibitors during the competition. The judges are encouraged to talk with and question the exhibitors.
12. Regarding meat doneness; the exhibitor must be prepared to tell the judge how the meat is prepared (well-done, rare, medium, etc.) It will then be judged accordingly.
13. All final products must be plated and served to the judges as if they were being served in a restaurant.
14. Submit a completed project record sheet at the time of check-in.
15. Members are to complete the exhibit requirements for their grade level and are not to use requirements listed above their grade level.

Beginner, Grades 3-5:

1. Prepare a serving for two people.
2. Choose one meat entrée from the following list: ground meat, steak, chop, breast, thigh, simple sandwich, pizza, or another item approved at least 1 week prior to judging.
3. If a marinade, rub, or sauce is used it must be store purchased.
4. Prepare one side dish with your entrée. The side dish does not have to be cooked on the grill or open flame.
5. Presentation is part of judging.

Intermediate, Grades 6-8:

1. Prepare a serving for two people.
2. Choose one meat entrée from the following list: roast, whole chicken, whole turkey breast, seafood, or another item approved at least 1 week prior to judging.
3. If a marinade, rub, or sauce is used it must be made from scratch by the exhibitor.
4. Prepare one side dish and one dessert, one of which must be cooked on the grill or open flame.
5. Presentation is part of judging.

Advanced: Grades 9-12:

1. Prepare an outdoor dinner party for at least two people using a theme of your choice.
2. Decorate one card table or something similar size. The decorated area for judging may be no larger than 10’x10’ or 100ft.
3. The exhibitor must create an outdoor dinner party invitation and present it to the judge when the project is ready for judging.
4. Prepare one meat entrée of your choice.
5. May use any marinade, rub, or sauce – homemade, store bought, or combination.
6. Prepare two side dishes cooked on the grill or open flame.
7. Prepare one salad side dish. This salad dish does not have to be cooked on the grill or open flame.
8. Prepare one dessert cooked on the grill or open flame.
9. Beverages may be either store purchased or made from scratch.
10. Presentation and decorations will be part of the judging.
11. Members enrolled in this level may exhibit as a two member team. If one of the members is in grades 3-8, the team will exhibit with the advanced requirements. No member exhibiting as part of a team may also exhibit as an individual.
12. Advanced category awards will be given for both individual and team exhibits.

**Forestry**

State Fair Project

Create a poster showing what you learned in the forestry project this year. Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title.

If you are exhibiting leaves, they should be free of any damage. **If you choose to write scientific names, they must be in either italics or underscored.** (Note: scientific names are required for herbariums.) The Genus (first name) must have the first letter capitalized. The species (second name) has no capitalization.

All posters 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 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.

**Level 1, Grades 3-5:** Display a poster based on one of the following activities

* **Leafing Out**- Comparisons (pp 6 & 7). Collect, dry and mount 6 different species of leaves showing leaf differences: one leaf with opposite arrangement and one with an alternate arrangement, two leaves with different leaf margins, a compound leaf, and simple leaf. Use the 50 Trees of Indiana book (4-H 15-80 or CD-FNR-3) as a reference and identify the leaves and group them under the titles of "arrangement," "leaf margins," and "compound or simple." Draw (or copy the picture) and label the parts of a leaf using the diagram from the manual (Level 1). Title your poster, Leafing Out - Leaf Differences.
* **Leafing Out** - Collection (pp 6 & 7). Identify and exhibit leaves from 10 different trees that are listed in 50 Trees of Indiana book (4-H 15-80 or CD-FNR-3). List at least two unique characteristics of each tree. Title your poster, Leafing Out - Collection.
* **Hold on Tight** (pp 10 & 11). Dig up a small plant root system and display along with a drawing of the root system with the anchor, lateral, and feeder roots identified and the "Parts of a Tree" diagram (4-H 641B).
* **Down in the Dirt -** (pp 20 & 21). Collect roots from 3 different habitats: woods, near a creek, and in a pasture or prairie. (Note: do not use the habitats listed in your manual.) Display the roots along with the completed root test chart (copy or recreate) showing the color, size, and shape information. Include any unique features you noted.
* **My Couch is a Tree?** (pp 30 & 31). Use pictures (draw, cut from magazines, print, or take photographs) to show 10 things in and around your home that are made from wood.
* **Fun in the Forest -** (pp 32 & 33). Visit a state park or forest, take your 50 Trees of Indiana book (4-H 15-80 or CD-FNR-3), diagram the trails you hiked, and list the types of trees you saw. Photographs of you hiking and some of the trees you saw will help tell your story.

**Level 2, Grades 6-8:** Display a poster based on one of the following activities:

* **The Leaf Machine -** (pp 8 & 9). Copy, draw, or find a picture of a cross-section of a leaf. Label the 7 parts. Give the chemical reaction for photosynthesis, defining the chemicals: CO2, H2O, O2, and C6H12O6. Be sure to balance your equation! There should be the same number of Carbon, Oxygen, and Hydrogen molecules on each side of the equal sign. You may need to ask an older (high school) 4-H member or science teacher for help. Draw the tree canopy, trunk, and roots (or use the tree diagram, 4-H 641B) and identify the crown, trunk (with the parts; heartwood, sapwood, cambium, and bark listed on the right), feeder roots, and anchor roots.
* **My State's Forests -** (pp 14 & 15). Use a map, draw, or find a picture of Indiana on the Internet. Show where your home, your school, and your fairgrounds are located. Choose one of the following options to complete your poster.
	+ Show where Indiana's state forests are located. List a few facts about each. Visit a state forest and have someone take your picture by the sign, if possible.
	+ Show where some state parks and state forests are located (5-15). List some facts about each one. Visit a state park or forest and have someone take your picture by the sign, if possible.
* **Someone Call a (Tree) Doctor and Stop Bugging Me -** (pp 22-25). Collect 10 samples of tree leaves, twigs, stems, or roots damaged by insects or disease and the fruiting body or disease that caused the damage. List information about the insect or disease and the species of tree that was affected.
* **Fire in the Forest** (pp 26 & 27). Explain the Fire Triangle and describe what happened during and after a famous forest fire. Drawings or pictures will help tell the tale.
* **Growing Every Day** (pp 30 & 31). Complete the table to calculate the volume of 5 large trees that you can find and measure in your county. Research to find out how to make and use a Tree Measuring Stick (FNR-4) and use that to calculate the volume of each tree. Explain why you think your results varied with the two methods of determining tree volume (the one in your 4-H manual or using a tree measuring stick).
* **Tree Planting**. Plant 1-3 shade trees. Include information about the tree (or trees) you planted, why you chose the species you did, what are the benefits of this tree, and how tall this tree (or trees) will be when mature. Explain why you chose the planting site that you did, where you found your planting information, what steps you followed, the hole size, care of your tree (watering and weed control), and any other information you can give. Include a picture of your tree (photo or drawing). Reference: FNR-FAQ-18-W

**Level 3, Grades 9-12:** Display a poster based on one of the following activities:

* **A World of Forests** (pp 16 & 17). Indicate the 3 major forest biomes on a copy, drawing, or picture of the world. Complete the table given in the activity.
* **City Trees** (pp 20 & 21). Complete the questions about Tree City (page 20). Show (draw or use pictures) some trees that are often used in city plantings and explain the benefits of these trees.
* **Trim the Trees** (pp 26 & 27). Explain the 5 different kinds of tree pruning for urban trees. List some do’s and don’ts of proper pruning.
* **My Boss is a Tree** (pp 34 & 35). List 5 jobs that require a knowledge of trees and forestry. Explain the training and education that is needed and what types of things you might be doing if you had this job.
* **Tree Planting.** Present a tree planting plan for at least 100 trees. Include the type of trees you planted, pictures, cost, method of planting, weeding, pruning your trees, and any additional information. Your exhibit must have a title, labels, backing, and plastic covering as required in the manual. Reference: FNR-FAQ-18-W
* **Herbarium Collection: Trees**. 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 ½" x 16 ½" 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 to develop these items.

Note: Your herbarium collection must be accessible to the judges. Do not cover it under the plastic that covers your poster. You may want to attach a folder or other holder over your poster to hold the mounted, covered specimens.

* **Herbarium Collection: Shrubs**. Collect 25 terminal twigs, with leaves attached, from native shrubs. Mount the specimens on 11 ½" x 16 ½" 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 to develop these items.

Note: Your herbarium collection must be accessible to the judges. Do not cover it under the plastic that covers your poster. You may want to attach a folder or other holder over your poster to hold the mounted, covered specimens.

**Independent Study, Grades 9-12:** Exhibit one of the following:

* **Advanced topic** - Learn all you can about an Indiana or Eastern Deciduous forestry topic of your choice and present it on a poster. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, "Advanced Forestry - Independent Study."
* **Mentoring** - Exhibit a poster that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Forestry - Mentor."

**Garden**

State Fair Project

Note: 4-H Members may self-enter a garden project in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations. Each member may enter one garden collection and not more than five single vegetables, one tray potatoes and/or three herbs.

All vegetables entered must have been produced by the 4-H member in his/her garden project. Any exhibit which, in opinion of the judge, has not been produced in a 4-H member’s garden will be disqualified.

Garden exhibits will be disposed of as decomposition merits.

The gardening project introduces vegetable and herb gardening. You will learn about planning a vegetable garden, planting, fertilizing, different vegetable pests, harvesting, storage techniques, and careers. The Gardening project is divided into four different levels:

Level A, Grades 3-4 Level C, Grades 7-9

Level B, Grades 5-6 Level D, Grades 10-12

All posters 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 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.

## Single Vegetable

May be selected from 4-H Garden Publication 4-H 970-W (updated yearly). Maximum of 5 different single plate exhibits per exhibitor. Single vegetable entries should be labeled with common name, Latin name, and variety of vegetable. The Latin names can be found in 4-H Garden Publication 4-H 970-W.

|  |  |
| --- | --- |
| **Category** | **Description** |
| Asparagus | 5 spears |
| Beans | Cowpea, black-eyed, southern, etc. 10 pods or ½ cup shelled |
| Beans | Snap, Green or Wax. 10 pods |
| Beans | Lima- large or small. 10 pods or ½ cup shelled |
| Beans | Navy, kidney, shell out, etc. ½ cup shelled |
| Beets | Round, flat, and long types. 3 |
| Broccoli | 1 head |
| Broccoli raab | 3 heads |
| Brussels sprouts | 5 heads |
| Cabbage | 1 head |
| Carrots | 3 |
| Cauliflower | 1 head |
| Celery | 1 bunch |
| Chard | 10 bundled leaves |
| 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 | 1 |
| Kale | 10 bundled leaves |
| Kohlrabi | 3 |
| Muskmelon | (Cantaloupe). 1 |
| Okra | 3 pods |
| Onions | Green. 5 |
| Onions | Red, Yellow, or White. 3 |
| Parsnip | Tops off. 3 |
| Peas | 10 pods |
| Peppers | 3 |
| Potato | 3 |
| Pumpkin | 1 |
| Radishes | 5 |
| Rhubarb | 3 stalks bundled |
| Rutabaga | 3 |
| Spinach | 10 bundled leaves |
| Squash | 1 |
| Sweet Potato | 3 |
| Tomatillos | 3 |
| Tomato | Pink, purple, red, Roma, yellow, or orange. 3 |
| Tomato | Intermediate, small cherry, or pear. 10 |
| Turnips | 3 |
| Watermelon | 1 |

**Potato Tray**

Exhibit 24-36 potatoes in a tray approximately 12 ½ x18 inches. Any variety may be exhibited. Entries should be labeled with common name, Latin name, and variety of vegetable. The Latin names can be found in 4-H Garden Publication 4-H 970-W.

## Garden Collection

* three (3) plates
* four (4) plates
* five (5) plates

In all three classes, vegetables are to be exhibited on paper plates and may include a display of not less than three garden flowers, grown in your own garden. Exhibitors may each exhibit one collection (3 or 4 or 5 plate garden collection) at State Fair. Garden collection entries should be labeled with common name, Latin name, and variety. Latin names can be found in 4-H Garden Publication 4-H 970-W.

## Single Herb Exhibit

* Can enter three single herbs (all edible types) that must be labeled with common and Latin names and in pots 8" diameter maximum. (maximum of three different pots)
* Resource HO-28; 4-H 970-W
* For list of herbs acceptable for State Fair, see State Fair handbook or 4-H 970W.

## Garden Education

Anyone can complete Section IV (Garden Education), but members enrolled in Levels C and D of the garden project SHOULD exhibit one of the following activities in addition to the Produce Exhibit (Section I, II and III)

**Produce Options**

1. Exhibit four (4) plates containing two cultivars of two different kinds of vegetables in your garden. *For example*: display tomato *Rutgers* and tomato *Roma* on two plates and spinach *Melody* and *America* on two plates. Label the cultivars you exhibit.
2. Label and exhibit three unusual vegetables (may or may not be discussed in your 4-H Garden Manual) you grew in your garden this year. If not listed in the vegetable display chart, check with your Extension office. *For example:* spaghetti squash, head lettuce, etc.

**Poster Options**

1. Make a poster of five commonly found diseases in vegetable gardens, the damage caused by each, and the control options for each.
2. Make a poster of five commonly found vegetable garden insects: beneficial (good guys) and/or injurious (bad guys), benefits or damage caused by each, and the related management practices (how to keep the beneficial, and how to control the injurious insects).
3. Make a poster of a maximum of 10 pests (diseases, insects, weeds, and/or rodents) you found in your garden this year, damage caused, control measures used, and results.
4. Make a poster explaining a computer garden program or mobile application.
5. Make a poster showing a picture story of what you did in your garden this year. Example: how you planned, planted, and maintained your garden.
6. Make a poster showing your financial record.
7. Make a poster of pictures showing your experiences in hydroponics.
8. Make a poster explaining various career options working with vegetables/herbs.
9. Make a poster explaining types of pollinators and their importance in vegetable and fruit production.
10. Make a poster that shows the different types of plant parts that are consumed by humans. Be sure to identify the fruit or vegetable and categorize it by root, stem, leaf, or flower.
11. Make a poster that shows different storage methods for vegetables.
12. Make a poster showing how to create a raised bed OR container vegetable garden.
13. Make a poster discussing how herbs listed on the last page of 4-H Garden Publication 4-H 970-W are used and have been used throughout history. Be sure to include both culinary and medicinal uses as well as other unique uses, if any.

**Genealogy**

State Fair Project

Forms for this project are found on the Indiana 4-H Web site http://extension.purdue.edu/4h. (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 project 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 – 3” D-ring binder, contains introduction sheet, pedigree charts and family group sheets
	+ Book #2 – 2” D-ring binder, contains additional information worksheets and diary of work
	+ Book #3 – 3” D-ring binder, contains supporting documents, pictures, etc.
	+ Book #4 – 3” D-ring 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.

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 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 notebooks 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. 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.

**Suggested Genealogy Supply List:**

* Four 3” D-ring notebooks (Book #1, #3, #4 will be exhibited and the fourth 3” D-ring notebook to maintain documents at home and NOT exhibited.)
* One 2” D-ring 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.

**Division 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 http: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.
* 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; and 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:** 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 http://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.
* 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:** 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 http://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 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:** 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 http://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 and information worksheets 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):

* Additional information worksheets.
* A diary of your work.

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 Division:** 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 and additional information worksheets 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.
* A 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.

**Advanced Division Options:**

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.
6. 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.
7. Complete a family line or lines back as many generations as possible beyond eight generations. Include pictures, maps and documents. Be sure to include proper labels and sources.
8. 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.
9. 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.
10. 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.

**Geology**

State Fair Project

Create an exhibit to show the public some of the geology specimens you have collected. Exhibits must be displayed horizontally, sized 22" x 28," mounted on a firm backing (foam-core board or other), and covered in clear plastic or other transparent material. Or, you may display your specimens in an insect display box (18 x 24 inches), orientated horizontally. Include actual specimens in your exhibit, whenever possible. You can make your own labels for your specimens. See the suggested label format found in the Indiana 4-H geology manuals. Boxes make your specimens more secure. Do not put valuable specimens on posters where they can be removed quickly. Be sure to include a label with your name, grade, and county. Choose one of the topics listed below, appropriate for your grade in school, and use that name for your title. **Titles must be on the front of the poster or box.**

All posters 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, 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.

**Notes:**

* 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. Project leaders suggest the following methods: soaking ½ 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 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.

**Level 1, Grades 3-5:**  Display a poster (or use an exhibit box) based on one of the following activities:

* **The Rock Cycle**. (Activity 2). Explain the rock cycle using both words and pictures.
* **Rock Types** (Activities 2-4). Display rocks from the three major types: igneous, sedimentary, and metamorphic. Examples of each include: Igneous - granite, basalt, gabbro; Sedimentary - limestone, dolomite, shale, chert, gypsum; and Metamorphic - quartzite, schist, marble, slate.
* **How Rocks Change**. (Activity 4). Color and display the picture in your book or draw and color your own on your poster. Briefly describe the earth processes that are shown.
* **Rock Artwork** (Activity 12). Display your rock artwork and the story that you created.
* **Collections**. (Activity 11). Display and identify 6-8 rocks.
* **Making Crystal Models**. (Activities 14 & 15). Display the crystal forms characteristic of most minerals (cubic, tetragonal, hexagonal, orthorhombic, monoclinic, triclinic) in a display box with their name and mineral with this form. You may color, paint, or use markers on your crystal models.
* **Molds and Casts**. (Activities 16 & 17). Display three molds and/or casts in a display box. Describe the steps that you followed to create a mold or cast.

**Level 2, Grades 6-8:**  Display a poster (or use an exhibit box) based on one of the following activities:

* **Rocks with Different Textures**. Identify and display six rocks with three very different textures (two rocks of each general type). Include three grades of sandpaper and show how the differences in sandpaper is similar to the differences in rock texture.
* **Indiana Limestone**. Show and label pictures or photographs of ten buildings, sculptures, or monuments made from Indiana limestone.
* **Mineral properties and tests**. Explain the characteristics: crystal form, cleavage, hardness, appearance, and streak. Explain tests used in identifying specimens. Examples you might include are streak, acid, hardness, chemical analysis, and specific gravity.
* **How We Use Minerals**. Show 10 common products that contain minerals. Explain the minerals that are contained in these products and the characteristic that makes them useful.
* **Geologic Time**. Create a display to show the major geologic eras. Indicate the names, specific features, and approximate length of each.
* **Indiana's Glaciers**. Show the extent of Indiana's three main glaciers.
* **Indiana Geology**. Exhibit a map or sketch of Indiana showing at least ten sites with interesting geological formations. Describe the formation and sketch or show a picture of the formation.
* **Field Trip**. Describe a geology field trip that you took. Describe where you went and what you learned. Include photographs (if possible) or sketch what you saw.
* **Collections**. Display and identify one of the following: 8-16 minerals, fossils, or 4-8 of each (half minerals and half fossils).You may exhibit a new collection in subsequent years but not one you have already exhibited.

**Level 3, Grades 9-12:** Display a poster (or use an exhibit box) based on one of the following activities:

* **Geology Research**. Prepare a display to teach others about the topic you studied. Include an appropriate title, abstract (brief description of your topic), and photographs, drawings, charts, or graphs that help explain your topic. This activity may be repeated if a new topic is chosen in subsequent years.
* **Lapidary and Jewelry**. Show how stones and minerals are turned into polished stones and jewelry. Show and explain the steps involved.
* **Miniatures**. Display five miniatures in a display box and explain the benefits of collecting miniatures and how they are prepared.
* **Indiana's State Parks or Forests**. Create a matching game of Indiana's State Parks or Forests and a brief description. This exhibit option should include geological features of the park or forest.
* **Indiana, U.S, or World Geology**. Teach others about one Indiana, U.S., or World Geology topic.
* **Career Exploration**. Prepare a display that explains your interview with someone who needs an understanding of geology to do their job.

**Independent Study, Grades 9-12:**  Choose one of the following:

* **Advanced topic** - Learn all you can about a geology topic and present it on a poster. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, "Advanced Geology - Independent Study"
* **Mentoring** - exhibit a poster that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Resources must be from educational or government entities. Title your poster, "Advanced Geology - Mentor."

**Global Education/Travelogue**

County Project

Travelogue is designed to help you learn to plan and record a trip, whether it is a day trip or a longer getaway. The Travelogue exhibit for each grade level will be a three-ring notebook (binder), containing the listed items. Judging will be based on: completeness (50%), creativity (30%), and neatness (20%).

**Beginner, Grades 3-5:** Your notebook should include the following:

* Individual packing list
* Map of route, including roads, principal cities, etc.
* Research on the interest stops of your trip. Place the interest stops in the order that you visited them.
* Journal or story
* When possible, include pictures or other mementos of each interest stop. These should include captions or labels, and be placed within the research.
* Personal expenses compared to budget

**Intermediate, Grades 6-8:** Your notebook should include the following:

* Individual packing list
* Family or group expenses compared to budget
* Itinerary
* Map of route, including roads, principal cities, etc.
* Research on the interest stops of your trip. Place the interest stops in the order that you visited them.
* Journal or story
* When possible, include pictures or other mementos of each interest stop. These should include captions or labels, and be placed within the research.
* Family or group expenses compared to budget

**Advanced, Grades 9-12:** Your notebook should include the following:

* Family or group packing list
* Family or group budget, including cost comparison of different modes of transportation or lodging
* Itinerary
* Map of route, including roads, principal cities, etc.
* Research on the interest stops of your trip. Place the interest stops in the order that you visited them.
* Check list to get ready to go, such as holding mail and if driving, car check list
* Journal or story
* When possible, include pictures or other mementos of each interest stop. These should include captions or labels, and be placed within the research.

**Health**

State Fair Project

All posters 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 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.

**Level A, Grade 3**: First Aid in Action - Exhibit one of the following:

1. A poster on one of the following topics or any other topic covered in Level A: (a) First Aid for Cuts and Scrapes; (b) First Aid for Choking; or (c) First Aid for Strains, Sprains, and Bruises.
2. A family first aid kit.

**Level A, Grade 4**: First Aid in Action - Exhibit one of the following:

1. A poster on one of the following topics or any other topic covered in Level A: (a) First Aid for Treating Nosebleeds; (b) First Aid for Foreign Objects; (c) First Aid for Stings or Bites.
2. A family first aid kit including at least 1 Make Your Own item discussed in your 4-H manual.

**Level A, Grade 5**: First Aid in Action - Exhibit one of the following:

1. A poster on one of the following topics or any other topic covered in Level A: (a) First Aid for Poisons; (b) First Aid for Broken Bones; (c) First Aid for Burns.
2. A family kit for an emergency (tornado, snowstorm, no electricity, fire, etc.)

**Level B, Grade 6**: Staying Healthy - Exhibit one of the following:

1. A poster on one of the following topics or any other topic covered in Level B: (a) Human viruses or bacteria or (b) Keeping hair, skin, nails, teeth, ears or eyes clean.
2. A report of three activities you completed in the 4-H manual.

**Level B, Grade 7:** Staying Healthy - Exhibit one of the following:

* 1. A poster on one of the following topics or any other topic covered in Level B: (a) nutrient rich “Power” foods; (b) healthy snacks; or (c) appropriate portion sizes.
1. A report of three activities you completed in the 4-H manual.

**Level B, Grade 8:** Staying Healthy - Exhibit one of the following:

1. A poster on one of the following topics or any other topic covered in Level B: (a) the importance of eating breakfast; (b) The importance of physical activity; (c) Turning everyday activities into exercise opportunities.
2. A report of three activities you completed in the 4-H manual.

**Level C, Grades 9-12:** Keeping Fit - Exhibit one of the following:

1. A poster on a topic covered in Keeping Fit: Fitness Activities for Youth.
2. A report of three activities you completed in the 4-H manual.

**Heritage: History for Fun**

County Project

 Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12

Explore a topic related to Indiana Heritage and create a poster, notebook, or display board with your findings. The key is to exhibit something or someone as part of the history, culture or uniqueness of Indiana. Make sure you include important facts, pictures, drawings, etc. with your exhibit. Materials should be educational for the youth and the audience.

**Topic examples:** You are not limited to Pike County, so use your creativity:

* Place names, county/town formations (How did Pike County get its name)
* Celebrities, artists, musicians, writers, sports figures
* Landmarks/Monuments
* Man-made transportation features, canals, crossroads, railroads, bridges (How did Patoka Lake reservoir get built?)
* Natural resources, formations (state forests, waters, game preserves, agricultural changes, etc.)
* Business Development (Ball Canning Company, etc.)
* Native Heritage (settler immigration patterns, native settlements, etc.)
* Icons/Oddities (the Big Peach, etc.)

**Possible research sources:** Indiana State Museum & Historic Sites, Indiana Historical Bureau, Indiana Government Center, Purdue University, Smithsonian Institution, etc.

All posters, notebooks or 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 website 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.

**Home Environment**

State Fair Project

For the 4-H Home Environment project, 4-H members at each grade level may choose from three possible exhibit categories: a furniture item and notebook, a design board (poster and notebook), or a portfolio (notebook). **All exhibits must include the Home Environment Exhibit Card (4-H-1011-D-W)**. Level 3 participants will also have a fourth choice: Independent study.

**NOTE:** Each level has several options per category from which to choose. We suggest that 4-H members either choose a different option each year or show how they expanded on the same option (portfolio and furniture categories only) used in previous years.

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.

**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.

**Other information:**

* **Color samples** -- These can be paint samples from a paint or hardware store, or color samples the 4-H member makes with paints or colored pencils.
* **Other samples** -- Many hardware or home improvement stores have free samples of wall coverings, flooring, countertops, and cabinet materials that can be used with the 4-H member's design board or portfolio.
* **Colored pencils** -- We suggest using colored pencils when coloring the design board or portfolio. Colored pencils are what professionals use! Keep in mind that the entire area does not need to be colored in, but be sure to apply enough color to adequately express design ideas. Other methods for coloring will also be accepted. These could include (but are not limited to): crayons, watercolor pencils, markers, or printing on the computer.

**Level 1, Grades 3-5**

**Furniture Options**: Exhibit any of the following items demonstrating color, texture, and/or line and shape that would help complete a room. Include your notebook. (See "Furniture Item and Notebook" explanation above.)

* A hanging or wall hanging item.
* A storage item or organizer item for room or the home.
* 3-5 accessory items for your chosen room

**Design Board Options:**

* Color the line drawing found in 4-H 1011 Home Environment manual titled Color, Texture, Line, and Shape with colored pencils. Print a line drawing from the options available on the Indiana 4-H website: <http://extension.purdue.edu/4h> look under "projects" and then Home Environment. Create three different color schemes for the line drawing you have chosen. Label the type of color scheme used in each (e.g., monochromatic, analogous, complementary, warm, or cool). Include your 3-ring notebook.
* Color the line drawing found in 4-H 1011 Home Environment manual titled Color, Texture, Line, and Shape using one color option. Line drawings can be printed from the Indiana 4-H website: <http://extension.purdue.edu/4h> look under "projects" and then Home Environment. Use color to explain dominant and supportive colors. Attach color samples to identify two additional color options. Include your 3-ring notebook.
* Display a floor plan for a bedroom showing line and shape where furniture would be placed (could be your own). Include pictures (magazine or photographs) of the furniture that would be used. We suggest using graph paper to help get the drawing close to scale and to show how line and shape work with the furniture. Include your 3-ring notebook.

**Portfolio Options:**

* Collect samples of different color schemes (minimum of three), and label the type represented by each (e.g., monochromatic, analogous, complementary, warm, or cool).
* Collect samples from magazines or photographs of formal vs. informal balance, dominant and supportive color, and use of pattern. Include comments explaining each.
* Collect samples from magazines of three different furniture designs. Label each style (e.g., traditional, modern, country, formal, or retro). Include information explaining each style.

**Level 2, Grades 6-8**

**Furniture Options**: Exhibit any of the following items demonstrating color, texture, and/or line and shape that would help complete a room. Include your notebook. (See "Furniture Item and Notebook" explanation above.)

* One piece of furniture the 4-H member has refinished.
* One piece of furniture the 4-H member has changed using decoupage, paint, fabric, etc.
* One cushion or one 2-piece set of cushions, preferably made by the 4-H member, displayed with intended furniture.
* One window treatment, including picture of the treatment in use. (Should not be displayed on an actual window; use false walls or plywood no-glass window cutouts, or make special display rods.)
* One piece of furniture that the 4-H member has reupholstered.
* One item that you are using for a different purpose than it was originally designed for (e.g., bedsheet used to make a window treatment, drawer used as a wall shelf).
* A collection of 3-5 similar items (baskets, wicker items, wicker furniture, bentwood furniture, etc.) that you have made and/or purchased for future use. (For example a collection of baskets made to use as desk accessories or bathroom accessories, outdoor furniture and accessories, etc.)

**Design Board Options:**

* Display a floor plan for a living room, den, or family room. Include pictures (magazine or photographs) of the furniture that would be used. We suggest using graph paper to help get the drawing close to scale and to show where the furniture would be placed. Include paint samples and/or wall-treatment samples. Include your 3-ring notebook.
* Display a floor plan for a full bathroom (toilet, sink, and shower and/or bathtub). Include pictures (magazine or photographs) of the fixtures that would be used. We suggest using graph paper to help get the drawing close to scale and to show where the fixtures would go. Include paint samples and/or wall-treatment samples, and flooring samples. Include your 3-ring notebook.
* Display a floor plan for a kitchen (including appliances and sink). Include pictures (magazine, appliance brochure, or photographs). We suggest using graph paper to help get the drawing close to scale and to show where the fixtures would go. Include paint samples and/or wall-treatment samples, flooring samples, and cabinet and/or countertop samples. Include your 3-ring notebook.

**Portfolio Options:**

* Samples of three different types of wall treatments with an explanation for each. Examples can include but are not limited to: paint only, wallpaper only, or combination of paint and wallpaper.
* Samples of three different floor treatments (pictures or flooring samples). Examples can include but are not limited to: hardwood, carpet, and/or tile. Include information on the advantages and disadvantages of each. Also include information on where it would be appropriate to use each flooring type.
* Samples of three different cabinet/countertop combinations (pictures or samples). Examples can include but are not limited to: granite, laminate, and/or stainless steel. Include information about the advantages and disadvantages of each.
* An energy-savings plan. Design an energy-savings plan for your family's home or room(s). List the current energy use along with your plan to conserve energy. Plan should include techniques, how to conserve energy, cost savings, etc. You may add additional rooms or other plans to extend this option over a few years. Include each previous year's work, but be sure that you indicate which information represents the current year's work.

**Level 3, Grades 9-12**

**Furniture Options**: Exhibit any of the following items demonstrating color, texture, and/or line and shape that would help complete your room along with your notebook. (See "Furniture Item and Notebook" explanation above.)

* One piece of furniture the 4-H member has refinished.
* One piece of furniture the 4-H member has changed using decoupage, paint, fabric, etc.
* One cushion or one 2-piece set of cushions, preferably made by the 4-H member, displayed with intended furniture
* One window treatment, including picture of the treatment in use. (Should not be displayed on an actual window; use false walls or plywood no-glass window cutouts, or make special display rods.)
* One piece of furniture that the 4-H member has reupholstered.
* One item that you are using for a different purpose than it was originally designed for (e.g., bed .sheet used to make a window treatment, drawer used as a wall shelf).
* A collection of 3-5 similar items (baskets, wicker items, wicker furniture, bentwood furniture, etc.) that you have made and/or purchased for future use. (For example a collection of baskets made to use as desk accessories or bathroom accessories, outdoor furniture and accessories, etc.)

**Design Board Options:**

* Display a floor plan for a child's or teen's bedroom. Include a special "theme" appropriate for a child or teen (e.g., princess, cartoon character, music group, favorite book, or special hobby). Include pictures (magazine or photographs) of the furniture that would be used. Floor plan should be to scale with general measurements included. Include samples of window, wall, and flooring treatments. Include your 3-ring notebook.
* Display a floor plan for a game room or family hobby room (e.g., room with pool table, ping pong table, and/or game table; home theater; or music room). Include pictures (magazine or photographs) of the furniture that would be used. Floor plan should be to scale with general measurements included. Include samples of window, wall, and flooring treatments. Include your 3-ring notebook.
* Display a floor plan of master suite (bedroom and bath). Include pictures (magazine or photographs) of the furniture that would be used. Floor plan should be to scale with general measurements included. Include samples of window, wall, and flooring treatments, etc. This exhibit must also include fabric samples (e.g., bedspread, window treatment). Include your 3-ring notebook.
* Display a floor plan of a one- or two-bedroom home or apartment. Include color scheme samples and furniture layouts. Floor plan should be to scale with general measurements included. Window, wall, and flooring treatment samples should be included for each room. (Pictures of furniture are not a requirement.) Include your 3-ring notebook.

**Portfolio Options:**

* Samples of three different lighting treatments. Explain how and when each is appropriate for use. Examples include but are not limited to: overhead, recessed, and table/floor lamps. Include information as it relates to energy use and efficiency.
* Samples of three different types of window treatments. Include information on the use of each kind and in what room each would be appropriate. Include information on the advantages/disadvantages of each. Also, include information as it relates to energy use and efficiency.
* Using the same window (size and shape), apply three different types of window treatments. Explain the advantages and disadvantages of each. Explain what type of setting (formal, country, traditional, modern, etc.) would be appropriate for each treatment. Include information related to energy use and efficiency.
* A career plan. Interview an interior designer. Include the advantages and disadvantages of being a professional interior designer. Research two different design schools or training programs. Include the advantages and disadvantages of each program. Include the cost of attaining a degree or completing the program.
* An energy-savings plan. Design an energy-savings plan for your family's home or room(s). List the current energy use along with your plan to conserve energy. Plan should include techniques, how to conserve energy, cost savings, etc. You may add additional rooms or other plans to extend this option over a few years. Include each previous year's work, but be sure that you indicate which information represents the current year's work.

**Independent Study Option**: Youth in grades 9-12 have the option of doing an independent study project. Those 4-H members who choose this option must review their ideas with their 4-H Youth Development Extension Educator and/or Home Environment project leader to make sure they have selected an appropriate topic/exhibit.

**Junior Leaders**

County Project

**Grades 7-12**

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. Jr. Leaders also serve as mentors and role models to the younger 4-H members by sharing their experiences with them.

**Requirements:** Complete 10 Hours of community service and complete the 4-H Club Leadership Activities Record sheet. The Record sheet will need to be turned into Brooke Goble by Friday, July 30th by 8pm. Copies of this record sheet can be found on our Purdue Extension Pike County webpage or at every Jr. Leader meeting.

**Lawn & Garden Tractor**

County Project

Compete in the Lawn & Garden Tractor 4-H Career Development Event. Reference Youth Activities for more information.

OR

**Level A, Grades 3-4 Level C, Grades 7-9**

**Level B, Grades 5-6 Level D, Grades 10-12**

Non-Driving Option consists of a poster, notebook, or display board corresponding to the subject matter content found in the manuals.

All posters, notebooks or 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 website 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.

**Leisure Education: Freestyle**

County Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

Some counties refer to this project as “Self-Determined” or “Do Your Own Thing”.

In “Freestyle”, any member may enroll in this project and may do whatever they wish, providing it does not duplicate a requirement in an existing project offered in Pike County.

* A written project proposal must be turned in to the Extension Office by June 1. It is your responsibility to complete and return your proposal form on time.
* Freestyle project proposals must be approved by the 4-H Extension Educator.

Create an exhibit that shows the public what you learned this year. 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.

**Photography**

State Fair Project

1. All images are to be original images taken by the 4-H member.
2. Complete a **4-H Photography Record Sheet** and attach to the back of the project.
3. Photos must have been taken since the last project entry date of the county fair.
4. All poster exhibits are to be mounted on a background board 22” x 28, displayed horizontally, mounted on stiff backing and covered with clear acetate/plastic.
5. Place standard identification label in the lower right hand corner on poster boards and salon prints. Place your identification label on your board and under your plastic if at all possible.
6. Number photo prints on your print boards 1 to 10.
7. Captions under your photographs are not recommended nor are fluorescent posters.
8. Salon prints are one print, either Black & White or Color, printed horizontally or vertically. The print must be mounted on a standard 16” x 20” salon mount, displayed vertically and covered with plastic.
9. Sepia tone photographs (mono chromatic) are entered under the Black and White classes.

**Mounting and Labeling:**

* The mounting may be of any color or texture. The pictures are to be neatly and securely mounted. Dry mounting tissue is best.
* Salon mounts are available in most photo and art supply stores. They are available either plain or with a cutout of the picture area. You may make your own. Matting is not required.
* The exhibit tag provided by the county Purdue Extension office is to be placed in the exhibit’s lower right hand corner.

**Level 1, Grades 3-5:**

You choose either type of prints to exhibit and choose to perfect your skills in either or both. You are encouraged to try your hand at both types of film for a broader learning experience. Your prints may be a mix of digital and/or standard development.

1. Black & White Prints

2. Color Prints

3. Cell Phone Print

1. **Black and White Prints**: "Capturing Memories"

Exhibit: 10 black & white pictures, none of which is larger than 4" by 6", nor smaller than 3 1/2" by 5", any subject, mounted on a background board 22" x 28", displayed horizontally, on stiff backing covered with plastic. The poster must carry the title "Capturing Memories". It is recommended that you use and exhibit standard processing size for your prints. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

2. **Color Prints:** "Experiences in Color"

Exhibit: 10 color pictures, none of which is larger than 4" by 6", nor smaller than 3 1/2" by 5", any subject, mounted on a background board 22" x 28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry the title "Experiences in Color". It is recommended that you use and exhibit standard processing size for your prints. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

3. **Cell Phone Print:** Photograph MUST be captured using only a common cell phone camera.

Exhibit: One (1) black & white or color print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.

**Level 2, Grade 6-8:**

You may choose from the class list below:

4. Black & White Prints

5. Color Prints

6. Color Salon Print

7. Black & White Salon Print

8. Creative/Experimental - Black & White or Color Salon Print

9. Cell Phone Print

4. **Black and White**: "Photography is Fun"

Exhibit: 10 black & white pictures, none of which is larger than 5" by 7" nor smaller than 2" by 3 1/2", mounted on a background board 22" x 28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry the title "Photography is Fun". See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

5. **Color Prints:** "Adventures in Color"

Exhibits: 10 color pictures, none of which is larger than 5" by 7" nor smaller than 2" by 3 1/2", mounted on a background board 22" x 28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry the title "Adventures in Color". See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

6. **Color Salon Prints:**

Exhibit: One (1) color print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.

7. **Black and White Salon Prints:**

Exhibit: One (1) black & white no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.

8. **Creative/Experimental Salon Prints:**

Exhibit: Any modified image may be exhibited as creative/experimental. One (1) black & white and/or color print, or a combination no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended. Must include original photograph (s) on the back of the board and attach a listing of steps and/or procedures used to create the end product.

9. **Cell Phone Print:**

Photograph MUST be captured using only a common cell phone camera.

Exhibit: One (1) black & white or color print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.

**Level 3, Grade 9-12**

You may choose from the class list below:

10. Black & White Prints

11. Color Prints

12. Color Salon Print

13. Black & White Salon Print

14. Creative/Experimental - Black & White or Color Salon Print

15. Cell Phone Print

10. **Black and White Prints:**

Exhibit: 10 black & white pictures, none of which is larger than 8" by 10" nor smaller than 2" by 3 1/2", mounted on a background board 22" x 28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry a title; use your own creativity. See mounting and labeling instructions section. Your prints may be a mix of digital, digitally enhanced and/or standard development.

11. **Color Pints:**

Exhibit: 10 color pictures, none of which is larger than 8" by 10" nor smaller than 2" by 3 1/2", mounted on a background board 22" x 28", displayed horizontally with stiff backing and covered with plastic. The poster must carry a title; use your own creativity. See mounting and labeling instructions section. Your prints may be a mix of digital, digitally enhanced and/or standard development.

12. **Color Salon Print**:

Exhibit: One (1) color print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.

13. **Black and White Salon Print:**

Exhibit: One (1) black & white no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.

14. **Creative/Experimental Salon Print:**

Exhibit: Any modified image may be exhibited as creative/experimental. One (1) black & white and/or color print, or a combination no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended. Must include original photograph (s) on the back of the board and attach a listing of steps and/or procedures used to create the end product.

15. **Cell Phone Print:**

Photograph MUST be captured using only a common cell phone camera.

EXHIBIT: One (1) black & white or color print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.

Physical Health: Sports

County Project

Develop a poster with information about the history of your sport.

**Requirements:**

**Level A, Grades 3-5**

Choose one of the following titles for your poster:

* What sport do you participate in and why do you like it
* Safety Rules for: (i.e. Tennis, Rugby, Swimming, Archery, Golf, etc.)

**Level B, Grades 6-8**

Choose one of the following titles for your poster:

* Basic Skills to Develop For:\_\_\_\_\_\_\_\_\_\_\_
* History of \_\_\_\_\_\_\_\_\_\_\_\_\_

**Level C, Grades 9-12**

Choose one of the following titles for your poster:

* Biography of Famous Olympic Athlete
* Basic tips to prevent injuries while playing your sport

All posters, notebooks or 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 website 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.

Poultry Posters & Poultry Science Displays

State Fair Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

Develop an idea and build it into an attractive display as well as learn the technical aspect of some part of the poultry industry. **Any 4-H poultry project member may exhibit a poster.** Posters must be 22” x 28” displayed horizontally.

All posters 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.

1. Exhibits must be entered on the State Fair activity form (available from the County Extension Office) and the form signed by the respective Extension educator.
2. Each exhibit must be clearly labeled in the lower right hand corner with the 4-H’ers name. (Appropriate State Fair labels may be obtained from County Extension Office.)
3. Posters are to be 22” x 28” and displayed horizontal, but a 3-dimensional exhibit is preferred for poultry science projects. Poultry science displays must occupy a space no larger than 30” deep x 48” wide x 72” high.

Rabbit Poster

State Fair Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

All posters 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.

Posters must have been constructed within one (1) year of exhibit and must follow general state poster guidelines. Each poster must have been made by the 4-H member enrolled in the current year's 4-H program. Each 4-H rabbit poster should be original and of a practical nature related to some phase of the domestic rabbit industry. Elaborate and expensive equipment cannot be justified. Posters will be judged on theme, construction, style and language.

Standards of evaluation:

* content and information (accuracy and completeness) - 40 points
* originality and creativity (attracts interest, encourages thought) - 25 points
* overall appearance/appealing (neatness, arrangement, background, workmanship, attention to detail) - 15 points
* suitable subject and age appropriate (matches child's age and ability) - 10 points
* conveys message/accomplishes purpose - 5 points
* meets exhibit requirements - 5 points
* Total - 100 points

Reading Literacy

County Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

Books must be read between previous 4-H Fair and July 16th of the current 4-H Program year. Choose one of the options below:

* Make a poster that tells about a book you liked
* Make a poster that would encourage people to read
* Read 3 or 4 books to someone younger or elderly that they would be interested in. Then write a paper about the books and how they were accepted
* Design a book jacket for a book that you especially liked
* Make a mobile which contains characters from favorite books
* Create original illustrations for a story using a variety of materials
* Make scrapbook, chart, or poster of interesting words of unusual expressions found in a book
* Make a time line showing the works of one author

All posters, notebooks or 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 website 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.

Recycling

County Project

All posters, notebooks or 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 website 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.

**Level A, Grades 3-5**

Choose one of the following to exhibit:

* Make a useful or decorative object from any discarded items. Must include recycling record sheet including a written explanation of the article, what was used to make it and how it will be used. It should also include a list of involved costs. The project should be age appropriate.
* A poster on one of the following
	+ A recycling center in your home
	+ How to prepare newspapers for recycling
	+ Explain the three “R’s” of recycling
	+ Explain the recycling symbols
	+ Read a magazine article and make a poster on the topic covered
	+ Do a “mini landfill” and report your findings after 6 months
	+ Set up a recycling center for you or your family and make a poster on the results

**Level B, Grades 6-8**

Choose one of the following to exhibit:

* Make a useful or decorative object from any discarded items. Must include recycling record sheet including a written explanation of the article, what was used to make it and how it will be used. It should also include a list of involved costs. The project should be age appropriate.
* A poster on one of the following
	+ How to identify plastics for recycling
	+ How to conserve and recycle water
	+ How to prepare glass for recycling
	+ How to prepare cardboard for recycling
	+ Identify excessive packaging and how to reduce, using at least three items
	+ How to make a compost pile
	+ How to identify aluminum products and which ones can be recycled
	+ Set up a recycling center for you or your family and make a poster on the results (should not be the same household used in previous years).
* Do a community recycling project i.e. neighborhood clean-up, adopt a highway

**Level C, Grades 9-12**

Choose one of the following to exhibit:

* Make a useful or decorative object from any discarded items. Must include recycling record sheet including a written explanation of the article, what was used to make it and how it will be used. It should also include a list of involved costs. The project should be age appropriate.
* A poster or a notebook on one of the following:
	+ List of household hazardous waste
	+ How you recycle on your farm
	+ Recycling batteries
	+ Cloth versus disposable diapers
	+ Landfill
	+ Disposing of old tires
	+ Disposing of used oil
	+ Disposing of junk cars
	+ Disposing of old appliances
	+ Disposing of industrial waste
	+ Disposing of farm chemical waste
	+ Septic systems operations and problems
	+ Set up a recycling center for you or your family and make a poster on the results (should not be the same household used in previous years).
* Do a community recycling project i.e. neighborhood cleanup, adopt a highway
* Volunteer with your community’s earth day or solid waste district educational program and do a poster on your activities

Robotics

County Project

All posters, notebooks or 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 website 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.

**Level A, Grades 3-4**

Choose one of the following

* Complete a public demonstration of a robot
* Complete a poster
* Grade 3: Create a poster that explains the generally accepted attributes of a robot (What is a Robot?).
* Grade 4: Create a poster that explains the 4 D’s for Robotics (Dangerous, Dirty, Dull, Difficult)

**Level B, Grades 5-6**

Choose one of the following

* Complete a public demonstration of a robot
* Complete a poster. Poster requirements: Create a poster featuring the use and attributes of a real robot in entertainment, domestics, industry, transportation, emergency/medical, military, aerospace, agriculture, exploration (deep sea, or outer space), etc.

**Level C, Grades 7-9**

Choose one of the following

* Complete a public demonstration of a robot
* Complete a poster based on robotics or programming. Poster requirements: Create a poster explaining one of the major fields of Robotics (Operator Interface, Mobility or Locomotion, Manipulators and Effectors, Programming, or Sensing and Perception).

**Level D, Grades 10-12**

Choose one of the following

* Complete a public demonstration of a robot
* Complete a poster based on robotics or programming. Poster requirements: Create a poster that provides information about earning a higher education degree or career in one of the major fields of Robotics

Safety

County Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

Create an exhibit that shows the public what you learned in the safety project this year. 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.

Sewing Construction

State Fair Project

This is a series on how to sew. Participants sew garments of increasing difficulty as they progress. The garments range from simple items to a tailored suit or coat.

Level A, Grade 3

Include at least 2 skills in the exhibit:

* Insert elastic or drawstring
* Sew and trim a crotch curve
* Machine topstitch hems
* Use a simple seam finish
* Stitch in the ditch

Wearable: Elastic waist shorts, pants OR skirt with fold over casing; no pockets. Attach Sewing Skills Card ([4-H 925c-W](http://www.four-h.purdue.edu/downloads/Sewing/4-H%20925C-W%20Sewing%20Grade%203-4%20Skills%20Card.pdf)) to the exhibit.

Non-wearable: Simple pillow sham with lapped back opening and purchased pillow form (following instructions provided in manual) OR simple tote bag with handles or drawstring. Attach Sewing Skills Card ([4-H 925c-W](http://www.four-h.purdue.edu/downloads/Sewing/4-H%20925C-W%20Sewing%20Grade%203-4%20Skills%20Card.pdf)) to the exhibit.

Level A, Grade 4

Seam finishes are recommended on all exposed seams. Include at least 2 skills in the exhibit:

* Use interfacing
* Staystitch and understitch
* Apply a facing or binding
* Stitch curved seams
* Trim and grade seams
* Work with fiberfill
* Machine topstitch hems

Wearable: Shorts, pants OR skirt with partial or full sewn-on waistband or waistline facing, or partial elastic waistband (not a full elastic waistband) OR simple shirt or top OR BBQ apron. Attach Sewing Skills Card [(4-H 925c-W)](http://www.four-h.purdue.edu/downloads/Sewing/4-H%20925C-W%20Sewing%20Grade%203-4%20Skills%20Card.pdf) to the exhibit.

Non-wearable: Shaped pillow with curved seams, stuffed and sewn closed OR hanging pocket organizer OR bound edge placemats (set of 4). Attach Sewing Skills Card [(4-H 925c-W)](http://www.four-h.purdue.edu/downloads/Sewing/4-H%20925C-W%20Sewing%20Grade%203-4%20Skills%20Card.pdf) to the exhibit.

Level B, Grade 5

Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.

Choose at least 3 of these additional skills for each sewn exhibit.

* 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

Wearable: Simple shirt with sleeves OR sundress OR jumper OR simple 2 piece pajamas. A similar article is permissible provided the skillset is the same as the listed articles. Attach Sewing Skills Card (4-H 926C-W) to the exhibit.

Non-wearable: Pillow lap quilt (quillow) OR structured duffel bag, tote bag or backpack, OR sewn hat. Attach Sewing Skills Card (4-H 926C-W) to the exhibit.

Level B, Grade 6

Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.

Choose at least 4 of these additional skills for each sewn exhibit.

* 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

Wearable: Two (2) garments that can be worn together. Attach Sewing Skills Card (4-H 926D-W) to the exhibit.

Non-wearable: Pillow sham with button or zipper closing, appliqued design, piping or ruffle. Make your own pillow form OR tote bag with zipper or duffel bag with zipper, pockets and lining OR doll or pet clothes OR construction techniques sample notebook (following instructions provided in the manual). Attach Sewing Skills Card (4-H 926D-W) to the exhibit.

Level C, Grade 7

Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate.

Choose at least 5 of these additional skills for each sewn exhibit:

* 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

Wearable: School or sports outfit. Can be one or more pieces. Attach Sewing Skills Card (4-H 927C-W) to the exhibit.

Non-wearable: Dressed, jointed (with sockets) stuffed animal OR sewn item for holiday or special occasion OR construction techniques sample notebook (following instructions provided in manual). Attach Sewing Skills Card (4-H 927C-W) to the exhibit.

Level C, Grades 8 and 9

Seam finishes are recommended on all exposed seams (except knits and non-raveling specialty fabrics). Interfacing, understitching and trimming should be used when appropriate.

In addition, choose at least 6 of these skills for each sewn exhibit:

* 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
* add a waistband
* add patch pockets
* add front hip pockets
* match fabric design
* make shoulder pads
* 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
* do machine or hand quilting
* apply machine or hand applique
* 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 speciality threads
* make self-enclosed seams
* sew with difficult fabric
* make machine buttonholes
* make bound buttonholes
* apply machine embroidery

Wearable: See advanced sewing wearable exhibit options below. Attach Sewing Skills Card (4-H 928C-W) to the exhibit.

Non-wearable: Sewn items for your home OR construction techniques sample notebook OR sewing machine survey. (Following instructions provided in manual). Attach Sewing Skills Card (4-H 928C-W) to the exhibit.

Level D, Grades 10, 11, and 12

Seam finishes are recommended on all exposed seams (except knits and non-raveling specialty fabrics). Interfacing, understitching and trimming should be used when appropriate.

In addition, choose at least 6 of these skills for each sewn exhibit:

* make darts
* make tucks
* add lining
* add facings
* add plackets
* add lapels
* make sleeves
* add gathers
* apply trim
* apply ribbing
* add a drawstring
* attach cuffs
* make pleats
* insert elastic
* add boning
* apply a collar
* insert piping
* make a neckband
* add vents
* sew buttons
* add underlining
* add ruffles
* 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
* 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
* 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
* 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

Wearable: See advanced sewing wearable exhibit options below. Attach Sewing Skills Card (4-H 928C-W) to the exhibit.

Non-wearable: Sewn items for your home OR construction techniques sample notebook OR sewing machine survey. (Following instructions provided in manual). Attach Sewing Skills Card (4-H 928C-W) to the exhibit.

Advanced Sewing Wearable Exhibits, Levels C & D

Advanced Sewing Wearable Exhibit Options (Fashion Revue Categories) Levels C & D

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.

\*\*\*Informal or Casual Wear: A complete outfit of 1 or 2 pieces suitable for school, weekend, or casual, informal activities.

\*\*\*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. 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. 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.

Shooting Sports

State Fair Project

Create an exhibit that shows the public what you learned in shooting sports education this year. Exhibits must be displayed horizontally, sized 22" x 28", mounted on a firm backing (foam-core board or other), and covered in clear plastic or other transparent material. Be sure to include a label with your name, grade, and county. Title your exhibit with one of the following: archery, outdoor skills, muzzleloading, pistol, rifle, shotgun, or shooting sports. You can use a subtitle, if you wish.

All posters and notebooks 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, 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.

**NOTE:**

* Firearms or ready to shoot bows are not allowed to be exhibited. Unstrung bows are permissible.
* Live ammunition is not allowed to be exhibited (no powder or primer)
* Arrows and arrowheads must be displayed in a case. 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 project was made and its intended use. Photos are encouraged.

**Level A, Grades 3-5:** Display a poster showing what was learned in the 4-H Shooting Sports project.

**Level B, Grades 6-8:**

1. Poster
2. Small project or model no larger than 18” x 18” x 36”; (3) Notebook, showing how a shooting sports item was made, or project completed.

**Level C, Grades 9-12:**

1. Poster
2. Project or model (any size)
3. Notebook, showing how a shooting sports item was made, or project completed.

**Independent Stud, Grades 9-12:**

* **Advanced topic** - Learn all you can about an advanced shooting topic and present it on a poster and/or in a notebook. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, **"Advanced Shooting Sports - Independent Study"**
* **Mentoring** - exhibit a poster that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, **"Advanced Shooting Sports - Mentor**.

Small Animal (Pet)

County Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

NOTE: Small pets include white mice, rats, gerbils, guinea pigs, hamsters, birds, lizards, and other small animals, but no dogs, cats, poultry, or rabbits.

All Levels: Exhibit either an animal or poster educational exhibit:

Rules for Live Animal Exhibits

1. Animals will be judged in their habitat (what they live in at home).
2. Habitats will be considered in judging (size, cleanliness, etc.)
3. Habitat should be fastened securely so no harm will come to animal.
4. You should keep a record and pictures of your animal. A written report can be made (feeding habit, cost of raising animal(s), etc.) to exhibit.
5. All Small Animals *must* be taken home after judging.

Rules for Poster Exhibits

The objective of the poster is to demonstrate what you have learned and to provide the public with educational information concerning small animals. Subject examples include selection, care, feeding, equipment needed, combination of others, or one of your choosing. The 4-H'er may complete the project each year, but providing information on a different topic.

All posters 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 website links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster 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.

**Small Engine**

State Fair Project

**NOTE:** The following poster/display requirements and small engine display requirements apply to exhibits for all three levels.

|  |  |  |
| --- | --- | --- |
|  **Poster Requirements:** | **Actual Engine Display:** | **Display Board Requirements:** |
| * Size 22”x28”
* Mounted on stiff backing foamboard, thin plywood, peg board, or very stiff cardboard.
* Displayed horizontally.
* Covered in plastic.
* 4-H Member Identification card; i.e. name, club, county, level.
 | The actual small engine may be displayed. It must be mounted on a stable base no large than 30" x 30". For safety reasons, all fluids (fuel and oil) must be removed. Note: It is strongly suggested that a notebook with details and pictures of what was done to the engine accompany the display | * No more than 36” wide x 36” deep and free standing
* 3-dimensional display
* All items to be securely fastened
* 4-H member’s exhibit card to be secured in lower right hand corner
 |

All posters 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, 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.

**Level 1, Grades 3-5:**

Educational display: Any educational display related to what you have learned in this project. Some possibilities of exhibits might include:

* Picture poster showing what you have learned about small engines.
* Display of basic tools needed to maintain a small engine.
* An educational display related to what you have learned about two-cycle engines.
* An educational display related to what you have learned about four-stroke engines.
* An educational display showing proper maintenance and care of a lawn mower.
* An educational display of proper safety labels and procedures for small engines.
* Small engines parts display board with a brief explanation of the purpose of the parts and how they work.
* Display related to some system that you learned about in small engines (filters, cooling, ignition, etc.).

**Level 2, Grades 6-8:**

Educational display: Any educational display related to what you have learned in this project. Some possibilities of exhibits might include:

* An educational display comparing the different types of engines.
* An educational poster illustrating and explaining the internal parts of an engine.
* An educational display showing how transmissions work.
* An educational display showing how to conduct a compression check.
* An educational display showing how to adjust a carburetor according to owner’s manual instructions and in accordance with EPA regulations.
* A display using a real small engine with a brief explanation showing steps in preparing a small engine for storage.
* Carburetor parts display board with a brief explanation of the purpose of the parts and how they work together.
* An income and expense record of your lawn mowing business, including costs, hours worked, pay for individual jobs, etc.

**Level 3, Grades 9-12:**

Educational display: Any educational display related to what you have learned in this project. Some possibilities of exhibits might include:

* An educational display showing how to use diagnostic tools on small engines.
* An educational display showing how to tear down and reassemble a small engine.
* An educational display related to the electrical system of a small engine.
* An educational display about emissions systems on small engines and future trends.
* An educational display showing how to remove and sharpen a mower blade mower blade inspection and maintenance skills.
* An educational display about careers in small engines.
* An educational display about your work in finding resources about small engines on the Internet.
* An educational display about trouble-shooting common problems with small engines.
* An educational display about small engines designs.
* Any educational display related to what you have learned in this project.

**Soil & Water Science**

State Fair Project

Create an exhibit that shows the public what you learned in the soil and water science project this year.

Choose one of the options listed below, appropriate for your grade in school. Use an appropriate exhibit title.

All posters and notebooks 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, 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.

**Level 1, Grades 3-5:**

* Exhibit a poster related to an activity from the Level 1 manual.
* Exhibit a poster and/or notebook of a soil or water related science experiment appropriate for grades 3-5.

**Level 2, Grades 6-8:**

* Exhibit a poster related to an activity from the Level 2 manual.
* Exhibit a poster and/or notebook of a soil or water related science experiment appropriate for grades 6-8.

**Level 3, Grades 9-12:**

* Exhibit a poster related to an activity from the Level 3 manual.
* Exhibit poster and/or notebook of a soil or water related science experiment appropriate for grades 9-12.
* **Independent Study** -Learn all you can about a soil and/or water topic, program, facility, project, etc. and present it on a poster or in a notebook. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster or notebook, "Advanced Soil and Water Science -Independent Study"
* **Mentoring** -Exhibit a poster or notebook that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Soil and Water Science -Mentor."

**Sportfishing**

State Fair Project

Create an exhibit that shows the public what you learned in the sport fishing project this year. Choose one of the topics listed below, appropriate for your grade in school, and create a poster based on what you learned from the activity. **Use that topic for your exhibit title**, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

All posters 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 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.

**Level 1, Grades 3-5:** Exhibit a poster based on one of the following activities.

* **Let’s Go Fishing!**: Complete the Angling Self-Assessment and practice landing a fish as described in “Playing a Fish.” Display your self-assessment to show what you currently know about fishing and indicate what you hope to learn in this project. Draw or take photos of you "Playing a Fish."
* **Pop Can Casting**: Display a photo of you casting your pop can rig and your casting record. Optional - display a photo of you casting a regular fishing rig and your casting record with that rig.
* **Hook, Line, and Sinker**: Display at least two of the rigs listed in Fishing Deeper, #1. You can use a drawing or a picture to show these rigs. Answer the questions (Casting Out, Working the Lure, Setting the Hook, and Landing the Fish) on your exhibit.
* **Fishy Baits**: Complete and display cards similar to those shown (natural baits, prepared bait, and artificial flies and lures). Answer the Casting Out questions on your exhibit.
* **Which Fish Is It?**: Copy the pages in your manual and use the fish and the crossword puzzle. Identify the fish and make a display that shows the correct answers in the puzzle. (Optional - enlarge the crossword puzzle).

**Level 2, Grades 6-8:** Exhibit a poster based on one of the following activities.

* **A Different Spin**: Display a picture of you while casting and a completed Casting Record and Spinning Reel Parts diagram. Also, answer “Working the Lure” and “Setting the Hook” questions. (You may copy the ones in your manual or make your own.)
* **A Fine Kettle of Fish**: Show a drawing or photograph of you cooking fish. Include your recipe and, if possible, pictures of you cleaning and/or cooking your fish.
* **Clean Up The Litterbug**: Complete and display the chart shown on page 16. Draw or take a photo of the fishing place that you cleaned up (before and after).
* **The Wooly Bugger**: Take pictures or make drawings to show how a woolly bugger is made. Answer the “Casting Out” and “Working the Lure” questions.
* **A Fish by Design**: Draw, take pictures, or find pictures on the Internet or in magazines to show (and identify) different mouth/feeding fish, body shapes, and fish with different coloration. Briefly explain (3-5 sentences or bullet points) why fish have different mouths, body shapes, and coloration.

**Level 3, Grades 9-12:** Exhibit a poster based on one of the following activities.

* **A Reel Mess**: Draw, take photos, or copy the reels shown in “Cleaning a Reel.” Label the reels, the parts of each reel, and where you might use it. Show how you cleaned a reel using pictures or drawings.
* **Designing a Skillathon Station**: Make two skillathon stations (you may use the suggestions on page 9 or another fishing topic of your choice). List the topic, realistic situation, task, and materials needed. Take photographs of younger 4-H members using your stations.
* **Beads, Dog Hair, and Feathers**: Collect materials and tie a fly. You can display your fly or a picture of the fly. Also, list and draw or take pictures of the 7 materials in the matching game and indicate their potential use.
* **Collecting Aquatic Insects**: Complete and display the chart on page 18 (you may copy the chart in your book or make your own). Draw or take pictures of your kick net and your sampling procedures. Answer the questions in “Casting Out” and “Working the Lure.”
* **Cast Into the Future**: Complete the Career Investigation Record after talking with someone currently working in an area related to fish or fishing. Include a picture of the person you interviewed and answer the questions in “Casting Out,” “Working the Lure,” “Setting the Hook,” and “Landing the Fish.”
* **Keep a Field Journal**: Reproduce or copy 3-5 Field Journal entries on your display. Include photographs that show where you had the fishing experience, if possible.
* **Playing *Know Your Fish***: Make a "flap" quiz to teach fish facts. Show a picture or ask a question about a fish. Give the answer(s) under the flap. Choose 5-10 fish using at least 5 fish from your manual. Be sure to list multiple species if the information you provide applies to more than one of the species you choose.

**Independent Study, Grades 9-12:** Exhibit one of the following.

* **Advanced Topic**: Learn all you can about a sport fishing topic of your choice and present it on a poster. Include a short manuscript, pictures, graphs, and list the references you used to describe what you did and what you learned. Title your poster, "Advanced Sport Fishing - Independent Study".
* **Mentoring**: Exhibit a poster that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Sport Fishing - Mentor."

**Technology & Engineering**

County Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

The Technology & Engineering project offers 4-H'ers a chance to learn about engineering, programming, problem solving, creativity, and teamwork.

**Poster or Notebook:** Make a poster or notebook demonstrating a technology or robot that you have constructed in action. Make sure you clearly describe the goal or purpose of the item, how the item functions, what you learned or any challenges you overcame in the construction of your item. Use photos and or sketches along with captions to present your item.

All posters, notebooks or 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 website 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.

**Junk Drawer Robots:** This is your chance to build your own model robot. Use objects you find around your house, garage, or workshop to construct a robot or other item that exhibits principles you have learned about. Your exhibit does not have to be fully functional. Commercial kits and activities found on the internet may be used, but points for creativity will be given in judging. A big part of engineering is the design process. It is best to reevaluate the design and make any improvements that you can. Make sure your construction can hold up to being moved around, you may mount it to a base if you desire.

**Advanced Topics:** This is your chance to build something using your knowledge of technology. Use creativity and high tech devices (electronics, pneumatics, mechanics, computers, etc.) to build an useful item. Describe what you have built and hot it works by presenting it on a poster or notebook.

**Veterinary Science**

State Fair Project

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.

Level 1, Grades 3-5: A poster related to Chapter 1, 2, or 3.

Level 2, Grades 6-8: A poster, display, or quiz board related to Chapter 1, 2, or 3. Display or Quiz board should be no larger than 36”x36”x36”.

Level 3, Grades 9-12: Choose one of the following options to exhibit.

1. Develop and assemble a teaching aid.
2. Develop a project in conjunction with a veterinarian. Display the project with a report of the results, recommendations, findings, and conclusions.
3. Write a one page outline of a workshop or demonstration you presented.

**Weather & Climate Science**

State Fair Project

Create an exhibit that shows the public what you learned in the weather and climate project this year.

Choose one of the options listed below, appropriate for your grade in school. Use an appropriate exhibit title.

All posters and notebooks 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, 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.

**Level 1, Grades 3-5:**

* Exhibit a poster related to an activity from the Level 1 manual.
* Exhibit a poster and/or notebook of a weather or climate related science experiment appropriate for grades 3-5.

**Level 2, Grades 6-8:**

* Exhibit a poster related to an activity from the Level 2 manual.
* Exhibit a poster and/or notebook of a weather or climate related science experiment appropriate for grades 6-8.

**Level 3, Grades 9-12:**

* Exhibit a poster related to an activity from the Level 3 manual.
* Exhibit poster and/or notebook of a weather or climate related science experiment appropriate for grades 9-12.
* **Independent Study** -Learn all you can about a weather or climate topic, program, facility, project, etc. and present it on a poster or in a notebook. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster or notebook, "Advanced Weather and Climate Science -Independent Study"
* **Mentoring** -Exhibit a poster or notebook that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Weather and Climate Science -Mentor."

**Welding & Metal Arts**

County Project

**Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12**

**Requirements for Poster:**

Exhibit a poster that includes a picture of the welding equipment available to you, including safety equipment (helmet, gloves, safety glasses, or goggles), and display 5 welding rods of different sizes and types. Label as to size of rod, heat range, metal type, and metal thickness (gage).

**Level A, Grades 3-5:**

Exhibit one weld (choose from: run a bead, lap weld, butt weld, corner weld or “T” weld). The metal size should be 2” wide X 6” long and no more than ¼" thick. The 6” sides should be welded together.

**Level B, Grades 6-8:**

Exhibit two welds (choose from: run a bead, lap weld, butt weld, corner weld or “T” weld). The metal size should be 2” wide X 6” long and no more than ¼" thick. The 6” sides should be welded together.

**Level C Grades 9-12:**

Exhibit four welds (choose from: run a bead, lap weld, butt weld, corner weld, or “T” weld). The metal size should be 2” wide X 6” long and no more than ¼" thick. The 6” sides should be welded together.

All posters or 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 website 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, 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.

**Wildlife**

State Fair Project

Create an exhibit that shows the public what you learned in the wildlife project this year. Choose one of the options listed below, appropriate for your grade in school. All posters and notebooks 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, 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.

**Level 1, Grades 3-5:**

* A poster related to an activity from the Level 1 manual
* A poster and/or notebook of a wildlife related science experiment appropriate for grades 3-5

**Level 2, Grades 6-8:**

* A poster related to an activity from the Level 2 manual
* A poster and/or notebook of a wildlife related science experiment appropriate for grades 6-8

**Level 3, Grades 9-12:**

* A poster related to an activity from the Level 3 manual
* A poster and/or notebook of a wildlife related science experiment appropriate for grades 9-12
* **Independent Study** -Learn all you can about a wildlife topic, program, facility, project, etc. and present it on a poster or in a notebook. Take care to follow all state and federal guidelines when working with wildlife, with particular care when raising game birds, migratory birds, and endangered species. See the Indiana 4-H Wildlife project website, www.ydae.purdue.edu/natural\_resources/4-H,NR,Projects/Projects/wildlife/, for more information.

Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster or notebook, "Advanced Wildlife -Independent Study"

* **Mentoring** -Exhibit a poster or notebook that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Wildlife -Mentor.”

**Woodworking**

State Fair Project

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.

Level 1, Grades 3-4: 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.

OR Exhibit a poster on any topic covered in the Level 1 manual.

Level 2, Grades 5-6: 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.

OR Exhibit a poster on any topic covered in the Level 2 manual.

Level 3, Grades 7-9: 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.

OR Exhibit a poster on any topic covered in the Level 3 manual.

Level 4, Grades 10-12: 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.

OR Exhibit a poster on any topic covered in the Level 4 manual.

**Pike County 4-H Livestock Rules**

All livestock exhibitors should read the general 4-H rules and regulations found in the beginning of the 4-H Scoop, as well as the following livestock rules.

**General Rules for All Livestock Species**

All livestock exhibitors must meet the following requirements:

1. **To exhibit beef cattle, dairy cattle, swine, sheep, meat goats, dairy goats, poultry, and rabbits, ALL 4-H members in Indiana must be certified through the Youth for the Quality Care of Animals (YQCA) program.**
2. Livestock exhibitors must be enrolled in each livestock project he/she is taking by May 15. Livestock projects cannot be added after May 15.
3. Pay the State 4-H Program Fee in full by May 15. If the program fee is not paid, you will not be allowed to exhibit your animal(s) at the Fair.
4. All livestock enrollments and lease agreements must be completed and on file with the Extension Office on or before May 15. The only animals that can be leased are Horse & Pony and Dairy Heifers.
5. All Livestock must be correctly identified through 4HOnline or on a paper form on or before May 15.
6. **Fairgrounds Cleanup:** All members exhibiting a project at the 4-H Fair are asked to invest community service time to help prepare and clean the 4-H Fairgrounds. There will be a Fairgrounds Cleanup Day on Friday, July 23rd from 8am to 8pm.
7. **Livestock Check-in:** Animals that will be staying at the 4-H Fairgrounds during the 4-H Fair are required to check-in and be cleared by a vet between 7am and 10am on Sunday, July 25th. Mini 4-H members who are only bringing an animal for the mini show may bring the animal the day of the show and take it home immediately afterward. Vet check will take place along the road at the bottom of the hill to the barns. All vehicles must be parked either in Hornady Park, or at the 4-H Building during vet check.
8. **Stalling Reminders:** It is very important that all livestock exhibits are well cared for throughout the 4-H Fair. The Livestock Committee adopted the following rules for the 4-H Fair to help better ensure the safety and wellbeing of both animals and exhibitors:
	1. Livestock Superintendents will assign stalls for exhibitors. Members need to wait until no earlier than Saturday, July 24th to begin decorating and preparing the stall.
	2. All members are responsible to sign off for checking that their assigned stall is clean and animals are fed and watered in the morning and evening of each day. The member may designate another individual to check the stall as long as the person responsible signs off on the appropriate form after checking the stall.
	3. Livestock waste should be put in the designated waste bins and shoveled all the way to the back. Shovels and wheelbarrows will be provided to help with stall cleaning.
	4. All members are responsible for removing EVERYTHING from their assigned stall after the animal leaves the Fairgrounds. Any stall that is found uncleaned on July 31st will be noted and the member who was responsible will be billed a $50 cleanup fee. The fee will be subtracted from the auction check, if applicable.
9. **Animals Leaving Early:** ***All animals are expected to remain on the 4-H Fairgrounds until after the auction on Friday, July 30th.*** If an animal needs to leave the Fairgrounds early, please submit a Livestock Early Release Form to the Livestock Committee explaining the reason and deliver it to the Extension Office no later than two weeks prior to check in. The Early Release Form is on page 111.
10. **Overnight Passes:** Livestock exhibitors may be permitted to stay overnight with their animal in the livestock barn if accompanied by an approved parent or legal guardian. Anyone wishing to stay overnight at the 4-H Fair must complete and sign an overnight pass and deliver it to the Extension Office no later than Friday, July 23rd.
11. **Indiana State Fair Livestock Exhibitors:** If you plan to show livestock at the State Fair, you are responsible for meeting the exhibition deadlines and requirements. Be sure to contact the Extension Office to let us know you are planning to exhibit at the State Fair.
12. Any obviously diseased, malnourished, or uncared for animals will not be allowed to be exhibited and will be sent home. This includes animals that do not meet expected weight to age norms. For example: a 40-pound, 6-month old barrow will not be allowed to be exhibited. See the “Weight to Age Norms” table below:

|  |
| --- |
| **Weight to Age Norms**Breeds are not considered in this table. For more information, contact the Extension Office or your superintendent. |
| Species | Age | Weight |
| Barrow | 6 months | 180 pounds |
| Gilt | 6 months | 180 pounds |
| Heifer | 6 months | 450 pounds |
| Steer | 6 months | 500 pounds |
| Market Lamb | 6 months | 60+ pounds |

1. A veterinarian of the 4-H Livestock Committee's choice may be present for random blood testing of livestock at the show.
2. **No unaltered male animals may be shown.** Altered animals still showing signs of functional reproductive organs will be placed at the bottom of their class and receive no more than a white ribbon with the exception of caged animals.
3. All animals must have permanent ID with the exception of poultry. All animals must be appropriately tagged or tattooed by May 15.
4. An uncontrollable/unmanageable animal will be sent home on the advisability of the Agriculture/4-H Educator(s) and the superintendent of that species.
5. No stimulants or tranquilizers may be administered to any livestock except under approval of the livestock committee.
6. During the fair, **all** animals must have access to water at all times except immediately prior to their species show.
7. Livestock members that bring fans for their animals must adhere to the following requirements:
	* Only one fan per animal will be allowed.
	* All fans and extension cords used must include a ground, must have safe wiring and must be in safe operating condition.
	* All fans must be covered by a protective screen (front and back) that is fine enough to keep out small fingers.
	* All fans must be securely mounted.
	* Remember to be courteous to your fellow livestock members and the superintendents.
8. Supplemental rules may be developed at the discretion of the Livestock Committee.
9. No livestock will be released from the exhibit area without permission of the barn superintendent(s) and/or 4-H Livestock Committee.
10. If animals need to leave the Fair for any reason, an early release form must be filled out and submitted to the livestock committee two weeks prior to livestock check in. If there is an emergency during the fair, a form must still be filled out and submitted to livestock committee. The livestock committee must grant approval before the animal is allowed to be released.
11. Each exhibitor is expected to keep their exhibit area clean (including aisles and walkways). No wires or any equipment is to be left in walk aisles.
12. No washing of animals or cleaning of cages and pens when a show is in progress.
13. At the end of the fair, 4-H exhibitors are responsible for transportation of their animals back home or to market.
14. Watch for heat stress (excessive panting, sweating).
15. Be sure halters or lead ropes allow animals to lay down, but are not long enough to be tangled and injure animals.
16. Be sure animals are secure, with good lead ropes or pens tall enough and firmly wired shut.
17. Handle animals gently, without hitting or kicking them.
18. Help other exhibitors – watch for chances to open a gate or lend a hand to someone else.
19. Ask for help if there are problems. Each superintendent will advise you or call for a veterinarian if your animal(s) need(s) medical attention. Only in the event that a veterinarian cannot be reached the respective species superintendent has discretion as to medical attention. Medicines or drugs must be given by, or under the direction of, a veterinarian or superintendent.
20. The use of profanity in the barns, livestock area, or during shows by parents or 4-H'ers will not be tolerated.
21. Due to the lack of water volume and pressure, water hoses are to be used for watering of animals and washing of animals only.
22. The abuse of animals, either yours or another person's animals, will not be tolerated.

**Ethical Treatment & Grooming of Show Animals**

The Pike County 4-H Council and 4-H Livestock Shows follow the Indiana 4-H State Fair Show Rules & Guidelines as explained in the Indiana 4-H State Fair Book. These rules include but are not limited to the following illegal practices:

1. Tampering, altering, and/or misrepresentation, which includes coloring of animals, attaching hair and hair substitutes, pumping (any gas or any liquid), and filling.
2. Unethical fitting of animal exhibits is defined as the administration of any foreign substances (drugs, steroids, painkillers, stimulants, depressants, chemicals, gasses, etc.), surgical and non-surgical procedures altering the animal's configuration and appearance.
3. Grooming of animals by professional and non-family fitters.
4. The practices of "icing," "ramping," "alcoholing," "shocking," or any procedure to induce artificial muscle tone.

**The Pike County 4-H Council will allow the following:**

(1) The usage of paint or shoe polish on animal hooves.

(2) The manipulation of the animal's own natural hair.

(3) The usage of baby powder and oils on the animal's hairs.

**ANIMAL HEALTH REQUIREMENTS FOR EXHIBITION**

**OF DOMESTIC ANIMALS IN INDIANA**

**2021**

**GENERAL REQUIREMENTS FOR ALL SPECIES**

**This document describes the Indiana State Board of Animal Health’s (BOAH) requirements for all animal exhibitions in the state. HOWEVER, exhibition organizers may impose additional animal health requirements as a condition of entry. BOAH recommends contacting the exhibition organizer for specific information about requirements for each event.**

Please call the Indiana State Board of Animal Health at 877-747-3038 with questions concerning animal health requirements.

**A. Limitations on Exhibition**

This section describes limitations on exhibiting animals in Indiana. Other exhibition limitations may be described in the species-specific requirements that follow.

**Failure to meet all animal health requirements will result in removal of animals from the exhibition premises.**

* The following animals are not eligible for exhibition in Indiana:
* Animals that originate from a herd that is under quarantine.
* An animal prohibited from exhibition under any law or order.
* Any animal classified as a brucellosis "suspect".
* Animals showing signs of any infectious or communicable disease or that are a health hazard to people or other animals.
* Any animal that does not meet state animal health requirements.
* Any animal that develops or shows signs of any infectious or communicable disease during exhibition must be removed from the premises, including the surrounding exhibition grounds. An owner who is disputing the exclusion of his/her animal(s) from exhibition may not exhibit the animal in question pending any appeal.

The State Veterinarian is authorized to make the final determination as to an animal’s eligibility for exhibition. The state veterinarian may order removal of any animal from the exhibition grounds.

Exhibition organizers may impose health requirements in addition to those prescribed by BOAH. Added requirements may not contradict requirements imposed by BOAH.

Exhibition organizers may have a licensed and accredited veterinarian review animals and animal health documentation during the exhibition.

**B. Certificates of Veterinary Inspection**

* **For animals that originate in Indiana,** contact the exhibition organizer to determine the certificate of veterinary inspection (CVI) requirement, if any.
* **For animals that originate outside the state of Indiana,** the exhibitor must have a properly completed official certificate of veterinary inspection (commonly known as “health papers”) for the animal. This CVI requirement applies to all domestic animals (except for fish).
* A certificate of veterinary inspection on any animal coming from outside Indiana for exhibition in Indiana is valid for 30 days from the date it is issued by a veterinarian.
* Certificates of veterinary inspection accompanying animals for exhibition must be completed by a licensed and accredited veterinarian who has personally inspected the animals. CVIs must clearly include a description of each animal including the age, sex, and breed of the animal, and the official, individual identification.
* Out-of-state swine and cattle attending an Indiana exhibition must have a pre-entry permit number noted on the certificate of veterinary inspection. Permits are available online at: <http://www.in.gov/boah/2661.htm>.
* Certificates of veterinary inspection for all out-of-state swine and cattle going to the Indiana State Fair must have the import permit number for the 2021 Indiana State Fair, “**INSF21**", written on the certificate.
* Out-of-state poultry and hatching eggs attending an Indiana exhibition must be accompanied by one of the following documents. a. An official certificate of veterinary inspection completed by a licensed and accredited veterinarian within 30 days immediately prior to the animals entering Indiana.
* b. If the poultry or hatching eggs are from a flock participating in the National Poultry Improvement Plan (NPIP), they may move with the appropriate NPIP inspection/testing/participation certificate or records.
* All out-of-state cervids (deer and elk) must have a permit approved by BOAH at least 5 business days before the movement into the state. Contact BOAH cervid programs to obtain a pre-entry permit.
* A copy of the official certificate of veterinary inspection for each animal exhibited must be on file at the State Veterinarian's office prior to the opening day of the exhibition.

**C. Identification**

All exhibition animals must be permanently and individually identified by an acceptable method. Official ear tags are tags approved by the USDA. Official ear tags must bear the US shield to be considered official identification (official ear tags placed before March 11, 2015 that do not have the US shield will be accepted.) Official identification acceptable for specific species of livestock exhibited in Indiana are as follows:

**CATTLE**

• 840 tags may or may not be RFID (radio frequency identification), 15 digits, beginning with 840

• NUES (brite) tags, steel or plastic

• Official USDA program tags, such as orange calfhood vaccination tags

**SHEEP AND GOATS**

• Scrapie program flock tags

• Electronic implant (goats only), for breed-registered animals only when noted on registration paperwork

• Tattoo, if accompanied by registration papers with tattoo noted

• Tattoo of the scrapie flock ID number along with an individual animal ID number

• Wethers younger than 18 months of age must bear a unique, permanent ID of any form (not necessarily an official/scrapie tag)

**SWINE**

• Official 840 ear tag (electronic-RFID or visual tag)

• NUES tag, plastic or steel

• Official Premises ID Number (“PIN”) tag\*\*

• Ear notch, if the ear notch has been recorded in the book of record of a purebred registry association

• Tattoo, if the tattoo is registered with a swine registry association

*\*\*NOTE: Official PIN tags MUST include a premises number and unique animal ID imprinted by the manufacturer. (Standard PIN tags usually do not include an individual ID number; therefore, owners need to specify when ordering.)*

**HORSES**

• Physical description of the animal including: name, age, breed, color, gender, distinctive markings, cowlicks, scars, blemishes, biometric measures, brands, tattoos, etc.

• Digital photographs

• USDA-approved electronic implant (microchip)

**LLAMAS/ALPACAS**

• Official ear tag

• Tattoo

• Electronic identification implant (microchip)

• Digital photographs sufficient to identify the individual animal

**ALL OTHER SPECIES**

• Physical description sufficient to identify the individual animal.

If any additional identification other than the official identification is present, one of the additional identifications should also be listed on the certificate of veterinary inspection.

**D. Testing**

All tests required for exhibition must be conducted at the Animal Disease Diagnostic Laboratory (ADDL) at Purdue University, a laboratory approved by the Indiana State Board of Animal Health or a state or federal-approved laboratory.

**CATTLE**

**SEE GENERAL REQUIREMENTS FOR ALL SPECIES.**

* **Cattle from Indiana** do not need a brucellosis test or a tuberculosis test for exhibition in Indiana.
* The following **cattle from outside the state** must test negative for **tuberculosis** within 60 days prior to the date of arrival to the exhibition: • **Cattle from states that are not designated tuberculosis free by USDA** must meet additional requirements for entry into Indiana. Contact the Indiana State Board of Animal Health for specific information.
* **Cattle from outside the state** do not need a brucellosis test as long as the state of origin is classified as brucellosis free by USDA.
* All cattle, including Indiana cattle, that are to be offered for sale at an exhibition must have the necessary testing and other requirements completed within 30 days prior to the sale date.
* For more information on cattle health requirements, call the Indiana State Board of Animal Health at (317) 544-2400 or visit BOAH’s website at: www.in.gov/boah/2394.htm.

**SHEEP AND GOATS**

* **SEE GENERAL REQUIREMENTS FOR ALL SPECIES.**
* Blankets must be removed from all sheep at the time of arrival.
* All sheep wethers must be presented slick-shorn for inspection at arrival.
* No sheep or goats may be exhibited that are showing signs of being infected with ringworm.

For more information on sheep and goat health requirements, call the Indiana State Board of Animal Health (317) 544-2400 or visit BOAH’s website at: www.in.gov/boah/2421.htm.

**SWINE**

* **SEE GENERAL REQUIREMENTS FOR ALL SPECIES.**
* Brucellosis testing
	+ Swine from Indiana do not need a brucellosis test.
	+ Swine from outside the state do not need a brucellosis test, as long as the state of origin is classified brucellosis free by USDA. A certificate of veterinary inspection is still required.
* Pseudorabies testing
	+ Swine from Indiana do not need a pseudorabies test.
	+ Swine from outside the state do not need a pseudorabies test as long as the state of origin is classified pseudorabies free by USDA. A certificate of veterinary inspection is still required.
* All swine that are to be sold at a breed sale should have a certificate of veterinary inspection issued within **30** days prior to the sale to facilitate interstate movement after the sale.

For more information on swine health requirements, call the Indiana State Board of Animal Health at (317) 554-2400 or visit BOAH’s website at: www.in.gov/boah/2382.htm.

**HORSES**

* **SEE GENERAL REQUIREMENTS FOR ALL SPECIES.**
* Horses coming from outside Indiana for exhibition in Indiana must meet the following requirements:
	+ Each horse must test negative for equine infectious anemia (EIA) (a “Coggins test”) within 12 months of the date of exhibition. Each horse must be accompanied by an official certificate of veterinary inspection that indicates the results of the EIA test.
	+ A suckling foal accompanying a dam that has tested negative for EIA within 12 months of the exhibition is exempt from the EIA testing requirement.
* The following applies to horses coming from Indiana for in-state exhibition:
	+ A certificate of veterinary inspection is not required.
	+ An EIA test is not required.

For more information on horse health requirements, call the Indiana State Board of Animal Health at (317) 544-2400 or visit BOAH’s website at: www.in.gov/boah/2383.htm.

**NOTICE: Indiana state 4-H imposes vaccination requirements for horse show participants beyond the requirements of the Indiana State Board of Animal Health minimum requirements**. **Check with your local 4-H Purdue Extension educator for those requirements.**

**LLAMAS/ALPACAS**

* **SEE GENERAL REQUIREMENTS FOR ALL SPECIES.**
* No test is required on any llamas or alpacas for exhibition in Indiana.

For more information on llama/alpaca health requirements call the Indiana State Board of Animal Health at (317) 544-2400 or visit BOAH’s website at: www.in.gov/boah/2704.htm.

**POULTRY**

* **SEE GENERAL REQUIREMENTS FOR ALL SPECIES**
* Indiana defines poultry as: chickens, turkeys, ostriches, emus, rheas, cassowaries, waterfowl (domesticated fowl that normally swim, such as ducks, geese and swans), and game birds (domesticated fowl such as pheasants, pea fowl, partridge, quail, grouse, and guineas).
* All poultry presented for exhibition, except waterfowl, must meet **one** of the following requirements:
* Test negative for pullorum-typhoid within 90 days prior to the date of their exhibition.
	+ Be hatched from eggs originating from certified NPIP pullorum-typhoid clean flocks.
	+ Originate from a flock where the entire flock is certified NPIP pullorum-typhoid clean.

For more information on poultry health requirements, call the Indiana State Board of Animal Health at (317) 544-2400 or visit BOAH’s website at: www.in.gov/boah/2386.htm.

**DOGS**

* **SEE GENERAL REQUIREMENTS FOR ALL SPECIES.**
* Each dog presented for exhibition must be accompanied by a certificate of vaccination or other statement, signed by a licensed and accredited veterinarian, that indicates the vaccinations each animal has been given. A certificate of veterinary inspection may be used to document vaccinations, but is not required for dogs within Indiana.
* All dogs 3 months of age and older must be vaccinated for rabies by a licensed and accredited veterinarian in accordance with the state rabies vaccination law. A certificate of vaccination for rabies must accompany the animal to the exhibition.

**NOTICE: Indiana state 4-H imposes vaccination requirements for dog show participants beyond the requirements of the Indiana State Board of Animal Health minimum requirements**. **Check with your local 4-H Purdue Extension educator for those requirements.**

For more information on dog health requirements, call the Indiana State Board of Animal Health at (317) 544-2400 or visit BOAH’s website at: [www.in.gov/boah/2384.htm](http://www.in.gov/boah/2384.htm).

**CATS**

* **SEE GENERAL REQUIREMENTS FOR ALL SPECIES.**
* Each cat presented for exhibition must be accompanied by a certificate of vaccination or other statement, signed by a licensed and accredited veterinarian, that indicates the vaccinations each animal has been given. A certificate of veterinary inspection may be used to document vaccinations, but is not required for cats within Indiana.
* All cats older than 3 months of age must be vaccinated for rabies by a licensed and accredited veterinarian in accordance with the state rabies vaccination law.

**NOTICE: Indiana State 4-H imposes vaccination requirements for cat show participants beyond the requirements of the Indiana State Board of Animal Health minimum requirements**. **Check with your local 4-H Purdue Extension educator for those requirements.**

For more information on cat health requirements, call the Indiana State Board of Animal Health at (317) 544-2400 or visit BOAH’s website at: www.in.gov/boah/2384.htm.

2021 Indiana 4-H Animal Identification

The following table lists the different animal species and the respective form of identification that is required for a 4-H member to be eligible to show in the 4-H livestock shows at the 2021 Indiana State Fair. The animal ID information must be entered in the Indiana 4-H Online enrollment system by the respective deadlines. Missing, incomplete or incorrect animal ID information could result in state fair ineligibility for that particular animal.

|  |  |  |  |
| --- | --- | --- | --- |
|  | **For State Fair** | **Max # to Enroll** | **Deadline** |
| **Beef and Dairy Beef Steers** | 840‐RFID Tag **and** 5‐digit County Tag **and** DNA Hair Sample | 10Total steers | May 15 |
| **Commercial and Market Heifers and Dairy Feeder** | 840‐RFID Tag **and** 5‐digit County Tag **and** DNA Hair Sample | 10total | May 15 |
| **Beef, Registered Heifers** | 840‐RFID tag **and** Tattoo**and** DNA Hair Sample | 10total heifers | May 15 |
| **Dairy Cattle** | 840‐RFID tag **and** animal’s registered name and registration number (or dam’s registration number) **and DNA Hair Sample** | 40 total | May 15 |
| **Dairy Goat****Females, Registered****Wethers** | Breed Registry Tattoo 5‐digit County Tag **or** Tattoo | 40 dairy goats total | May 15 |
| **Meat Goat Wethers** | 840-RFID Tag **and** 5‐digitCounty Tag **and** DNA Hair Sample | 40 meat goats total | May 15 |
| **Boer Goat Females, Registered** | Breed Registry Tattoo **and** DNA Hair Sample | May 15 |
| **Market Goat Does (Wether Dams)** | 840-RFID Tag **and** 5‐digit County Tag **and** DNA Hair Sample | May 15 |
| **Pygmy Goats Registered****Unregistered** | Breed Registry Tattoo **or** Microchip that Matches Registration PapersOfficial USDA Scrapie Tag **or**Official Scrapie Tattoo | 40 total | May 15 |
| **Horses and Pony** | Color Picture | 20 total | May 15 |
| **Llama and Alpaca** | Color Picture | 20 total | May 15 |
| **Sheep****Market Lambs** | 840-RFID Tag **and** 5‐digit County Tag **and** DNA Hair Sample | 30 sheep total | May 15 |
| **Commercial Ewes** | 840-RFID Tag **and**5‐digit County Tag/or official scrapies tag **and**DNA Hair Sample |
| **Registered Ewes** | 840-RFID Tag **and**ID that matches registration Papers **and**DNA Hair Sample |
| **Swine** | 840‐RFID Tag **and** Ear Notch **and** DNA Hair Sample | 15 Gilts15 Barrows | May 15 |

**Livestock Premiums**

Premiums are given only once to an animal. No premium will be given in group classes or for champions. All premiums will be capped at $20.00 per species per exhibitor. Premiums are as follows:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Species** | **Blue Ribbon** | **Red****Ribbon** | **White Ribbon** | **Participation** |
| Beef & Dairy Cattle | $10.00 | No Premium | No Premium | No Premium |
| Goats, Sheep & Swine | $5.00 | No Premium | No Premium | No Premium |
| Horse & Pony | $10.00 | No Premium | No Premium | No Premium |
| Caged Animals (Poultry & Rabbit) | $2.00 | $1.50 | $1.00 | No Premium |

**Pike County 4-H Livestock Dress Code**

Appropriate dress must be worn by all 4-H Livestock exhibitors during shows, the livestock auction, and livestock photographs. Clothing allowed will be polo/golf shirts or cotton button-up shirts (tucked in with no midriff showing), good clean jeans or Dockers, and clean tennis shoes, boots, or work shoes. Clean ball caps may be worn, if desired. The only tee shirts allowed will be 4-H tee-shirts.

Attire **NOT** allowed: **no** halter/tube tops, **no** shorts (shorts are defined as any trousers that do not touch the top of shoes), **no** tee shirts, **no** see-through material, **no** open toed shoes, **no** sandals, **no** “sling back” shoes, and **no** “mules.”

It is recommended that dairy cow and dairy goat exhibitors wear white blouse or shirt (polo or button down) and white or black pants.

This dress code affects all Pike County 4-H Livestock exhibitors except horse exhibitors, because they have their own dress code. Pike County 4-H Livestock exhibitors not having appropriate attire will not be allowed into the show area.

**General Livestock Auction Rules**

1. Members wishing to participate in the livestock auction will need to submit an auction registration card to the Extension office no later than Friday, July 23rd.
2. Auction members must have a photo taken with their animal at the end of each animal show. If you do not get your photo taken, you will NOT be able to sell the animal in the auction.
3. The Pike County 4-H Livestock Auction is scheduled for Friday, July 30th.
4. Complimentary meal tickets will be provided to auction buyers.
5. An animal purchaser pays a premium for the animal.
6. Members may draw auction numbers during Fairgrounds Cleanup Day on July 23rd. Anyone not present on July 23rd will have an auction number assigned.
7. All 4-H members are expected to show their own animals during the Livestock Auction. Substitutions must be pre-approved. If a substitution is requested, a letter explaining the reason for the substitution must be filed with the Extension office by Friday, July 23rd.
8. Each 4-H Livestock member may sell a maximum of one animal per species with a maximum of two animals sold per member.
9. Dress Code is strictly enforced during the Auction.
10. An animal may go through auction only once; that same animal may never go through auction again.
11. Animals entered in the Indiana State Fair may not sell in the auction nor may a ribbon or token be sold in place of the animal.
12. Animals do not have to be entered into the auction at the conclusion of the Fair.
13. Livestock Auction Species Sales Order:

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Year** | **1st** | **2nd** | **3rd** | **4th** | **5th** | **6th** | **7th** |
| 2021 | Poultry | Beef & Dairy | Goat | Sheep | Rabbit | Horse | Swine |
| 2022 | Beef & Dairy | Goat | Sheep | Rabbit | Horse | Swine | Poultry |
| 2023 | Goat | Sheep | Rabbit | Horse | Swine | Poultry | Beef & Dairy |
| 2024 | Sheep | Rabbit | Horse | Swine | Poultry | Beef & Dairy | Goat |

1. Further, Grand Champion and Reserve Grand Champion winners will be given precedence in each species drive. Champions’ order will be based on the show schedule.
2. If a 4-H member is not in the auction order line or in the show ring when called for auction, he/she forfeits his/her right to sell that species.
3. Deductions from livestock auction checks will be 5% of auction price for Pike County 4-H Livestock, $5.00 per animal for newspaper thank you ads, and $5.00 per animal for livestock buyer appreciation dinner.
4. Livestock Auction checks will be given to auctioning members at the annual Achievement Day program.

**Livestock Exhibit Rules**

**Beef & Dairy**

State Fair Project

Note: 4-H Members may self-enter beef and dairy in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

All Beef and Dairy exhibitors are required to furnish the following items during fair week:

* Feed with clean feed pan
* Hay
* Clean water bucket kept full of fresh water
* Nylon rope halter
* Leather (Show) Halter; a black halter for a dairy heifer
* Brush for scrubbing when washing animal(s)
* Shampoo
* Manure fork
* Optional – Blower
1. **Note:** Only registered heifers may be leased. Lease forms are due on or before May 15.
2. **To exhibit beef or dairy, all 4-H members in Indiana must be certified through the YQCA program.**
3. Beef and Dairy steers and commercial heifers must be identified through 4HOnline by April 1. Registered heifers must be identified through 4HOnline by May 15.
4. Members must be enrolled in this project on 4HOnline on or before May 15.
5. All beef and dairy animals are required to have both a halter and a neck rope to tether the animals. This should reduce the risk for loose calves at the fair.
6. Market and breeding animals will be accepted for this exhibit.
7. A total of 6 head of cattle may be shown per exhibitor. Exhibitors are limited to 2 steers. Only 2 breeding heifers may be in the same class.
8. All animals must be shown under halter.
9. All beef and dairy cattle must be dehorned by May 15.
10. Beef exhibit classes offered:
	1. Progressive Steer Class (751-999 pounds)
	2. Market Steer Class (1000 pounds up) – born between January 1 and September 1 of the prior year.
	3. Dairy Steers (over 700#) - born between January 1 and September 1 of the prior year.
	4. Feeder Calves (under 300-750 pounds) and born after September 1 of the prior year.
	5. Breeding Heifers: Senior Yearling Heifer – calved September 1 to December 31 of prior year; Junior Yearling Heifer – calved January 1 to April 30 of prior year; Summer Yearling Heifer - calved April 1 to August 31 of prior year; Junior Heifer Calf - calved January 1 or after of current year.
	6. Cow/Calf
11. The following dairy classes will be offered: (a) Heifer Calf - born after September 1 of the prior year; (b) Yearling Calf - born September 1 or before of prior year; (c) Producing Cow - born 2 years ago.
12. All calves, except in the cow/calf exhibits, must be weaned by Fair time.
13. Each animal may only be shown in one class.
14. All cattle exhibited at the Pike County Fair must be ear tagged. If they are to be shown at the State Fair, market steers (beef and dairy beef), commercial heifers and dairy feeder steers must have a 5 digit county tag, an 840-RFID tag, and a DNA hair sample submitted to the Extension office by May 15.

**Goats**

Note: 4-H Members may self-enter goats in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

All goat exhibitors are required to furnish the following items during fair week:

* Hay
* Bedding – straw, cedar chips, etc.
* Feed pans – use pans that can be attached to the fence; or pick up pans after feeding your animals
* Water buckets – minimum two-gallon capacity
* Collars and leads; choke collars for the show ring
* Grooming supplies – clippers, hoof trimmers, brushes, shampoos and towels for cleaning animals before showing
* Snap rings for securing pens

**Dairy, Meat, and Pygmy Goats**

1. **To exhibit dairy, meat, or pygmy goats, all 4-H members in Indiana must be certified through the YQCA program.**
2. All goats must be identified through 4HOnline by May 15.
3. Members must be enrolled in this project on or before May 15.
4. **No sheep or goats may be exhibited that are showing signs of being infected with ringworm!**
5. **All sheep and goats will adhere to the latest USDA/APHIS Scrapie Eradication program guidelines. This includes ear tagging/tattooing, blood testing, and all other testing that the Indiana Board of Animal Health deems necessary. Sheep or goats that have given birth or will give birth within 4 weeks of the fair will not be allowed to exhibit.**
6. The following classes will be offered: (a) Kid - born in current year prior to May 15th; (b) Yearling - born between September 1 and December 31 of the prior year; (c) Producing Doe - born before September 1 of the prior year.
7. An exhibitor is limited to a maximum of 2 entries per class, a total of 6 goats.
8. A maximum of 2 breeds may be shown by an exhibitor.
9. Individual identification of the animal must be completed. Tags or tattoos are required.
10. Every dairy goat must have a choker chain available if needed.
11. Dairy goats with horns are not permitted.
12. Meat goats are allowed to have horns.
13. All goats exhibited at the Pike County Fair must be either ear tagged tattooed. If they are to be shown at the State Fair, goats must be retinal scanned and properly identified. Contact the Extension office is you are planning to show a goat at the Indiana State Fair.

**Horse & Pony**

Note: 4-H Members may self-enter horse and pony projects in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

All horse and pony exhibitors are required to furnish the following items during fair week:

* Two (2) water buckets
* One (1) food bucket
* Feed
* Hay
* Cleaning fork
* One (1) hard brush
* One (1) soft brush
* Mane & tail comb
* Hoof polish
* Hoof pick
* Saddle
* Bridle/Bit
* Saddle pad
* Halter & chain lead
* Helmet
1. All horse and pony projects must be identified through 4HOnline by May 15.
2. All Horse & Pony exhibitors must be enrolled in the project on or before May 15.
3. All horses require digital copies of color photographs showing the face and all four legs of the horse. Additionally, lease forms will need to be completed, scanned and uploaded to complete the horse enrollment (not required if you own the horse).
4. Horse & Pony Divisions: Juniors (Grades 3-7) & Seniors (Grades 8-12)
5. Exhibitors are responsible to keep their tack and stall neat and clean. Stalls must be cleaned daily and dry bedding added as needed. Tack must be kept in designated areas.
6. **If there are not enough stalls for all exhibitors who have more than one horse to show at the fair, then no one may bring an extra horse to be stalled at the fairgrounds.** The second horse will be admitted to the grounds the day of the show and taken home after the show.
7. No more than one horse or pony will be allowed in a stall.
8. Only the 4-H exhibitor may mount or ride the horse at the official Pike County 4-H Fair Show.
9. All exhibitors must wear helmets and boots with heels whenever they are in the saddle whether practicing, exercising, or showing. No handling of animals without boots.
10. Horses may only be mounted in the designated area. No horses may be ridden in the barn, around the midway, or in the park.
11. **An exhibitor may only show one horse per class.**
12. The official Handbook of the Indiana Horse & Pony Program will be the guide for the conduct of all classes. Classes for the official Pike County 4-H Fair Show will be determined by the Horse and Pony Superintendent(s).
13. Before exiting the fairgrounds with your horse at the end of fair week, each exhibitor’s stall, tack area, and the area in front of the stall should be checked that it has been cleaned properly. The member should help with general clean-up in the Horse & Pony barn the day of check-out unless other arrangements have been made ahead of time.
14. If the exhibitor and horse or pony leave the fair prior to check-out, prior approval from the Livestock Committee is needed.

**Livestock Posters**

County Project

 Level A, Grades 3-5 Level B, Grades 6-8 Level C, Grades 9-12

Any 4-H member can exhibit a Livestock Poster, even if they do not own an animal or will not show an animal at the 4-H Fair. A member may exhibit in as many species as desired, but may exhibit only one poster in each species. 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.

**Llamas & Alpacas**

State Fair Project

Note: 4-H Members may self-enter a llama or alpaca in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations. There is currently no llama or alpaca show offered at the Pike County 4-H Fair. Speak with the 4-H Educator if a county show is of interest.

All posters 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 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.

**Llama Poster Educational Exhibit**

Posters will be judged on theme, construction, style and language. Posters must have been constructed within one (1) year of exhibit and must follow general state poster guidelines. Each poster must have been made by the 4-H member enrolled in the current year's 4-H program.

Standards of evaluation:

* content and information (accuracy and completeness) - 40 points
* originality and creativity (attracts interest, encourages thought) - 25 points
* overall appearance/appealing (neatness, arrangement, background, workmanship, attention to detail) - 15 points
* suitable subject and age appropriate (matches child's age and ability) - 10 points
* conveys message/accomplishes purpose - 5 points
* meets exhibit requirements - 5 points
* Total - 100 points

**Poultry & Waterfowl**

Note: 4-H Members may self-enter poultry in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

All poultry & waterfowl exhibitors are required to furnish the following items during fair week:

* Feed (water and food dishes provided)
* Deep water bowl for waterfowl (deep enough for them to wash their bill)

**Poultry (Chickens, Pigeons, Ducks, Geese, Guineas)**

1. **Members must be enrolled in this project on or before May 15.**
2. **To exhibit poultry, all 4-H members in Indiana must be certified through the YQCA program.**
3. All poultry and waterfowl must be identified on a paper form by May 15.
4. Chickens, turkeys, and guineas will have blood tests performed.
5. All poultry will be given leg bands for the Fair. After the Fair, please remove leg bands on younger birds. If you fail to remove bands, the animal may be injured as it grows.
6. All poultry must be cared for by the exhibitor.
7. At the close of fair, each member will be responsible for cleaning up the soiled sawdust in and under their cage.
8. Sick birds will be removed from fairgrounds at the Poultry Superintendent’s discretion.
9. Chicken Classes:
* Commercial Chickens
* Pullets - hatched between January 1 and April 1
* Hens - hatched before January 1
* Exhibition – Large Chickens
* Exhibition – Bantam Chickens
1. Duck Classes: (a) Heavy weight; (b) Medium weight; (c) Light weight; (d) Bantam ducks
2. Geese Classes: (a) Heavy weight; (b) Medium weight; (c) Light weight
3. Guinea Classes: All guinea fowl are in one class.

**Egg Exhibit:** Exhibit one half dozen (6) eggs. They will be judged at the poultry show at the fair. Note: The judge wants all the eggs to be the same size, color, shape, and shell texture.

**Rabbits**

Note: 4-H Members may self-enter rabbits in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

All rabbit exhibitors are required to furnish the following items during fair week:

* Feed (water and food dishes provided)
* Frozen water bottle or way to keep rabbit cool
1. **To exhibit rabbits, all 4-H members in Indiana must be certified through the YQCA program.**
2. All rabbits must be identified on a paper form by May 15.
3. Members must be enrolled in this project on or before May 15.
4. Trophies and ribbons will be awarded for the following categories: Best Buck; Reserve Best Buck; Best Doe; Reserve Best Doe; Best Meat Pen; Reserve Best Meat Pen.
5. A Grand Champion Buck and a Grand Champion Reserve Buck will be selected. A Grand Champion Doe and a Reserve Grand Champion Doe will be selected. A Grand Champion Meat Pen and Reserve Grand Champion Meat Pen will be selected.
6. All rabbits entered in the Fair must be tattooed. Arrangements will be made to have at least one county wide session to tattoo rabbits.
7. Each member will be responsible for caring for their rabbits at the Fair.
8. As in past years, any rabbit showing signs of illness will be sent home. All rabbits must be health checked when they are brought to fair before entering the barn. Any animal becoming ill during fair will be quarantined and sent home as soon as possible.
9. If you are unsure of the breed of your rabbit, please check with the rabbit superintendent to make sure that your rabbit is entered in the correct class. This can be done on tattooing day.
10. Three categories will be accepted for exhibit. These categories are:
	1. Commercial: American; Giant Angora; Beveren; Californian; Champagne D’Argent; Checkered Giant; American Chinchilla; Giant Chinchilla; Cinnamon; Creme D’Argent; Hotot; English Lop; French Lop; New Zealand; Palomino; Satin; Silver Fox; Flemish Giant
	2. Fancy: American Fuzzy Lop; American Sable; English Angora; French Angora; Satin Angora; Belgian Hare; Britannia Petite; Standard Chinchilla; Dutch; Dwarf Hotot; English Spot; Florida White; Harlequin; Havana; Himalayan; Jersey Wooly; Lilac; Holland Lop; Mini Lop; Netherland Dwarf; Polish; Rex; Mini Rex; Rhinelander; Silver; Silver Marten; Tan
	3. Grade: Mixed Breed
11. The following classes will be offered in each category:
12. Commercial & Grade: Senior buck - over 8 months of age or minimum senior weight; Senior doe - over 8 months of age or minimum senior weight; Intermediate buck - 6 to 8 months of age; Intermediate doe - 6 to 8 months of age; Junior buck - under 8 months; Junior doe - under 8 months; Meat Pen – 3 rabbits any sex, 3½ to 5 pounds, under 10 weeks old, must be the same breed and color.
13. Fancy: Senior buck over 6 months; Senior doe over 6 months; Junior buck under 6 months; Junior doe under 6 months
14. All rabbits shown in the Commercial or Fancy categories must be purebred, no mixed or crossbreeds. Grade rabbits may be mixed stock of any breeds.
15. Participants can show 13 rabbits total. They can show 3 rabbits in a meat pen plus 10 rabbits in the individual classes. The classes are as follows:
	1. 4 Class Rabbits: Junior Buck – less than 6 months; Junior Doe – less than 6 months; Senior Buck – older than 6 months or over minimum senior weight; Senior Doe – older than 6 months or over minimum senior weight
	2. 6 Class Rabbits: Junior Buck – less than 6 months; Junior Doe – less than 6 months; 6-8 Buck – between 6 to 8 months; 6-8 Doe – between 6 to 8 months; Senior Buck – older than 8 months or over minimum senior weight; Senior Doe – older than 8 months or over minimum senior weight
	3. Meat Pen – A pen of 3 commercial or large breed rabbits under the age of 12 weeks with weights between 3 to 5 pounds.

**Sheep**

Note: 4-H Members may self-enter sheep in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

All sheep exhibitors should furnish the following items during fair week:

* Clean feed pan
* Feed
* Hay
* Clean water bucket or container for fresh water
* Nylon rope halter
* Shampoo
* Brush for scrubbing when washing sheep
* Optional - Blankets or show tubes
* Optional – Blower
* Optional – Exhibitor harness
1. **To exhibit sheep, all 4-H members in Indiana must be certified through the YQCA program.**
2. All sheep must be identified through 4HOnline by May 15.
3. Members must be enrolled in this project on or before May 15.
4. All animals must be dehorned except Horned Dorset Sheep, and Jacob Sheep.
5. **No sheep or goats may be exhibited that are showing signs of being infected with ringworm!**
6. **All sheep and goats will adhere to the latest USDA/APHIS Scrapie Eradication program guidelines. This includes ear tagging/tattooing, blood testing, and all other testing that the Indiana Board of Animal Health deems necessary. Sheep or goats that have given birth or will give birth within 4 weeks of the fair will not be allowed to exhibit.**
7. Exhibitors may exhibit a maximum of 3 market and 5 breeding ewes. Only 2 animals may be exhibited in any one class, the additional animals to be used in the pen of 2 classes.
8. Classes offered are:
	1. Market Lambs - born after January, but prior to May 15th of the current year.
	2. Breeding Ewes: Yearling Ewe - born before September 1 of the prior year; Ewe Lambs - born after September 1 of the prior year; Junior Ewe Lambs - born after April 1 of the current year.
	3. Purebred/Registered ewes should be classified by age: Fall Ewe Lambs: Born between September and December of the previous year; Early Ewe Lambs: Born between January and February of current year; Present-Late Ewe Lambs: Born after February 15 of current year to present.
	4. Commercial Ewe Lambs should be shown by weight.
	5. Pair of Lambs class will be offered. Two of any sex, born after September 1 of the prior year. No premium will be paid.
9. Market lambs are expected to be "slick shorn."
10. All sheep exhibited at the Pike County Fair must be ear tagged or tattooed. If a sheep is to be shown at State Fair, they must be properly identified and have retinal scanning. Contact the Extension office if you are planning to show a sheep at the Indiana State Fair.
11. All sheep must be docked and conform to current management practices.
12. Market lambs may be either a wether or ewe, but can be shown as market animals only.
13. Registration papers are needed for all breed classes. Non-registered sheep will be shown in crossbreed class.

**Swine**

Note: 4-H Members may self-enter swine in the Indiana State Fair. It is the member’s responsibility to know and meet all State Fair entry deadlines and expectations.

All swine exhibitors are required to furnish the following items during fair week:

* Feed with clean feed pan
* Show tube, cane or short whip
* Shampoo
* Stiff bristled brush for cleaning animal(s)
1. **To exhibit swine, all 4-H members in Indiana must be certified through the YQCA program.**
2. All swine must be identified through 4HOnline by May 15.
3. Members must be enrolled in this project on or before May 15.
4. All 4-H Swine exhibitors are strongly encouraged to purchase pigs that have already been given the flu vaccine.
5. A parent or guardian will be asked to be in the back with swine members on show day.
6. Barrows and gilts will be accepted for this exhibit.
7. All exhibitors are limited to 2 entries in the market class and 4 entries in the gilt class. However, in identifying the animals on the farm, the owner will have the option of tagging as many as 15 pigs (barrows only) from which to select the 2 market animals and up to 10 gilts from which to choose the 4 gilt entries. Families may identify the same animal on other immediate/or household family member's livestock enrollment forms.
8. All market classes will be weighed as they enter the barns at the 4-H Fairgrounds.
9. A pen of 4 class will be offered. The animals may belong to different club members in the same family. No premium is paid.
10. All swine must be ear notched and/or tagged. Ear notching is required for State Fair.
11. The following classes will be offered: (a) Swine Market Barrows – born after January 1 of current year; (b) Swine Breeding Gilts. Gilts will be shown by age.
12. Please note that during the fair:
	* Swine will be observed daily. If any pigs show signs of being ill (going off-feed, coughing, have discharge, etc.) temperatures will be checked and they will be sent home if they are running a fever.
	* If one pig is diagnosed with flu, all other pigs in the swine barn will go home within 24 hours.
13. DNA hair samples will be required for all swine to be eligible for the Indiana State Fair. DNA hair samples are due in the Extension Office by May 15 for any barrow/gilt that the member wants to be eligible for State Fair exhibition.

**Livestock Showmanship**

To encourage exhibitors in proper grooming, showmanship classes will be offered at the end of the regular judging. This contest is open to all members enrolled in the project.

**Livestock Showmanship Divisions for**

**Beef/Dairy, Goat, Poultry, Rabbit, Sheep & Swine**

Showmanship divisions are based on the exhibitor’s grade in school as of January 1 of the current year. Divisions are:

* Junior Showmanship – All 4-H exhibitors in grades 3 through 5 are eligible. Once an exhibitor is the overall Junior Showmanship winner for a species, the 4-H member is eligible to compete in Intermediate Showmanship classes for the following year.
* Intermediate Showmanship – All 4-H exhibitors in grades 6 through 8 are eligible. Once an exhibitor is the overall Intermediate Showmanship winner in a species, the 4-H member is eligible to compete in Senior Showmanship for that species the following year.
* Senior Showmanship – All 4-H exhibitors in grades 9 through 12, as well the previous Intermediate Showmanship winner, are eligible. Once an exhibitor is the overall Senior Showmanship winner in a species, the 4-H member must compete in Master Showmanship for that species.
* Master Showmanship – The Senior and Master Showmanship winners are eligible.

**Livestock Showmanship Divisions for Horse & Pony**

Showmanship divisions are based on the exhibitor’s grade in school as of January 1 of the current year. Horse and Pony Showmanship Divisions are:

* Junior Showmanship – Grades 3 through 7
* Senior Showmanship – Grades 8 through 12

**Supreme Showmanship**

The Supreme Showmanship contest should be fun and something to strive for as a Master Showman. There will be two Supreme Showmanship winners; one for large livestock (Horse, Beef/Dairy, Sheep, Swine, and Large Goats) and one for smaller livestock (Rabbits, Poultry, and Pygmy Goats).

1. All Supreme Showman finalists will be responsible for contacting other species superintendents or barn members to learn proper techniques in other species.
2. Contestants will be judged on their ability to handle, show, and present each of the different species. Grooming of animals will not be considered.

**Who participates in Supreme Showmanship?**

Master Showmanship winners of livestock classes. If there is not a Master Showman, then there will not be a representative from that species. Master Showmen are eligible to participate in Supreme Showmanship more than once if they continue to be the winner of the livestock species. Supreme Showmanship winners are ineligible to participate the next year, but may participate the following year.

**Livestock used for show:**

* Animals should be gentle.
* The owner(s) of selected animals are to bring the animals and equipment necessary for showing to show arena at time of show (halters, brush, show stick, etc.).
* Animals should be clean, but not extensively groomed. Owners of animals used will stay to insure safety of the animal, equipment, and spectators, and to return their animal to stall after the contest. Owner is not to assist contestants.
* Animal selection for showmanship participants:
	+ Participants will be allowed to show their own animal.
	+ It is the participant’s responsibility to secure the use of any animals used during the Supreme Showmanship Contests.
	+ If showman qualifies in more than one livestock area, showman will choose which species to represent.

**Ties:** Judge will place each contestant in each livestock species and assign point values for placing. High point wins. In the event of a tie, the judge will determine the winner at his or her discretion.

**What To Bring Into The Show Ring**

**Large Animals**

Horse – Show halter, brush, and comb. Horses & Ponies will be haltered in contest.

Beef - Show halter, brush, show stick, scotch comb.

Swine – Brush and cane, stick, or whip.

Sheep – No halter while showing.

Dairy Goats – Choke chain.

Dairy Cow – Show halter.

**Small Animals**

Pygmy Goats – Collar and short lead.

Rabbits – Long sleeve shirt.

Poultry – Nothing required.

**Top Herdsman Award**

1. All 4-H livestock members are eligible to compete, but must notify the Extension office of interest. Participants must compete in classes for all species (beef/dairy cattle, large goats, small goats, horse & pony, poultry, rabbit, sheep, and swine).
2. Participants will dress according to each species dress code.
3. Follow Showmanship rules pertaining to equipment. Showmanship books are available in the Extension Office.
4. Points will be tallied after the last show and the winner will be announced at the Livestock Auction.

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 | PURDUE UNIVERSITY COOPERATIVE EXTENSION SERVICE  |
|  |  *Pike County* |
| **Official Livestock Early Release Form** |
| Must be turned into Livestock Committee 2 weeks prior to check-in. |
| Date |   |
| Parent Name |   |
| 4-H Member Name |   |
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| Reason Livestock is leaving |   |
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| Signature of Parent |   |
| Signature of 4-H Member |   |
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| **For Livestock Committee Use Only** |
| Date |  |
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| Livestock Committee Members Signatures |   |
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