# VERMILLION COUNTY 4-H GUIDELINES

Membership in the Vermillion County 4-H program is open to all eligible youth regardless of race, color, religion, sex, national origin, disability or socio-economic status.

4-H members may enroll during the 3rd grade and continue through the 12th grade.

The 4-H Program has been established to be a positive experience in the development of Indiana youth.

* 1. members, when participating or acting on behalf of the 4-H program, are expected to conduct themselves in accordance with accepted standards of social behavior, to respect the rights of others, and to refrain from any conduct which may be injurious to the 4-H program as outlined in the Official Indiana 4-H Program Statement of Policy and Vermillion County Behavioral Guidelines.

**DEADLINES**: The proper compliance with established, stated, and published final dates and deadlines is considered an appropriate expectation of 4-H Membership. Submitting things on time and following the guidelines is part of the 4-H learning experience and is considered a reasonable thing to do.

Individuals not complying with these expectations may lose awards and privileges. This is especially true in animal projects where animal ownership, raising and identification, has a specific timeline as part of the project requirements. Members not complying with established and published dates for exhibition may be denied any and all opportunities for participation and awards for that project.

All exceptions to 4-H Guidelines as stated in this handbook must be approved by the 4-H Council.

* + 1. To be considered for awards, all 4-H members are encouraged to complete and turn in a copy of the MY RECORD OF ACHIEVEMENT, included in this handbook. The 4-H member is asked to list ALL activities in which you are involved during the current year, as well as all of the projects you have enrolled in.
    2. **OVERNIGHT POLICY** during the fair:
       1. Any 4-Her staying overnight at the Vermillion County Fair MUST be accompanied overnight by his/her parent(s) or legal guardian and must stay in tents or campers.
       2. ALL 40Hers planning to spend the night at the fair must read and complete the Overnight Policy included in this handbook.
    3. RECORD SHEET. A completed and signed record sheet MUST accompany EVERY 4-H project exhibited at the fair. Record sheets MUST be signed by a club. DO NOT PUT RECORD SHEETS IN PLASTIC SLEEVES!!!! These record sheets will be graded and returned to you to keep. See record sheet information on the back of the table of contents in this handbook. Projects without a signed record sheet will be given an incomplete.
    4. Attach exhibit label in a conspicuous place on all projects. On posters and salon prints, attach in bottom right hand corner.
    5. ALL exhibits MUST be made after project check-in at last year’s fair; **this includes Photography – photos must be taken after project check in at last year’s fair.**
    6. All entries must be submitted during project check-in at the fair to the superintendent (or the assistant) of each project, within the time period specified.
    7. Exhibits received AFTER the scheduled close of judging will be judged on its merit but will be lowered a ribbon placing for being late.
    8. All exhibits are to remain in the exhibit buildings until the assigned checkout time. Exhibits not picked up at that time will be kept at the Extension office for no more than one month, and then discarded.
    9. *Oversized projects (12 square feet of floor space) may or may not be displayed due to space restrictions. Advance notice of oversized projects is appreciated be e-mailing* [*holbert@purdue.edu.*](mailto:holbert@purdue.edu)
    10. It is up to the discretion of the judge whether there is a Champion, Reserve Champion, Grand Champion, Reserve Grand Champion or State Fair, if applicable, exhibit selected in each respective project.
    11. The Vermillion County Fair Association and the Vermillion County 4-H Council do not assume ANY liability for lost or damaged exhibits but attendants on duty during advertised fair times will use all precautions possible to avoid any losses.
    12. 4-Hers having a grievance or feeling that a rule has been violated must file a complaint in writing to the Grievance Committee within 24 hours of said ‘violation’.
    13. Unless stated following each project, State Fair entries are not chosen; state fair entries for respective projects are determined by the state.
    14. Submission of a 4-H entry to the Vermillion County 4-H Fair expressly binds the exhibitor to all guidelines contained in any and all parts of the Vermillion County 4-H Handbook AND the Indiana State Fair Premium Book.
    15. If 4-H projects, including animals, are removed from the Fairgrounds before the assigned check-out time the 4-Her will be considered incomplete in that project unless prior approval is given to the 4-Her by the Vermillion County 4-H Council.
    16. “Out of County” residents (1) must live in Vermillion County during the summer after the regular school year, which is approximately June 1, with a relative or guardian or in an adjacent county; (2) must submit a written request stating their reasons to be involved in Vermillion County’s 4-H Program to the 4-H Council on or before enrollment deadline date; (3) must meet all other vermillion County guidelines including livestock ownership requirements.

# BEHAVIORAL GUIDELINES

The official codes of conduct for persons involved with the Vermillion County 4-H program. These have been adopted from the Behavioral Criteria of the Indiana 4-H Statement of Policy

In the event of a violation of the codes of conduct, the 4-H Council shall determine the appropriate action.

* 1. 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:
     1. Dishonesty in connection with any 4-H activity by cheating or knowingly furnishing false information.
     2. Alteration or unauthorized us of 4-H records.
     3. Obstruction or disruption of any 4-H activity or aiding and encouraging other persons to engage in such conduct.
     4. Failure to comply, aiding or encouraging other persons not to comply with specific guidelines of a given project, contest or activity.
     5. Failure to comply with directions of 4-H officials acting in the proper performance of their duties.
     6. Inhumane treatment of 4-H animal project.

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 guidelines as outlined by those responsible for the specific program or activity. In all such 4-H activities, the following constitute a violation of behavior expectations:

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

When violations occur at our-of-county, district, area and/or State and/or National 4-H events, the following procedures will be followed:

* 1. The parents/guardians will be contacted to arrange transportation home for the violator(s) and
  2. The local extension educator will be notified, if not in attendance/chaperoning the event.

CONSEQUENCES;

If, in the opinion of the Vermillion County 4-H Council evidence of alteration and/or excessive outside help and/or unethical preparation and/or misconduct is noted, the exhibit and/or 4-Her may be disqualified and/or all awards forfeited and/or the 4-Her may be subject to up to a 3-year disbarment from participation in that project and/or other related 4-H projects and/or events and/or activities and/or person(s) subject to removal from the grounds.

# VERMILLION COUNTY 4-H APPEALS

PROCESS (Activities, Programs, Projects)

1. A grievance regarding a project or activity during the county 4-H Fair will first be processed by the local 4-H policy-making body (i.e. 4-H Council). The chair of that organization will appoint a small unbiased subcommittee to conduct the initial investigation and render a decision.
2. The local 4-H policy-making body may establish a fee for filing grievances. The filing fee will be waived in hardship situations.
3. A grievance may be lodged with the president of the 4-H Council or the superintendent of the project. The burden of proof shall reside with the party filing the grievance.
4. The person filing a grievance must complete the Grievance/Appeal Form, which is available from the Extension office upon request.
5. A grievance shall be filed, and a fee paid (if a fee is assessed) within 24 hours of the incident. The 24-hour guideline pertains to fair related issues where timing is an issue. In all other grievances, there will be a 14-day limit in which the grievance must be filed.
6. A grievance sub-committee will be called together to act within 24 hours of a filed grievance, or a more timely manner, if the situation warrants.
7. The sub-committee renders a decision.
8. The person filing the grievance may appeal the decision to the 4-H Council. The 4-H Council reviews the facts in evidence and renders a decision.
9. 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.

**NOTE:** The above procedure will also be followed for program issues. Time constraints of the above procedure are not as crucial in most instances for programmatic concerns. However, there will be a 12-day limit on the part of the person filing a grievance.

##### SOME TIPS FOR MAKING A GOOD POSTER OR DISPLAY BOARD

* All posters MUST be displayed horizontally as shown. (The salon print is the exception). **POSTERS WILL BE 22” X 28**” unless otherwise stated and MUST have stiff backing. Posters MUST be covered with plastic for protection. Poster boards, form boards & plastic are available in the Extension Office.

YES

NO

* All **DISPLAYS** must be 3 sided and self-supporting so that they will stand on a table.
* A **NOTEBOOK** is a 3-ring binder unless otherwise stated such as the Scrapbooking project

1. A good poster or display board: a) attracts attention (it catches your eye)

b) is simple and clear; it focuses your interests on one main idea. c) Persuades you to act.

1. Decide what idea you want to tell people. Do not use too many words. Make your poster or display board interesting. It should encourage the viewer to think.
2. Use illustrations/pictures to say what you would say with words in order to add emphasis.
3. Be neat. Letters should be neat and easy to read.
4. Check to see that your poster or display board communicates what you want it to. Ask a parent or friend to look at your poster or display board design before you construct it. See if he or she can read it at a glance and understand your message clearly.
5. It is required that all posters, notebooks, and display boards 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.

To learn to accurately cite your source, visit this website: https://bit.ly/HowtoCiteSources

On this website, there is a left menu that lists a variety of sources (book, website, magazine article, etc.). Find the type of source(s) that you’ve used to learn about your project and click that option to learn how to properly cite the source. This is something that you’ll have to do more and more as you progress through school. Learn to do it correctly and use this link for school projects, as well.

AEROSPACE/ROCKETRY

All rockets will be judged on both construction (60%) and performance (40%).

1. All rockets will be entered at the scheduled check-in. They will be judged for performance at the scheduled rocket launch (determined by weather conditions). Check the fair schedule for date and time.
2. For safety reasons, all rockets of the 4-Hers OWN design MUST BE test fired BEFORE showing at the fair.
3. See engine limitations for each level
4. Igniter should NOT be packed BEFORE construction judging. You should pack your igniter just before launching.
5. No “Ready to Fly” or E2X rockets are acceptable in the 4-H Aerospace project.
6. Rockets may be exhibited with a base, but launch pads are not permitted. All rockets must weigh less than 3.3 pounds and be considered an amateur rocket according to FAA regulations.
7. ***Remote control aircraft or drones may be constructed from a kit or purchased ready-to- fly. Must include in notebook: make, model, manufacture and recommended age of product.***

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF THE POSTER SECTION ON PAGE 4

Grades 3-5- Exhibit one of the following

* Construct a rocket of your choice with a difficulty level that is appropriate for the grade level you just completed. Cluster engine rockets and rockets that take an engine D or above are not permitted in this level.
* Poster on any topic in the manual (i.e., construct a paper airplane with a poster board explaining why you designed it the way you did).
* ***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

* Construct a rocket of your choice with a difficulty level that is appropriate for the grade level you just completed. Cluster engine rockets and rockets that take an E engine or above are not permitted in this level.
* Poster or display board on any topic in the manual (i.e., glider plane (page 18) with poster explaining design).
* ***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

* Construct a rocket of your choice with a difficulty level that is appropriate for the grade level you just completed. Cluster engine rockets and rockets that take a G engine or above are not permitted.
* Poster or display board on any topic in the manual (i.e. box kite (page 20) with poster explanation).
* ***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.***

**STATE FAIR EXHIBIT;** Each county would be permitted to send one rocket, remote control aircraft, drone OR one poster/display board in each grade category (3-5, 6-8 and 9-12).

ANIMAL POSTERS

See “Some Tips for Making a Good Poster or Display Board” at the beginning of the handbook.

4-Hers can complete a 4-H Animal/Livestock Project without having or exhibiting an animal. 4-Hers may complete any of the animal/livestock projects by exhibiting a poster and/or doing an Action Demonstration. (See description of Action Demonstrations included in this handbook). A champion will be chosen in each level of each species (Dog, Cat, Beef, Sheep, Swine, Horse & Pony, Dairy Goat, Dairy, Rabbit, Poultry and Pets). An overall Grand Champion will be chosen from all of the Animal Posters.

*SEE POSTER REQUIREMENT AT END OF POSTER SECTION ON PAGE 4*

For all levels – Exhibit a poster on an activity in your manual or a topic of your choice. Must be a different topic each year.

**BEGINNER –** Grades 3-5 **INTERMEDIATE** – Grades 6-8 **ADVANCED** – Grades 9-12

**STATE FAIR EXHIBIT:** One poster for each level of the following species: Cat, Dog, Llama, Rabbit and Poultry.

AQUATIC SCIENCE-DISCOVER THE RIVER

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF THE POSTER SECTION-PAGE 4

For all Grade levels: Exhibit from one of the activities listed in the manual. Choose a different exhibit each year.

**ADVANCED:** Grades 9 and Up Option. You may continue work over one or more years on the same option for in-depth efforts. All previous work must be included and labeled by year. Current year’s work must be clearly labeled.

ARTS & CRAFTS

* 1. member may enroll in up to 16 separate craft projects. These projects may be within the same category but may NOT be of the same kinds of articles. Example: may exhibit a cross stitch and a crocheted item but not 2 cross stitches. Different skills/techniques used. However, a 4-Her is limited to a maximum of 2 projects for State Fair exhibition. Alternate State Fair projects will be chosen. Should a 4-Her have more than 2 projects selected for State Fair exhibit, the 4-Her will choose which 2 will represent Vermillion County. The 1st alternate(s) in the other category(ies) will then become

eligible, and so on. Each county is limited to a total of 12 crafts exhibits for State Fair exhibition. Any item which is intended to be hung must be finished and ready to hang.

ALL ARTS AND CRAFTS EXHIBITS MUST HAVE A “4-H CRAFT INFORMATION SKILLS CARD” ATTACHED EXPLAINING WHAT YOU DID TO COMPLETE THE

**PROJECT AND TECHNIQUES USED.**

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

Basketry

Basket styles listed as examples are suggestions only.

FIRST TIME BASKETMAKER – 4-Her should enroll in their grade Division, and then follow guidelines, from the Beginner Divisions, making simple additions such as curls, twining or a wrapped handle to create a project for the proper age category.

BEGINNER –

3rd Grade – A square or rectangular basket with no handle, showing the basic over and under technique and a simple lashed rim. Colored reed may be used and finish with dye or stain.

4th grade – A square bottom or rectangular basket with 10” D non-wrapped handle. Twine around base and a simple lashed rim. Colored reed may be used and finish with dye or stain. Ex: Small Market Basket.

5th Grade- A simple 9”=10” round-bottom basket with natural reed spokes and twined bottom base. Colored reed may be used and finished with dye or stain. Ex. Folk Art Basket or Paper Plate Basket.

INTERMEDIATE –

6TH Grade – Rectangular Market Basket using a 12”-14” D handle, incorporating the technique of triple twining and may wrap handle. Example: Large Market Basket or a Rectangular Gathering Basket.

7th Grade – Basket should continue to show an increased level of difficulty techniques of a filled bottom, may use a nontraditional handle (i.e. Fabric/Canvas) and working with 5/8” or larger reed as spokes and weavers. Example: Filled Bottom Tote Basket with Fabric Handle.

8th Grade - Basket should continue to show an increased level of difficulty, this time incorporating twill or continuous weave. Example: Twill Accent Market Basket or Twill Tray Basket, Foot Stool or Chair.

**ADVANCED –** 9TH Grade and Up – Baskets should continue to show an increased level of difficulty, using two or more advanced techniques; or select a project from advanced basket suggestion list: Techniques Techniques Types of Advanced Basketry

|  |  |  |
| --- | --- | --- |
| Curls | Arrow Twining | Basket Woven over a mold |
| Gretchen Border | Triple Twining | Basket w/Round Reed Spikes |
| Plaiting | Four Rod Wail | Basket w/Woven Lid |
| Randing | Filled or Solid Bottom | Elbow Basket |
| Wood Bottom | Twill Design | Caning-Footstool Chair |
| Double Bottom | Herringbone or Twill Base | Egg Basket |
| Double Wall | Inserted or Attached Handle | Melon Basket |
| Double Lashed Rim | Braided Rim | Tier Basket (i.e. Stair Basket) |
| Braid or Fancy Wrapped Handle |  | Original Design Basket |
|  | Furniture Item-Cradle, Trunk  Chair, etc. |
|  |  | Basket incorporating non- Traditional items – i.e. antlers, grapevines, recycled items,  natural materials/fibers |
| Restore/Repair a basketry item replacing a minimum of 40% of old reed. Must include “before”  photographs and description of repairs with exhibit. | | |

Ceramics

**General Rules**

* + 1. Bottoms must be finished. Apply felt to bottom of pieces where it is appropriate ONLY.
    2. Glazed pieces must be appropriately glazed. The use of lea- free glazes is required on all food surfaces. There should be no bubble, pinholes or crazing problems on your piece.
    3. A 3” X 5” index card stating the name of the equipment, supplies that were used, the method of application and the purpose of the piece should accompany each exhibit.
    4. If making a ceramic doll, body must be ceramic. If body is not ceramic, it is classified as “Other Craft” for 4-H purposes.

Molded (Greenware, etc.)

1. Objects must be well cleaned. All seams, if applicable, must be smooth with no rough edges.
2. Members must clean their own greenware.
3. Judging will be based on the following criteria:
   1. Glaze and/or paint and detail
   2. Difficulty
   3. Authenticity
   4. Craftsmanship/General Workmanship
   5. Display

Hand Built/Wheel Thrown:

Judging will be based on the following criteria:

1. Glaze and/or paint and detail d. Originality & Authenticity
2. Construction e. General Workmanship
3. Difficulty f. Display

Decorative Painting

1. Exhibits must be finished and ready to use
2. This Decorative Painting Category is for any item which can be decorated by painting on it.
3. Item may be wooden, tin, cloth, basketry, glass etc.
4. Painting design may be a transfer of flowers, stenciling or another creative idea. Item may be completely painted, and a trim border added. NO tube (embroidery) paints.

Examples: Cloth – T-shirts, sweatshirts, tote bag, apron etc.

Wood – Yard ornament, wooden figure, wall hanging, wood cut outs etc.

Glass – Lamp, mirror, jars etc. Tin – Washboard etc.

Drawing

**On canvas, canvas board, or paper, framed as a picture and prepared for hanging.** Canvas art stretched on a wooden frame is considered prepared for hanging provided the frame has a wire hanger. May enter one exhibit in each of the following categories

1, Charcoal

* 1. Ink
  2. Pencil
  3. Pastel drawings
  4. Crayon
  5. Mixed media

NOTE: MIXED MEDIA may be judged within Drawing, depending on the ‘media’ or in Miscellaneous Crafts.

Holiday Craft

1. Exhibits must be finished and ready to use.
2. Holiday Craft is a category for 4-Hers to make an item that is used for a holiday. It may be any holiday such as Christmas, Halloween, Easter etc.
3. The exhibit can be of any kind of MISCELLANEOUS CRAFT or OTHER CRAFT. However, you can only do one type of craft per category.
4. You may make an exhibit of Needlecraft; however, it will not qualify for State Fair, unless it is entered in the Needlecraft Category.

Miscellaneous Craft

1. This category covers all crafts NOT listed n other Arts & Crafts categories.
2. There are NO requirements for the type of exhibit you take to the fair. This exhibit is totally left to the discretion and creativity of the 4-Her.
3. The exhibit MUST be finished and ready to use.

Examples – Decoupage, Latch Hook, Leather craft, Macrame’. Tube Painting, String Art, Wire Art, Bead Working etc.

Model Craft

1. The definition of a Model is: a “to scale replica”.
2. Kits may be used
3. ALL Models MUST be displayed on some type of display board, for stability and security. Models should be fastened to display board.
4. Judging will be based on the following criteria:
   1. Paint and detail (if applicable)
   2. Construction
   3. Difficulty
   4. Originality or authenticity
   5. General workmanship
   6. Display
5. Exhibits must be a small-scale replica and meet the following criteria:
   1. Must be of injected styrene plastics
   2. At least 25% of the exhibit must be painted by the 4-Her
   3. Wood, paper, clay, die-cast, or snap together models are not permitted
   4. Screws are not permitted
   5. Pre-painted or pre-decaled factory models are not permitted.
   6. If the model is being built from a kit, include a copy of the instructions with the craft information card.

Modeling Clay

These exhibits are constructed from non-ceramic modeling compounds. These are not fired in a kiln but may need to be baked in an oven.

Examples: Sculpey Clay, Polymer Clay, Model Magic or similar material

Hand Built Judging Criteria:

1. Paint and detail
2. Construction
3. Difficulty
4. Originality & Authenticity
5. General workmanship
6. Display

Molded Judging Criteria:

1. Paint (if applicable) & Detail
2. Difficulty (i.e. how well piece came out of mold)
3. General Workmanship (how nicely finished the piece is)
4. Display

Needlecraft

May enter one exhibit in each of the following categories

1. Crocheting
2. Needlepoint
3. Embroidery
4. Cross Stitch
5. Knitting
6. Miscellaneous Needlecraft
   1. Hand Quilting
   2. Tatting
   3. Hand Weaving
   4. Punch Needlework
   5. Rag Crafts (must use a needle of some kind)
   6. Other – Any needlecraft which is hand-done, uses a needle and does not fit in any of the other needlecraft areas will be put in this category.

Note: latch hook, plastic canvas, machine knitting, machine quilting or arm knitting/crocheting are considered Miscellaneous Crafts.

Painting

On canvas, canvas board or paper, framed as a picture and prepared for hanging.

Canvas art stretched on a wooden frame must have a wire hanger to be ‘considered prepared for hanging’. May enter one exhibit in each of the following categories.

1. Acrylic
2. Oil
3. Watercolor
4. Mixed media

NOTE: MIXED MEDIA may be judged within Fine Arts, depending on the ‘media’ or in Miscellaneous Crafts.

Woodcraft

Exhibits must be finished and ready to use. Exhibit Requirements:

**Beginner –** Select and finish a small article of wood. Learn to sand a smooth finish, wood may be stained and should be sealed. Do not use decoration. (Article may be purchased unfinished). Examples: small shelf, cutting board, paddle, jewelry box, etc.

**Intermediate** - Select and finish a small article of wood. May decorate article in one of the following ways: chip carving, wood burning or decoupage. Decals may be used. Article may be purchased unfinished. Examples: plaque, box, frame, etc.

**Advanced** – Select and finish two (2) or more articles of wood, using one of the following techniques: Inlays, gouging, carving, wood chipping or wood burning. Exhibit only one article that you made. Examples: doll chair, wall plaque, picture frame, candle holder, sconce, shelf, etc. Item may be handmade or purchased.

ASTRONOMY

This project is designed to provide youth and parents/guardians with the opportunity to explore and

learn about the basics of astronomy. A telescope is not required for this project.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF POSTER SECTION PAGE 4

**Level 1: Grades 3-5 –** Exhibit any one of the following:

1. Develop a notebook of any five or more completed grade appropriate activities located at the website: NASA – Kids Home <http://www.nasa.gov/audience/forkids/activities/index.html>or<http://www.edhelper.com/SolarSystem.htm>.
2. A project or activity out of the Vermillion County 4-H Project Manual
3. An idea of your own as approved by the Vermillion Co. Extension Educator or your Club leader.

**Level 2: Grades 6-8 –** Exhibit any one of the following:

1. Develop a notebook of any five or more completed grade appropriate activities located at the website: NASA – Kids Home <http://www.nasa.gov/audience/forkids/activities/index.html>or<http://www.edhelper.com/SolarSystem.htm>.
2. A project or activity out of the Vermillion County 4-H Project Manual
3. An idea of your own as approved by the Vermillion Co. Extension Educator or your Club leader.

**Level 3: Grades 9 and Up: -** Exhibit any one of the following:

1. A project or activity out of the Vermillion County 4-H Project Manual
2. An idea of your own as approved by the Vermillion Co. Extension Educator or your Club leader.

ATV SAFETY

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION ON PAGE 4.

**Beginner – Grades 3, 4 and 5**

Poster on some aspect of “Getting Familiar with Your ATV” as outlined in the 4-H/ATV Rider Handbook. Choose different idea from this topic your second year.

Intermediate – Grades 6, 7 and 8

Poster on one of the following – Choose a different topic each year:

* Fitting an ATV
* Pre-Ride Inspection
* Trouble Shooting
* Riding Techniques (could include starting, braking, turning, bills, etc.).

Advanced – Grades 9, 10, 11 and 12

Quiz Board or Display on one of the following – Choose a different topic each year.

* Laws and Regulations
* Riding and Protecting the Environment
* Winter Riding Practices
* Develop an ATV Trail that protects the Environment

BAKING FOR FUN

GENERAL FOR ALL FOODS, FOOD PRESERVATION, BAKING FOR FUN,

**MICROWAVE CATEGORIES;**

## Purdue Extension Food Safety Policy:

***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).*

*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.*

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

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

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

LABELING SUGGESTIONS;

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

RECIPE CARDS;

1. 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.
2. *Recipes must be provided that identifies all ingredients that were used in each part of the product. Any ingredient that could be a potential allergen must be clearly identified. Potential food allergens include, but are not limited to, milk, eggs, peanuts, tree nuts, fish, crustacean shellfish, wheat, soy and sesame.*
3. A recipe card or index card (no larger than 5 ½” X 8 ½”) is required for all food exhibits.

*Each food product must be labeled with the following information:*

* *4-Her’s Name*
* *County Name*
* *Grade Level*
* *Exhibit Option*
* *Date the food product was made*
* *Recipe ingredients, steps, and source* (i.e. Grandma, Cookbook, Pinterest, etc.)
* *Allergens (see above)*

HOW TO PREPARE PRODUCTS FOR DISPLAY:

1. Most food products should be displayed on a sturdy paper or foam plate.
2. For cakes – cut a piece of cardboard about ½” 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 covered with wax paper, plastic wrap or foil before putting the food product on it.
4. Pies should be exhibited in disposable pie tin. Reusable containers or pans will NOT be returned from the Indiana State Fair.

**BAKING FOR FUN Guidelines**

1. 4-Her may exhibit in one or all the categories, REGARDLESS OF AGE OR GRADE.
2. State Health Rules will be followed – THEREFORE, “Fillings, frosting, glazing, pie filling and meringue whether uncooked or cooked **ARE NOT PERMITTED** to contain cream cheese, whipped cream, unpasteurized milk or eggs/egg white (pasteurized eggs or egg cooked to 160 °F may be used). **HOME-CANNED** fruits, vegetables, or eats are not permitted in products. **RECIPES MUST BE PROVIDED** that show which ingredients were used in each part of the product. Contestants should carefully wash their hands and make sure that their hands **DO NOT HAVE** any open cuts before preparing foods. Whenever possible, baked products should be transported and stored in chilled coolers (41°F).
3. The recipe is to be exhibited. Place your **name, club, and category on the recipe card.**
4. If exhibiting in the **CREATING WITH A MIX,** underline the two or more ingredients added to create the product. Remove the box label that shows the original preparation of the food. Attach it to an 8 ½” X 11” sheet of paper and attach the recipe card.

Categories:

1. **Creating With a Mix or Ready Made Ingredient –** must have added 2 or more ingredients to the original product.
2. **Cookies from Scratch –** includes Brownies, Br Cookies, Pressed Cookies, Drop Cookies or Molded Cookies – Exhibit 12 cookies.
3. **Quick Breads or Muffins from Scratch –** Exhibit 12 muffins or 1 loaf of bread or 12 biscuits.
4. **Yeast Products from Scratch –** Exhibit 12 yeast rolls, or other yeast products exhibit entire product.
5. **Cakes from Scratch –** icing must be from scratch if used. Exhibit the whole cake.
6. **Pies from Scratch –** must be non-perishable. Pie pan will not be returned. Exhibit the whole pie.
7. **Bread Machine from Start to Finish –** Exhibit the whole loaf.
8. **Bake with Honey –** exhibit any item listed above using honey as at least 50% of the sweetener.
9. **Diabetic Friendly –** exhibit any item above using the appropriate substitutions.
10. **Gluten Free –** exhibit any item listed above adjusting to be gluten-free.

Each category should be a separate ‘project” on your Vermillion County Record Sheet

THERE IS NO STATE FAIR ENTRY IN THE BAKING FOR FUN PROJECT.

BEE-KEEPING

Create an exhibit that shows the public what you learned om the beekeeping project this year. Posters are to 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.

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. ***IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT @ END OF POSTER SECTION ON PAGE 4.***

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

*Educational Poster or Display: grades 3-12*

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

*Single Honey Product: grades 3-12*

Exhibit one of the following:

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

*Two Honey Products: grades 3-12*

Exhibit two of the four kinds of honey listed below.

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

**STATE FAIR:** 1 educational exhibit per county.

1 honey exhibits per member, unlimited number of county entries.

BICYCLE

Check the current year’s fair schedule for date and time of Bike Rodeo – Helmet Required.

Level 1 – Grades 3, 4 & 5

Participate in the Scheduled Bike Rodeo

Level 2 – Grades 6, 7 & 8

Participate in the Scheduled Bike Rodeo

Level 3 – Grades 9-12

Participate in the Scheduled Bike Rodeo

**STATE FAIR EXHIBIT;** ONE Junior, grades3-7 and ONE senior, grades 8-12 will advance to the State Fair Bicycle Rodeo, after completion of the County Bicycle Rodeo.

CAKE DECORATING

**Exhibit Introduction**

Visit [www.wilton.com](http://www.wilton.com/) for helpful tips.

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. The Wilton Method of Cake Decorating student guides and their supporting materials will be used as the educational framework. All cakes selected for exhibit at State Fair must be created using a Styrofoam, foam or other solid dummy.

***REFER TO SKILLS AND TECHNIQUES LISTED WITHIN EACH DIVISION. CHART IS ON THE WEBSITE OR AVAILABLE FROM THE EXTENSION OFFICE FOR APPROPRIATE SKILLS BY LEVEL.***

*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 sill level outlined in Indian 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 cakes selected for exhibit at State Fair must be created using a Styrofoam, foam or other solid dummy. Unless specified otherwise, cakes are to be iced using Royal icing. Youth may practice skills using buttercream, but this type of icing will not withstand environmental conditions when being displayed an extended period of time. When displaying a cut-up cake or tiered cake, the exhibitor must include a diagram and description indicating how the cake was assembled. This diagram and description can be attached to or written on the skills sheet. All exhibits must include a completed Cake Decorating Skills Sheet (4-H 710). This sheet may be attached to the cake board.

**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” round, then the cake board must be 10-12” round. 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 than 12” x 12”. Tips and skills demonstrated are limited to those explained in The Wilton Method of Cake Decorating Student Guide1. A minimum of five skills are to be demonstrated. NOTE – While nail flower creation is explained in student guide 1, the difficulty level may be too high and not educational for some beginner level youth.

*Youth and mentor should use this list when planning skills to incorporate for exhibit. A minimum of 5 skills from this list must be used for Beginner level. Any higher-level techniques will not be counted as part of the minimum required 5 but will be evaluated for quality.*

1. **ICING** – Achieve proper consistency of icing for frosting the cake, Tablespoon imprint, Teaspoon swirl.
2. **COLORING TECHNIQUES** – (only 1 coloring technique can be counted toward the minimum of 5 skills) – Basic Color Blending
3. **BORDERS & SIDE DECORATIONS** – “C” motion, Balls, Bead, Dots, Leaf, Loop, Pull dots, Pullout star, Rosette, Ruffle Border, Ruffle Leaf, Shell w/star tip, Shell w/writing tip (beads), Star, Star Puff, Stripes, Vines, Wavy Lines, Zig zag, Zig zag puff
4. **COMBINATION BORDERS & SIDE DECORATIONS** – Leaf & Drop Flower, Rosette & Star, Shell & Flute.
5. **LEAVES** – Holly, Plain leaf, Ruffled leaf, Stand-up leaf.
6. **FLOWERS** – Drop flowers (one squeeze star), Drop flowers (swirl), Free hand (star tip), Petals, Ribbon rose, Rosette, Rosette w/star center, Shaggy mum, Star Puffs, Stars, Variety (writing tip), Zinnia, Rosebud, Sweet pea, Daisy, Sunflower.
7. **LETTERING** – (only one lettering technique can be counted toward the minimum of 5 skills) – Dots, Lettering forms-fill in with dots or lines, Printing.
8. **SPECIAL EFFECTS** – Combing, Grass (fur or hair), Outline & star fill in, Paper pattern, Star-filled pattern, Stencil applications, Color striping (either brush or spatula), Piping gel, Sugar mold (solid).

INTERMEDIATE LEVEL (Grades 6-8)

Cakes must be on a cake board approximately 3/8” thick and 2-4” larger that the cake. For example, if the cake is 9”x13” rectangular, then the cake board must be 11X15”-13X17” rectangular. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the intermediate level are to be 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.

*Youth and mentor should use this list when planning skills to incorporate for exhibit. A minimum of 5 skills from THIS list must be used for Intermediate level. Any higher/lower level techniques will not be counted as part of the minimum required 5 but will be evaluated for quality.*

1. **BORDERS & SIDE DECORATIONS** – Vines, Brush embroidery, ‘e’ motion, ‘S’ scroll, Horizontal ‘C’, Plume, Puff, Reverse shell, Ribbon, Rope, Ruffle, Zigzag puff.
2. **COMBINATION BORDERS & SIDE DECORATIONS** – ‘s’ Scroll and Drop Flower, Dot and Heart, Puff and drop flower, Shell puff and ruffle or zigzag, Basket weave.
3. **LEAVES** – Holly, Plain leaf, Ruffled leaf, Stand-up leaf, Violet leaf.
4. **FLOWERS** – Rosebud, Sweet Pea, Bleeding heart, Half carnation, Half rose, Lily of the Valley, Other flat surface flowers, Apple blossom, Aster, Bachelor button, Brown-eyed Susan-daisy variation, Chrysanthemum, Daffodil and Jonquil, Daisy, Dogwood, Forget-me- not, Full carnation, Narcissus, Pansy, Poinsettia, Poppy, Rose, Sunflower, Violet, Wild rose, Other flat flower nail.
5. **LETTERING** – (only one lettering technique can be counted toward the minimum of 5 skills) – Lettering forms-fill in with dots or lines, Printing, Script (cursive).
6. **SPECIAL EFFECTS** – Grass (fur or hair), Stencil applications, Color striping, (either brush or spatula), Color flow, Comelli lace, Figure piping, Haystacks, Lattice design, Pine cones, Pine needles and cat whiskers, Piping gel, Royal icing lace, Sotas, Sugar mold (solid), Trees, Wheat.

ADVANCED LEVEL (Grades 9-12)

Cakes must be o a cake board approximately ½” thick and 4” larger than the base cake. For example, if the cake is 26” round, then the cake board must be 30” round. 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 and gum 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”. Tips and skills demonstrated are limited to those explained in The Wilton Method of Cake Decorating Student Guide 1, 2 and 3. A minimum of five skills from student guide 3 are to be demonstrated.

*Youth and mentor should use this list when planning skills to incorporate for exhibit. A minimum of 5 skills from THIS list must be used for Advanced level. Any lower level techniques will not be counted as part of the minimum required 5 but will be evaluated for quality.*

1. **COLORING TECHNIQUES** – (only 1 coloring technique can be counted toward the minimum of 5 skills) – Deep Color Effects, Painting.
2. **COMBINATION BORDERS & SIDE DECORATIONS** – Basket weave, Bow-trimmed strings, Crown, Drop strings, Fleur-de-lis, Flower and vine, Lambeth method, Ribbon and Ball fringe, Ribbon swag, Shirred ribbon and shell, String lace, Triple drop strings, zigzag garland and ruffle.
3. **FLOWERS** – Apple blossom, Aster, Bachelor button, Brown-eyed Susan-daisy variation, Chrysanthemum, Daffodil and jonquil, Daisy, Dogwood, Forget-me-not, Full carnation, Narcissus, Pansy, Poinsettia, Poppy, Rose, Sunflower, Violet, Wild rose, Other flat flower nail, Bluebell, California poppy, Easter lily, Morning glory, Nasturtium, Petunia, Other lily nail flowers.
4. **SPECIAL EFFECTS**- Airbrushing or painting, Austrian lace, Candy clay, Chocolate molding-flowers, Chocolate molding-leaves, Fondant-cooked, Fondant-rolled/cake covering, Fondant-rolled/flowers & decorations, Gum paste, Loops, Marzipan, Pulled sugar, Sculptured cake, Sugar mold (hollow), Sugar paste, Quilling, Wires w/ assorted decorations attached, Other advanced skills.

**STATE FAIR EXHIBIT** – One decorated cake will be selected in each of the three (3) levels. All cakes selected for exhibit at State Fair must be created using a Styrofoam, foam or other solid dummy.

CAREERS

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF THE POSTER SECTION- P.4

**BEGINNER:** Grades 3, 4, and 5: Exhibit a poster exploring a career from a career cluster of the 4-Her’s choice listed in the project manual.

**INTERMEDIATE:** Grades 6, 7, and 8: Exhibit a poster or notebook exploring a career from one of the 16 different career clusters listed in the project manual. Be sure to include:

* Education requirements for the position
* Time and schedule demands of the job
* Type of skills and personalities that fit the requirements of this job
* Different levels or options within this job including licenses and certifications
* Salary information like starting pay, typical compensation ranges and benefits.
* Stresses and hazards of the job
* What is a typical workday like?
* Is this an indoor or outdoor job?

**ADVANCED:** Grades 9 and Up: Select one of the following options:

1. Exhibit a poster or notebook that shares your research of a post high school learning facility (college, university, apprentice school, trade school, etc.) to learn about the education needed for a particular career. Be sure to include the following details:
   * What type of career/job you are interested in researching?
   * Typical length of time and cost to meet the educational requirements at the learning facility needed for your career/job interest.
   * What type of job placement does the learning facility provide to help you obtain your career/job of interest?
   * What grade and other accomplishments are required to have admission opportunity into the learning facility?
   * What additional education (if any) is needed after completing a program at the facility to actually be employable in the career/job of your interest (i.e. will additional degrees be necessary)?
   * What types of student activities exist at this learning facility that will provide additional experiences to help me obtain my career/job interests?
2. Exhibit a poster or notebook to share information you obtained via job shadowing of a professional who works in a career or profession that is of interest to you. Your job shadow should be at least 1/2 day experience. Be sure to discuss the following details:
   * Educational requirements for the position.
   * Time and schedule demands of the job.
   * Type of skills and personalities that fit the requirements of this job.
   * Different levels or options within this job, including licenses and certifications.
   * Salary information like starting pay, typical compensation ranges, and benefits.
   * Stresses and hazards of the job.
   * What is a typical workday like?
   * Is this an indoor or outdoor job?
   * How did this experience change your interests or feelings about wanting this type of job?
   * Be sure to include pictures documenting your job shadow.
3. Exhibit a poster or notebook over a business plan for a theoretical business that you would be the entrepreneur of. Be sure to discuss the following details:
   * What is the service or product that you would be selling?
   * What would your projected sales goal per month be?
   * Who would be your prospective buyers?
   * How would you reach your prospective buyers?
   * Why will people want to buy your product or service?
   * How will your product or service stand out from competitors?
   * How much would you charge for the service or product?
   * How much are your competitors charging?
   * Would you hire any staff? If so, what positions would you hire out, and how would you pay your workers?
   * What would be the equipment needed produce your product or service?
   * What would be the cost to purchase and maintain these pieces of equipment?
   * What would be the cost for you to create your product or provide your service?
   * How would you advertise your business?
   * What would be the cost of your advertising?
   * What would be your total cost to income ratio for your business?
   * What would be the total startup cost for your business?

NO STATE FAIR ENTRY

CAT

1. Each member may show only his/her or the family cat(s). A maximum of 2 cats may be

shown.

1. To be eligible, the cat must be in possession by May 15 and born before March 1 of the year it is shown.
2. ALL cats MUST be vaccinated and have a completed record of vaccination on file at the Extension Office by NO later than May 15. Form #4-H777-W must be used and signed by Veterinarian.
3. Cats should be collared and on a leash for the show. ALL cats must come to the show in a carrier or box and leave in the same manner.
4. Classes for the Vermillion County Cat Show will be:

|  |  |  |
| --- | --- | --- |
|  | CLASSES | |
| Kitten (Under 8 months) | Long Hair | Short Hair |
| Cat (8 months & older) | Long Hair | Short Hair |
| Purebred | Long Hair | Short Hair |

**Costume Class** – show of your cat dressed in a costume.

**Showmanship** – An overall Grand Champion Showmanship 4-Her will be selected based on knowledge and handling of your cat.

Exhibit: All 4-H Cat members are encouraged to participate in the 4-H Cat Show at the county fair. Completed record sheet should be turned in at the Cat Show. Check fair schedule for dates and times.

**STATE FAIR;** All 4-Hers enrolled in the 4-H Cat Project are eligible to show at the State Fair.

CHILD DEVELOPMENT

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF POSTER

**SECTION PAGE 5**

Poster:

* + 22”X28” poster board displayed horizontally
  + Stiff backing with clear plastic covering
  + Identification label in lower right corner of poster giving name of 4-H member, club, grade and year in project.

Binder Notebook:

* + Identification label on front of binder giving name of 4-H member, club, grade and year in project.
  + Title page inside binder naming activity (or activities in Level C & D).
  + Pages of activity and explanation to follow title page.
  + Photographs are helpful to show the activity being used or assembled.
  + Optional: Plastic sheet protectors, page decorations, binder cover decoration,
  + Display: May be tabletop or floor style, not to exceed 36”x36”x36” (Display may include item (s) you made in the activities you completed this year).
  + Must be self-supporting to be viewed by the public.

*Level A: grades 3-4*

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

*Level B: grades 5-6*

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

*Level C: grades 7-9*

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

*Level D: grades 10-12*

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

**STATE FAIR EXHIBIT:** One exhibit from each level will be selected for state fair exhibit.

COLLECTIONS

Members with very large or valuable collections have the option of taking all or part of the

collection home after the judging as long as a good representative sample of the collection remains on display at the fair. If the entire collection is removed, a photograph or group of small photographs of the collection should be prepared for display by the member.

EXHIBIT REQUIREMENTS;

1. The exhibit must NOT be eligible in any other 4-H project.
2. Members may show only one collection each year.
3. No portion of the collection may be alive.
4. The collection may be added to each year in order to show growth in the project. Clearly label or otherwise identify collected items that were added during the current project year.
5. A new collection may be exhibited each year.
6. Each collection must be accompanied by a project notebook. (If you are continuing a collection, you must also add to the previous year’s notebook) The notebook must contain the following:
   * COLLECTIONS RECORD SHEET
   * “Story About My Collection” giving information of interest about your collection
   * Collection Worksheet(s)
7. Collections that will remain at the fair must be prepared for display by the member in a manner that will assure the safe keeping of the collection. It is recommended that valuable objects be protected by exhibiting them in a securely covered display case, securely fastened to a display board or left at home. NOTE: Precautions will be taken to safeguard the exhibits as much as possible. However, the Extension Office, the 4-H Council, or the Fair Board can, in no manner, take responsibility for any damage, loss or theft of a collector’s exhibit.

LEVEL A – Grades 3 & 4 LEVEL B – Grades 5 & 6 LEVEL C – Grades 7, 8 & 9

**LEVEL D – Grades 10, 11 & 12**

Collections may be exhibited in any one of the following manners:

* + Neatly and attractively arranged in an 18” x 24” display case and securely covered with a clear glass or rigid plastic.
  + On a poster (22”x28” following the Vermillion County General Poster Requirements) or 3- sided display board.
  + Securely fastened on a display board not to exceed 2’ x 2’ and covered with clear plastic for protection.
  + In a 3-ring binder, photo album or scrapbook
  + Neatly arranged photographs of very large or valuable items attractively arranged in either a notebook or on a poster. YOU WILL NOT BE JUDGED LOWER FOR DOING THIS.

YOUR COMPLETED PROJECT NOTEBOOK MUST BE TURNED IN WITH YOUR EXHIBIT!!

COMMUNICATIONS

There are 5 different project options in the COMMUNICATIONS project!

Exhibit Guidelines:

Effective communications drives all aspects of day-to-day life. Youth are to learn about the process of communication, to learn about different modes of communication and to strengthen their own communi-

cation skills. As you explore the world of communication and the manuals, you will enjoy learning more

about yourself and others. Youth completing this project are expected to participate in a variety of experi-

ences allowing them to develop communication skills rather than create an exhibit to be displayed at the county or state fair.

Suggested activities to develop communication skills include:

* Complete an activity from the grade appropriate manual.
* Give a demonstration or presentation at a club meeting.
* Participate in a verbal communication event. See verbal communication section below.
* Submit a news release to local news media about a 4-H event or topic.
* Participate in a radio interview.
* Present information about 4-H to a civic organization or similar group.
* Participate in the Indiana 4-H Spread the News workshop (Grades 9-12).
* Participate as an actor in a community theater.
* Other activities that demonstrate communication skill development.

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

Exhibit Class Guidelines:

## Verbal Communication Events

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

The following apply to all state fair communication events:

* Members may use a PowerPoint, Prezi, or other digital presentation, signs, and other props that will enhance their presentation when giving their how-to demonstration to the audience from a stage or stage-like setting.
* If digital media will be used to enhance the presentation, contestants are encouraged to pro- vide their own laptop computer. If the laptop is not equipped with a standard HDMI external video connection, the contestant will need to supply an appropriate adapter. While a standard PC laptop will be available, the quality and compatibility of the digital media cannot be guaranteed as PowerPoint will be the only digital media available at state fair.
* Live animals are not permitted at state fair.
* There is no interaction with the audience.
* Questions may be asked of the contestants by the judges following the presentation.
* Events that have a team category, it is for two (2) people and will be determined by the highest grade level of any member of that team. If a team is awarded the State Fair Achievement Trip, only those team members in grades 9-12 will be permitted to attend the trip.
* The State Fair Achievement Trip may be awarded in each event 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.

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

**Demonstration: held on same date as SHARE THE FUN**

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

**Informative 4-H Presentation: held on same date as SHARE THE FUN**

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

**Professional Persuasive Presentation**

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

**Public Speaking: held on same date as SHARE THE FUN**

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

**Interactive Demonstration: held during the COUNTY FAIR**

* An Interactive Demonstration can be done in a project area of your choice. Interactive
* Demonstrations should not require electricity or power tools to complete.

An Interactive Demonstration is not like a regular demonstration where the audience sits and listens to a prepared talk. An interactive demonstration is a fun way to share what you have learned in your 4-H project with others. It’s kind of like the “Show and Tell” you may have done in school, but with more interaction. Interactive means you need to get the audience involved in doing what you are doing, not just showing them.

Involve the audience by having them:

* Do a “hands-on” activity
* Judge the quality of various items
* Play a game
* Answer questions

How long does my Interactive Demo have to be? Your Interactive Demo may vary in length. But the demonstration itself should only last 3-5 minutes and you do it over and over again with different members of the public during your assigned time period.

Here are a few questions to ask when choosing a topic for your Interactive Demo:

* Is it something that can be done in 3-5 minutes?
* Can it easily be repeated over and over again to fill the assigned time?
* Is it something that would interest the general public?
* Is there something “hands-on” for the audience to do?
* Can the supplies for the “hands-on” activity be used over and over again or will they have to be replaced every time? (Note: If they have to be replaced, this will add to the cost).

Interactive Demonstrations will be scheduled prior to the fair. A champion will be awarded in each level of each project. An overall Grand Champion and Reserve Grand of all Interactive Demonstrations will be awarded.

**Creative Writing**

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

Creative Writing Exhibit Class Guidelines:

Beginning: Grades 3-5

**Intermediate: Grades 6-8**

Advanced: Grades 9-12

This project is designed to give participants an opportunity to explore or refine their writing skills. A **copy of the written part only** of the Creative Writing projects(s) will be due on **THE WEDNESDAY** prior to the fair **to allow the judge time to fairly review the written work. 4- Hers will need to bring the completed exhibit to Saturday check-in and visit with the judge as part of the learning process.** This project is judged by grade level.

Only one entry or exhibit is required to complete the Creative Writing project. However, 4-H members may enter twice in their grade division by choosing to write one piece for each category, Poetry or Prose. These projects MUST be entered separately as specified. If submitting your work on a poster, it must follow 4-H poster guidelines.

Creative Writing Categories:

**Prose:** Exhibit a story (fiction or nonfiction), autobiography, biography, essay, journal or any other prose piece and a record sheet. Typed Prose entries should be double-spaced.

**POETRY:** Exhibit a poem of any length or style and a record sheet. All entries are to be handwritten neatly in ink or typed. Typed Poetry may be single-spaced.

* + Poetry and Prose entries may be illustrated. Illustrations are permitted to enhance your exhibit but are not required.
  + All entries must have been written during the current 4-H program year. Work that has been judged in any other writing contest is ineligible for 4-H competition.
  + All entries must be the exclusive work of the 4-H member. NO group projects or collaboration should be submitted for judging
  + EACH entry must have a title page with the following: Title, Author, Date, Project Category, Grade in school (as of January of current year) and Club.
  + Entries should be submitted in a way to allow the public to easily read the writing but also protected. (one-page exhibit could be framed, 2-3 pages could be submitted on a poster, 4 or more pages could be in page protectors in a 3-ring binder.

State Fair Entries for COMMUNICATIONS:

Demonstration – 3 junior individuals, 3 senior individuals, 3 junior teams and 3 senior teams per county.

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

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

Public Speaking – 3 junior and 3 senior per county.

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

COMMUNITY SERVICE

All divisions should turn in a completed record sheet and a notebook or poster

explaining/illustrating your service work.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF POSTER SECTION PAGE 4

**BEGINNER – Grades 3-5:** Complete 6-8 hours of community service **INTERMEDIATE – Grades 6-8:** Complete 8-12 hours of community service **ADVANCED – Grades 9 and up:** Complete 13 or more hours of community service

COMPUTERS

Beginner – Grades 3-5 Intermediate – Grades 6-8 Advanced – Grades 9-12

All exhibits are to be skill appropriate for the member’s grade level. NO MATTER YOUR GRADE, BE SURE TO READ THROUGH EXTIBIT OPTIONS COMPLETELY BEFORE DECIDING WHAT DIRECTION TO TAKE WITH YOUR PROJECT.

Computer Project Exhibit Requirements

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

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

Block Based Programming:

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

* + Sequence
  + Iteration
  + Conditionals
  + Variables
  + Loops
  + User input

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

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

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

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

Web Design and Computer Entrepreneurship

Beginner Web Design and Computer Entrepreneurship – Grades 3-5 - Build a businesslike website demonstrating a knowledge of:

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

Intermediate Web Design and Computer Entrepreneurship – Grades 6-8 - Build a businesslike website demonstrating a knowledge of:

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

Advanced Web Design and Computer Entrepreneurship – Grades 9-12 - Build a businesslike website demonstrating a knowledge of:

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

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

Beginner Computer Forensics – Grades 3-5 – Research and create a 3-5 minute presentation on one of the following topics. Present to a group of peers and have an adult leader verify, create a YouTube or MP4 instructional video, or printed slides and notes using PowerPoint or similar presentation software.

* + Media Balance and Well Being
  + Privacy and Security
  + Digital Footprint and Identity
  + Relationships and Communication
  + Cyberbullying, Digital Drama and Hate Speech
  + News and Media Literacy

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

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

Advanced Computer Forensics – Grades 9-12 – Research and create a 10-12 minute presentation on one of the following topics. Present to a group of peers and have an adult leader verify, create a YouTube or MP4 instructional video, or printed slides and notes using PowerPoint or similar presentation software.

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

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)

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

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

**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 or image and include a copy of that permission with the exhibit to insure there is no copyright violation.

**Robotics**

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

Beginner – Grades 3-5

* + Create a flowchart
  + Build a robot
  + Use block-based program to operate
    - Sequential programs
    - Events at beginning
  + Use at least one basic sensor

Intermediate – Grades 6-8

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

Advanced – Grades 9-12 - Above guidelines plus:

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

**STATE FAIR EXHIBIT:** One exhibit will be selected for State Fair in each level.

CONSTRUCTION TOYS

The Construction Toys project allows 4-Hers to create projects with Legos, K’nex, Construx, Erector Sets, Tinker Toys, Lincoln Logs, etc. There are lots of different options you can do with this project. CHALLENGE yourself to a more difficult engineering with each year that you take this project. As you progress through the project, kits are not permitted in an effort to challenge.

EXHIBIT GENERAL GUIDELINES:

\*Exhibit and sturdy base must meet size guidelines by level. Sturdy base should be made of a material that is firm and does not bend well, such as wood or thick cardboard.

\*Pieces may be glued together but isn’t mandatory. This is at the discretion of the 4-Her.

\*4-Her should construct a more advanced project each year.

\*Exhibits must include a photobook that shows the progress of the exhibitor’s construction project from start to finish.

**Additional tip!** Remember the exhibit must be transported and moved to display area. You should consider how well your project holds/stays together and if it takes more than one person to safely move it from point A to point B.

**Beginner:  Grades 3-5** Build a “fictional character” or thing using only one type/brand of toy. (Ex. Lincoln Logs, K’Nex, Legos, etc.).  Kits can be used. The kit instructions MUST be submitted with the exhibit. Construct a character such as an animal, a person, a statue, a totem pole, etc.  (No multiple exhibits in this level). The finished exhibit should be no larger than 18” x 24” table space and no taller than 2’. No moveable parts.

**Intermediate:  Grades 6-8 You’re a little older and can follow directions, w**ork on your creativity.  Design your own model using all one type or a combination of building toys. This level may include a kit, or components of a kit, but should be enhanced or expanded upon using your own creativity. Construct a structure, a scene, or some form of transportation (car, plane, etc.)  No motorized parts in this division, but may have moving parts. The kit instructions MUST be submitted with the exhibit. The finished exhibit should be no larger than 2’ x 3’ table space and no taller than 3’. Optional: Movable and/or motorized parts (battery operated only).

**Advanced:  Grades 9-12** Show us what you’ve learned in construction and engineering. Be creative! No kits or parts of kits permitted in the advanced level. Recommend trying moveable or motorized part(s)-battery operated only.    Examples could be a roller coaster, scene with at least 3 structures and/or form(s) of transportation, etc. The finished exhibit should be no larger than 3’ x 4’ table space and no taller than 4’. The finished exhibit should also include a blueprint (a drawing) of your exhibit, and the blueprint should show the dimensions (height, width, depth) of your exhibit and its components. Your blueprint can be hand-drawn or created on a computer.

CONSUMER CLOTHING

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

NEW CONSUMER CLOTHING PROJECT RESOURCES AND GUIDELINES ARE BEING DEVELOPED AND WILL BE RELEASED IN JANUARY 2022 (AFTER PRINTING OF HANDBOOK). THESE GUIDELINES WILL BE SHARED WITH ALL ENROLLED IN THE PROJECT.

CREATIVE WRITING

SEE ‘COMMUNICATIONS’. Creative Writing is now an option in this category and NOW IS A STATE FAIR PROJECT!

CROPS

All crops exhibitor must complete everything on Crops Record Sheet. Estimate yield, profit or loss, etc.

Provide the following information on a tag and attach to exhibit:

1. Variety of hybrid and number
2. Date of planting
3. Maturity (early, medium, late)
4. Kind and amount of fertilizer applied
5. Width of rows for corn/soybeans only
6. Exhibitor’s name and 4-H Club

**CORN: DIVISION I & II** – Exhibit two (2) stalks (one with soil free roots wrapped in a plastic bag and one cut off at top of ground). Ears of corn will be opened for judging.

**DIVISIONS III, IV & V** – Exhibit two (2) one-quart jars of shelled corn with holes in lids

**DIVISIONS VI & ABOVE** – Exhibit 10 ears of corn.

**HAY: ALL DIVISIONS** – Exhibit approximately one-quarter (1/4) of a bale in an open-top box.

**SOYBEANS: DIVISIONS I & II –** Exhibit three (3) green plants including soil free roots

**DIVISION III AND ABOVE** – Exhibit two (2) one-quart jars of soybeans with holes in lids

**SMALL GRAINS; ALL DIVISIONS –** Exhibit two (2) one-quart jars of small grains with holes in lids

General guidelines for all levels OF THE CUPCAKE DECORATING PROJECT

CUPCAKE DECORATING

1. Cupcakes must be baked **(no foam or dummy cakes).** Judges will not taste cupcakes.
2. Judges will not alter or take display apart for judging
3. Cupcakes will be judged on creativity, decoration, technique, instruction, construction and appearance.
4. No store-purchased icing permitted in any level – see recipes for recommended icing.
5. Cupcakes must be displayed and baked in paper or foil liner of 4-Hers choice. (Note: this is optional in advanced level).
6. Cupcakes must be displayed on a stiff board. Wood, foam or thick cardboard material can be used. All display boards must measure at least 2” larger than the cupcake display. Boards should be covered **BOARD SIZE REQUIREMENTS ARE SPECIFIC BY LEVEL**.
7. Be creative using different cake decorating tips.
8. Design tip: tape paper together to measure the board size for your level., To get any idea for display, simply place empty cupcake liners until you achieve your basic outline.
9. Any item attached **TO THE CUPCAKE MUST BE EDIBLE.**

BEGINNER: (Grades 3-5)

* 1. Display 6 standard-size cupcakes. Cupcakes should be individually decorated in a theme. All six should be decorated alike and uniform in appearance.
  2. Display board should not exceed 15”x15”. See #6 in General guidelines.
  3. Beginner level should be displayed in a single layer on the display board.

INTERMEDIATE: (Grades 6-8)

1. Display 12 standard-sized cupcakes decorated in a theme.
2. Cupcakes may be decorated individually or as a group, as long as a theme is carried out in the overall display.
3. Display board should not exceed 24”x24”. See #6 in General guidelines.
4. Theme design should be single layer, not 3D or stacked.

ADVANCED: (Grades 9-12)

1. Display 18 or more cupcakes that can be all one size cupcake or any combination of shape and sizes as long as it is baked in a cupcake pan.
2. Cupcake liners are optional at the advanced level.
3. Cupcakes may be decorated individually or as a group as long as a theme is carried out in the overall display.
4. Display can be 3-D or stacked to create desired theme/design.
5. Display board should not exceed 24”x24”x24”. See #6 in General guidelines.

DISCOVER YOUR WORLD

This project is designed for you to explore areas of interest from another country. Your exhibit MUST be accompanied by the 5 W’s – a basic outline of communication.

* + WHO - Share something about the people of this country/region.
  + WHAT I chose to exhibit and its importance to this country/region.
  + WHEN did/was the focus of your exhibit poplar or recognized in this country? (Start date or range of dates).
  + WHERE – Where in the world is this country?
  + WHY I chose this country AND exhibit/exhibit topic.

Following are project IDEAS………be CREATIVE in your topic and display. Exhibits are NOT limited to these ideas………these are merely ideas to light a spark.

Animal Science Projects:

* + Background and history of breeds within a species
  + Influence of animals/animal products on U.S. markets
  + Transportation of animals/animal products between countries
  + Spread of disease internationally
  + Imports and exports
  + Breeding programs with other countries
  + Technology transfer related to animals and animal products

Plant and Soil Science Projects:

* + Influence of crops from other countries on our diet and food production
  + Spread of disease and insects internationally
  + Imports and exports
  + Transportation of products between countries
  + Technology transfer related to subject matter
  + Seed companies – where are the located – suited to the climate

Natural Resource Projects:

* + Influence of seas and oceans
  + Marketing of products and influence on U.S. Markets
  + Spread of disease through transportation of products
  + Imports and exports

Mechanical Science Projects;

* + Technology from other countries
  + Imports and exports
  + Raw goods and products into finished items

Expressive Arts Projects:

* + Influence of art and artists from around the world
  + Cultural arts (example of art from a specific culture/country that you have created)
  + Where do materials come from for projects in this country?

Family Living Projects:

* + Nutrition concerns world-wide
  + Hunger and malnutrition
  + Foods (if exhibiting a FOOD product, must meet all Indiana 4-H Foods safety guidelines)
  + Clothing, textiles, fabric and the international influence
  + Product ingredients – where do they come from?
  + Imports and exports
  + Food consumption in the U.S. compared to other countries
  + What does a typical home look like: Furnishings? Electricity? Other?

Social Science Projects:

* + Governments and how they function
  + World health situation
  + Influence of other cultures in your community
  + Careers related to international occupations
  + How do people spend their leisure time in other countries?
  + Become involved in an interstate exchange
  + Work with local food banks or international relief agencies
  + Develop an international sports/fun day or other event
  + Participate in an international pen pal project.

These activities and ideas are only a beginning. Hopefully, they will help you to identify practical ways in which 4-H members and leaders can become more aware of their roles as world citizens.

Adapted for Vermillion Co. 4-H from Oregon State University.

THIS IS NOT A STATE FAIR PROJECT

DOG OBEDIENCE

1. All dogs entered in this project **MUST** have form #4-H671-W completed, on file and signed by veterinarian. These shots **MUST** have been given within one year of the date of the fair. The 4-Her **MUST** have this form turned into the Extension Office **NO LATER THAN MAY 15**. NOTE: Certain required vaccinations have not been proven effective in wolf-hybrids; therefore, because wolf-hybrids cannot meet the vaccination requirements of the Indiana Board of Animal Health, wolf-hybrid dogs cannot be shown in the 4-H Dog Program.
2. All dogs entered in this project must be trained by the 4-H member enrolled in the project. Professionally trained dogs are NOT eligible in the project.
3. Obedience regulations and rules will be based on the regulations of the American Kennel Club, Inc.
4. All 4-H dog obedience members should plan to participate, with their dog, at the 4-H Dog obedience show during the fair. Check fair schedule for date and time.
5. A completed 4-H Dog Record Sheet **MUST** be presented to the superintendent at the beginning of the dog obedience show.

OBEDIENCE CLASSES LOT DESCRIPTION

**First Year – Lot A:** For 4-Hers with no previous formal dog training experiences with a dog which has received no obedience training prior to March 1 of the current year.

**First Year - Lot B:** For 4-Hers with previous dog training experience, (4-H or otherwise) coming back with a new dog, or for 4-Hers with no experience whose dogs have had training which disqualifies them for 1-A.

**First Year – Leader Dog** – **Lot A:** For 4-Hers with no previous formal dog training experience with a leader dog.

**First Year – Leader Dog – Lot B:** For 4-Hers with previous dog training experience (4-H or otherwise) coming back with a leader dog.

**Second Year – Lot A:** For 4-Hers and dogs which have completed 1-A and/or 1-B.

**Second Year – Lot B:** For 4-Hers and dogs which have completed the second year – Lot A.

**Third Year – Lot A:** For 4-Hers and dogs which have completed second year work.

**Third Year – Lot B:** For 4-Hers and dogs which have been in 3-A but are not ready for fourth year work.

**Fourth Year – Lot A:** For 4-Hers and dogs which have completed third year work.

**Fourth Year – Lot B:** For 4-Hers and dogs which have been in 4-A but are not ready for fifth year work.

**Fifth Year – Lot A:** For 4-Hers and dogs which have completed fourth year work.

**Fifth Year – Lot B:** For 4-Hers and dogs which have been in 5-A but are not ready for sixth year work.

**Sixth Year – Lot A:** For 4-Hers and dogs which have completed fifth year work.

**Sixth Year – Lot B:** For 4-Hers and dogs which have been in 6-A and repeat

**STATE FAIR:** ALL Dog Obedience members are eligible to compete at State Fair-Pre- registration is required.

DRIVING

Ag Tractor Driving

* 1. Contests in tractor driving will be held for any 4-H member who wishes to participate.
  2. Contests will be divided by grade: Juniors, grades 3-7; and Seniors, grades 8-12.
  3. Both juniors and seniors will be tested as follows:
     1. Written examination of 25 questions on tractor or small engine operation (depending on contest in which participating), care, maintenance and safety.
     2. Perform a safety check on a tractor
     3. Operate a tractor through a prescribed course.
        + Juniors – pull a 2-wheeled wagon
        + Seniors – pull a 4-wheeled wagon
  4. Information will be provided for members to study for the exam, prior to the contest.
  5. Layout of respective courses ill be provided to members prior to the contest

ATV Driving

1. Her should plan to participate in scheduled workshop(s) and participate in the driving event scheduled at the fair.

Lawn & Garden Tractor Driving

* 1. Contest in Lawn and Garden Tractor Driving will be held for any 40H member who wishes to participate.
  2. Contests will be divided by grade: Juniors, grades 3-7; and Seniors, grades 8-12.
  3. Both juniors and seniors will be tested as follows:
     1. Written examination of 25 questions on tractor or small engine operation (depending on contest in which participating), care, maintenance and safety.
     2. Perform a safety check on a tractor/garden tractor.
     3. Operator a tractor/garden tractor through a prescribed course
        + Juniors – drive through a course
        + Seniors – begin course by backing through a serpentine.
  4. Information will be provided for members to study for the exam prior to the contest.
  5. Competition may continue through the area and state contests. 4-Hers placing in the top 3 of each contest and in each category will qualify for the Area Contest.

ELECTRIC

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF POSTER

**SECTION PAGE 4**

## DIVISION 1 : 1st year in Electric

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

**Exhibit Suggestions:**

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

## DIVISION 2: 2nd year in Electric

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

**Exhibit Suggestions:**

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

## DIVISION 3: 3rd year in Electric

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

**Exhibit Suggestions:**

* Wiring Project – (ie. extension cord, trouble light, wire sizes and uses, plug configurations, test equipment, etc.)
* Electrical tool and supply kit
* Poster board (22” by 28”)
* Display (appropriately sized for displayed equipment)
* Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Wired for Power Book 3, Purdue Extension website Level 3 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart.

## DIVISION 4: 4th year in Electric

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

**Exhibit Suggestions:**

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

## DIVISION 5 & up: 5th year or more in Electric

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

**Exhibit Suggestions:**

* Equipment Wiring – including but not limited to: parts identification, appliance repair, lamps and other lighting, equipment wiring, control system, security system, topic that covers safety, motors/generators, electric heating, heat pumps, AC, water heaters, and other electric equipment.
* Home Wiring – included by not limited to any circuits found in the wiring of a house or “barn”, service entrance, switching, receptacles, generator transfer circuit, safety, electrical math, and others.
* Electronic Equipment – Any project or kit containing transistors or integrated circuits or vacuum tubes such as radio, TV, computer, robot, cell phone, and others.
* Poster board (22” by 28”)
* Display (appropriately sized for displayed equipment)
* Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Entering Electronics, Purdue Extension website Level 5 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart.
* 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.

**STATE FAIR EXHIBIT: 5 Electric exhibits per county, one per level AND 1 Electronic exhibit from Level 5**

ENTOMOLOGY

Create an exhibit that show the public what you learned in the entomology project this year.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF POSTER SECTION PAGE 4

**Important Notes:**

References: one of the following:

* 4-H 764, How to Study, Collect, Preserve and Identify Insects
* How to Make an Awesome Insect Collection, ID-401 (available online at extension.entm.purdue.edu/401Book/default.php?page=home, or through the Education Store).

Collections are to include the following:

* Title as Insect Collection year in Entomology
* Order – refer to ID-401, page 57.
* Display – mounted insects are to have been legally and personally collected in the United States and displayed in an 18”x24” collection box displayed horizontally. Collections including multiple boxes are to be numbered 1 of 3, etc. ID 401 A-F cards (for grades 3-8) and 401-I cards (for grades 9 - 12) are to be placed   
  inside the display box in an attractive manner.
* Identification – Collection display boxes are expected to contain the specified number of insects, families, and  
  orders specified (see chart below). All insects must be in the adult stage and be properly mounted on insect pins or be contained in vials as directed.
* Pin Labels - Each pin or vial must contain two labels:

1. Top label is to include collection date, location, and collector name.
2. Bottom label is to include common name and other optional identification data.

* Box Labels – Box labels (computer generated or neatly printed) are used for orders and families as required (see chart below) and are to be placed flat against the bottom of the box. Insects must be properly grouped directly under the correct order and family label. For example, all insects belonging to a particular order must be placed under that order label. Orders to be used are listed in the reference book ID- 401. If family level identification is required, the insects should be further grouped together under the correct family label.
* Educational Box – One additional box (educational), based on the specific theme (see chart below), is required for grades 9-12, in addition to the insect collection boxes. This box can be created in any manner chosen (without the mounting, pinning or identifying restrictions specified above).
* Exhibits evaluated based on educational content, scientific accuracy, eye appeal, & creativity

NOTE: FOR ALL 4-H’ers in ENTOMOLOGY- a non-insect option is to create an EDUCATIONAL EXHIBIT

**BEGINNER- 1st-3rd Years in Project**

**INTERMEDIATE- 4th-6th Years in Project**

**ACVANCED- 7th-10th Years in Project**

SEE CHART FOR INSECT COLLECTION GUIDELINES

|  |  |  |
| --- | --- | --- |
| Year in Project | Display | Max #  Boxes |
| 1ST YR | 10 Insects identified and pinned on cards (ID 401A) | 1 |
| 2nd YR | 20 Insects mounted (pins or vials) Identify all insects by common name and  identify five (5) to order. Include card ID 401B | 1 |
| 3rd YR | 30 Insects mounted (pins or vials) Identify all insects by common name and  identify 15) to order. Include card ID 401C | 1 |
| 4th YR | 40 Insects, exhibit a minimum of 6 orders, mounted (pins or vials) Identify all insects by common name and order.  Include card 401D | 2 |
| 5th YR | 50 Insects, exhibit a minimum of 8 orders, mounted (pins or vials). Identify all insects by common name and order.  Identify ten (10) to family. Include card ID 401E | 2 |
| 6th YR | 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 | 2 |
| 7th YR | 70 Insects, exhibit a minimum of 12 orders, mounted (pins or vials). Identify all insects by common name and order and  Family. One educational box; theme: insect behavior. Include card ID 401l. (1-3 collection boxes plus 1 educational box\*)  Place 401l card in first collection box only. | 3 |
| 8th YR | 80 Insects, exhibit a minimum of 14 orders, mounted (pins or vials). Identify all insects by common name and order and  Family. One educational box; theme: insect pest management. Include card ID 401l. (1-3 collection boxes plus 1 educational box\*) Place 401l card in first collection box only. | 3 |
| 9th YR | 90 Insects, exhibit a minimum of 16 orders, mounted (pins or vials). Identify all insects by common name and order and  Family. One educational box; theme: insects in the environment. Include card ID 401l. (1-3 collection boxes plus 1 educational box\*) Place 401l card in first collection box only. | 3 |
| 10th YR | 100 Insects, exhibit a minimum of 18 orders, mounted (pins or vials). Identify all insects by common name and order and  Family. One educational box; theme: benefits of insects. Include card ID 401l. (1-3 collection boxes plus 1 educational box\*)  Place 401l card in first collection box only. | 3 |
| Educational Box: One additional box (educational), based on the specific theme (see chart) is required for grades 9-12. In  Addition to the insect collection boxes. This box can be created in any manner chosen (without mounting, pinning or identifying restrictions specified above). \* 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. | |  |

**State Fair:**  Collection Box selected from each Level and an Educational Exhibit from each level for State Fair Exhibit

FARM SCENE

The purpose of this project and exhibit is to motivate and interest young people in modeling a custom-built farm toy display – to create a realistic setting around manufactured or custom-built farm toys. There are many different artistic abilities one can use in building a farm toy display. Creating a scene is very personal and involves much imagination.

GENERAL GUIDELINES

1. Pieces should be secured (not necessarily glued) to ensure the scene stays intact through exhibit. Suggestions would be sticky tack (the type that teachers use), knick knack putty (often a clear gel type) etc. Enough to keep pieces in place should the table get bumped during the fair and help you to get the exhibit TO the fair safely.
2. All exhibits should be ‘built’ and displayed on rigid wood. Maximum size specifications are in each level below

EXHIBIT REQUIREMENTS:

**Beginning – Grades 3-5**

Exhibit a farm scene display 24”x24”. The display is limited to field tilling (plows, disks, planting or harvesting). Roads, lanes trees, fence rows, animals and back drop may be used to set off field or trees.

Intermediate – Grades 6-8

Exhibit a farm scene display 30”x30”. This display may be of any type of farm. (Example: Farmstead (buildings, grain handling equipment, field work or harvesting).

Advanced – Grades 9-12

Exhibit an agricultural display 36”x36”. Display should be of scene other than a farmstead or farm tillage. (Examples: Livestock auctions, farm equipment dealerships, agriculture educational evens, agricultural field days and other displays of your imagination.

FASHION REVUE

Fashion Revue will be judged in two categories:

1. Wearable Sewing and Wearable Crafts – All members are encouraged to participate. Note: Grades 3-7 will model by grade. Grades 8 and up may choose to model an outfit that they’ve made in one of the following categories:
   * Informal or Casual Wear
   * Dress Up Wear
   * Free Choice
   * Suite or Coat
   * Separates
   * Formal Wear
2. Consumer Clothing – All members must participate

All entrants will be judged in the division/category entered in the project (Sewing and Consumer Clothing). Crafts will be determined.

NOTE: Fashion Revue is a pre-fair activity. All placings and awards will be announced the evening of judging event.

STATE FAIR 4-H FASHION REVUE ELIGIBILITY

Any entrant who has just completed the 8th grade becomes eligible and remains eligible through the 12th grade. Outfits to be worn in the State 4-H Fashion Revue CANNOT be exhibited in any other 4-H exhibit section at the State Fair.

FLORICULTURE/FLOWERS

**Entries per exhibitor:**

Counties may choose to allow one (1) arrangement type OR one (1) poster/notebook type exhibit per exhibitor (exhibitors are not required to do both). Each exhibitor may also choose to do a demonstration in addition to an arrangement and/or notebook/poster.

**State Fair:**

Each county will be allowed to send one (1) flower and plant exhibit per category per level and one

1. poster or notebook exhibit per level, and one (1) demonstration per exhibitor. Total entries allowed per county:
   * Level A – three (3) flower and plant exhibits and one (1) poster/notebook
   * Level B – three (3) flower and plant exhibits and one (1) poster/notebook
   * Level C – six (6) flower and plant exhibits and one (1) poster/notebook
   * Level D – six (6) flower and plan exhibits and one (1) poster/notebook

**Note to 4 Hers:** 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 Flowers manuals (Levels A-D).

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF POSTER SECTION PAGE 4

**Notebook Guidelines**

* + Needs to be a sturdy 3 ring binder (with stiff covers) or a bound type notebook (with stiff covers). No report covers or similar styles.
  + 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 that that youth was able to take what he or she learned from their research (experiment, or on web, in library, etc.) and/or activities to create the notebook. – Pictures, graphics and artwork are encouraged.
  + Work should include references where appropriate.

Poster Guidelines

* + Poster should “tell a story” or be informative to the audience. Will the viewer of your poster learn something from the exhibit?
  + When designing your poster, you should consider; lines, shapes, textures, colors and placement of items.
  + Pictures, graphics and artwork are encouraged.
  + Make sure the poster 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 poster need to be educational, both for the youth and the audience, and should demonstrate that the youth was able to take what he or she learned from their research (experiment, or on web, in library, etc.) and/or activities to create the poster.

*Level A: grades 3-4*

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

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

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

*Level B: grades 5-6*

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

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

1. Report how you harvested your flowers and/or herbs, cared for them, dried them, and used them.
2. Explore and explain: insects and your flowers and/or herbs.
3. Explore and explain: starting seeds indoors -- the process and pros and cons.
4. Explore and explain: perennials -- what are they, how are they used, benefits or drawbacks.
5. Investigate and describe a butterfly garden -- what types of plants, benefits to insects and butterflies, etc.
6. Describe how you planned or designed your garden, including how you chose the kinds of plants, any problems, successes.
7. Describe your houseplant - how you cared for, transplanted to larger pot, any problems, or successes.
8. Explore and explain: plant biology -- form and function, growth, photosynthesis, etc.
9. Explore and explain: how to grow plants indoors -- things to consider, common problems and solutions.
10. Explore and explain: environmental effects related to plants (such as light, water, soil, or temperature).
11. Describe an experiment you did and the results.
12. Explore and explain topics from "Imagine That" -- plants around the world, information about different cultural uses of plants, different ways you used your plants/herbs/flowers.
13. Another similar activity.

*Level C: grades 7-9*

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

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

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

*Level D: grades 10-12*

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

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

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

**STATE FAIR EXHIBIT:** 8 floral exhibits per county, 2 per level AND 4 educational exhibits per county, 1 per level

FOODS

GENERAL GUIDELINES FOR ALL FOODS, FOOD PRESERVATION, BAKING FOR FUN,

**MICROWAVE CATEGORIES;**

## Purdue Extension Food Safety Policy:

***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).*

*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.*

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

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

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

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

LABELING SUGGESTIONS;

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

RECIPE CARDS;

1. 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.
2. *Recipes must be provided that identifies all ingredients that were used in each part of the product. Any ingredient that could be a potential allergen must be clearly identified. Potential food allergens include, but are not limited to, milk, eggs, peanuts, tree nuts, fish, crustacean shellfish, wheat, soy and sesame.*
3. A recipe card or index card (no larger than 5 ½” X 8 ½”) is required for all food exhibits.

*Each food product must be labeled with the following information:*

* *4-Her’s Name*
* *County Name*
* *Grade Level*
* *Exhibit Option*
* *Date the food product was made*
* *Recipe ingredients, steps, and source* (i.e. Grandma, Cookbook, Pinterest, etc.)
* *Allergens (see above)*

HOW TO PREPARE PRODUCTS FOR DISPLAY:

1. Most food products should be displayed on a sturdy paper or foam plate.
2. For cakes – cut a piece of cardboard about ½” 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 covered with wax paper, plastic wrap or foil before putting the food product on it.
4. Pies should be exhibited in disposable pie tin. Reusable containers or pans will NOT be returned from the Indiana State Fair.

Foods

Exhibit Class Guidelines:

*Level A (grades 3-4)*

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a 4-Her choose a different option each year, but this is not a requirement.

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

*Level B (grades 5-6)*

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a 4-Her choose a different option each year, but this is not a requirement.

* A single layer cake without frosting.
* A single layer reduced-fat cake without frosting. Reduce the amount of fat in the recipe by using a fruit puree or baby food fruit product that does not contain yogurt.
* A standard loaf-sized quick bread.
* A standard loaf-sized quick bread containing an ingredient that is a source of Vitamin A or C.
* A coffee-cake.
* A coffee-cake containing an ingredient that is a source of Vitamin A or C.
* Three biscuits or scones that are plain, sweet or savory.
* Three biscuits or scones that are plain, sweet or savory using a whole grain flour mixture.
* Three biscuits or scones that are plain, sweet or savory containing an ingredient that is a source of Vitamin A or C.
* Three no-yeast, any shape pretzels (shaped, stick or nugget).
* Three no-yeast, any shape pretzel with a whole grain flour mixture (shaped, stick or nugget).
* Three no-yeast breadsticks.
* Three no-yeast cinnamon rolls or other flavored roll without icing or glaze.
* A no-yeast sweet bread without icing or glaze.
* An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
* Any other similar baked item.

*Level C (grades 7-9)*

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a 4-Her choose a different option each year, but this is not a requirement.

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

* Prepare an entrée casserole that meets three MyPlate requirements for a meal. Use care when transporting to prevent spoilage. Judges are not expecting this casserole to be pre- sented hot out of the oven.
* An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
* Any similar baked item.

*Level D (grades 10-12)*

Choose one or more of the baked products below, or a similar baked product of choice. It is suggested a 4-Her choose a different option each year, but this is not a requirement.

* A single or double crust baked fruit pie (no graham cracker crust). (Note: Custards, cream, cream cheese frosting and fillings, and raw egg white frosting are not acceptable in an exhibit because they are highly perishable when left at room temperatures.)
* A baked food product for a catered meal or special event in which organizers have requested low fat and/or reduced sugar items. Exhibit will include your food product and a notebook outlining how this product is to be used at the event, menu, supplies to buy, preparation schedule, equipment, table layout, etc. A table display is optional.
* Select a condition in which people have to specifically modify their eating habits (diabetes, heart disease, Celiac disease, food allergies, etc.) Prepare a baked food product appropriate for someone with this condition. Exhibit will include your food product and a notebook summarizing the condition or allergy, nutrition considerations involved with the condition, a description of your baked item, and an explanation of how it fits within the nutrition considerations. Make sure to note any ingredients that could cause an allergic reaction.
* Prepare an entrée casserole that meets four MyPlate requirements for a meal. Use care when transporting to prevent spoilage. Judges are not expecting this casserole to be presented hot out of the oven.
* An international or ethnic food of choice. This may be a cold or hot product. Use care when transporting to prevent spoilage. Judges are not expecting this product to be presented hot out of the oven.
* A specialty pastry.
* Create a baking mix and provide a sample of the baked product. Include an index card with instructions, wet ingredients needed, and baking instructions.
* An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
* Any other similar baked item.

**STATE FAIR:** 2 entries from Level A and Level B; 3 entries from Level C and Level D

Food Preservation

BE SURE TO CAREFULLY READ GENERAL FOODS GUIDELINES FOR ALL FOOD SAFETY POLICIES THAT ALSO APPLY TO FOOD PRESERVATION EXHIBITS

RECIPE OR INDEX CARDS

1. A recipe card or index card (no larger than 5 ½” X 8 ½”) is required for all Food Preservation exhibits. Be sure to include thawing/defrosting instructions.
2. Be sure to include all the information requested in the exhibit description. It is recommended that you wrap the card in plastic wrap or in a plastic bag. Recipe cards will not be returned.
3. 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. Frozen exhibits (containers and food) will not be returned to the exhibitor from the state fair. Please display in freezer bags or disposable freezer containers.

EXHBIT REQUIREMENTS – Remember, include a recipe card in EACH exhibit that includes defrosting and/or cooking (if applicable) instructions! Label with name of product, quantity and date frozen/canned.

*Level A- grades 3-4*

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

* A package of 3 baked or unbaked, snack-sized (approximately 2”-3” individual size) frozen cookies. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with recipe and instructions for defrosting or baking. Label with name of product, quantity, and date frozen.
* One package of frozen berries. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with recipe and instructions for cooking or defrosting. Label with name of product, quantity, and date frozen.
* One package of dehydrated fruit or vegetable. Display in an appropriate bag or container. Include index card with recipe and instructions for cooking or defrosting. Label with name of product, quantity, and date dehydrated.
* An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
* Any other similar preserved item.

*Level B-grades 5-6*

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

* One uncooked frozen mini-pizza using whole-grain pita bread, English muffin, bagel, or already prepared crust (no larger than 7" in diameter) with toppings of your choice. Include at least 4 MyPlate food groups on your pizza. Meat toppings such as hamburger, sausage, bacon, etc. must be cooked. Display on covered cardboard inside freezer bag. Include index card with recipe and instructions for cooking. Label with name of product, quantity, and date frozen.
* One package of any frozen vegetable or combination vegetables. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
* One container of frozen fruit or vegetable juice. Include index card with instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
* One container of frozen soup. Include index card with recipe and instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
* A frozen ready-to-eat breakfast sandwich, burrito or similar item. Display on covered cardboard inside freezer bag. Include index card with recipe and instructions for cooking. Label with name of product, quantity, and date frozen.
* An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
* Any other similar preserved item.

*Level C - grades 7-9*

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

* One (1) container of freezer jam. Include index card with recipe and instructions for storing. Label with name of product, quantity, and date frozen.
* One jar of a canned tomato product using the Hot Pack Method for a boiling water bath canner, such as tomato juice, catsup, barbecue sauce, or salsa. Include index card with recipe and instructions for cooking or using the product. Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. ***Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.***
* One jar of a canned pickled product or canned pickles. Include index card with recipe, processing, and storage instructions. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. ***Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.***
* Frozen yeast dough (bread loaf, roll balls, sticks, pizza, etc.). Include index card with recipe and instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
* An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
* Any similar preserved item.

*Level D -grades 10-12*

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

* One jar of pressure canned vegetables, meat or combination product, such as soup, stew, spaghetti sauce with meat, etc. Include index card with recipe and instructions for cooking or using the product. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. ***Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.***
* One package of a combination food frozen entree in freezer container. The combination food should contain 3 food groups from MyPlate. Exhibit should include an index card with recipe and instructions for reheating. Display in disposable containers. No containers will be returned. Label with name of product, quantity, and date frozen.
* A jar of cooked jam or a reduced-sugar fruit spread. Include recipe card. Label with name of product, quantity, and date made. ***Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.***
* One container of a thaw and eat frozen prepared appetizer. Include index card with recipe and instructions for defrosting. Label with name of product, quantity, and date frozen.
* One container of a thaw and eat frozen prepared dessert. Include index card with recipe and instructions for defrosting. Label with name of product, quantity, and date frozen.
* An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
* Any other similar preserved item.

**STATE FAIR:**  2 entries from Level A and Level B; 3 entries from Level C and Level D

FORESTRY

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT @ END OF POSTER SECTION – PAGE 4

Create an exhibit that shows the public what you learned in the forestry project this year. Exhibits must be displayed horizontally, sided 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.

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 and if you choose

to write their scientific names, they must be in either italics or underscored. The Genus (first name) must have the first letter capitalized. The species (second name) has no capitalization.

*Beginner (grades 3-5 suggested)*

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

*Intermediate (grades 6-8 suggested)*

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

*Advanced (grades 9-12 suggested) Exhibit one of the following*

* Create an educational poster, notebook or display about any manual activity or on any forestry topic of choice that is age/grade appropriate
* Prepare a herbarium collection that contains at least 25 native Indiana forest leaves, or prepare a herbarium collection that contains at least 25 native Indiana forest shrubs. Herbarium Collections - Collect 25 terminal twigs and at least two leaves, if space allows (only one compound leaf is required), from native forest trees. Mount the specimens on 11 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 when collecting and identifying specimens. The herbarium collection must be accessible to the judges. Do not cover it under the plastic that covers your poster. Youth may want to attach a folder or other holder over your poster to hold the mounted, covered specimens.
* Youth can also design and complete an independent study activity.

**STATE FAIR EXHIBIT:** A State Fair exhibit will be chosen from each LEVEL

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AND END OF POSTER SECTION PAGE 4

GARDENING

Poster 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.
  + Make sure the poster 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 poster need to be educational, both for the youth and the audience, and should demonstrate that the youth was able to take what he or she learned from their research (experiment, or on web, in library etc.) and/or activities to create the poster.

Exhibit Class Guidelines:

**Level A - grades 3-4**

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

**Level B - grades 5-6**

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

**Level C - grades 7-9**

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

**Level D grades 10-12**

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

**OPTIONS BELOW FOR ALL LEVELS ABOVE**

**Garden Collection Option**

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

**Single Vegetable Option**

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

## Potato Tray Option

Display from the list below approximately 30 potatoes you have grown and cared for in a 12 ½” x18” tray. A tray will be provided when checking-in potato exhibits at state fair.

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

## Educational Exhibit Option

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

STATE FAIR ENTRIES:

1 collection per member, unlimited number of county entries.

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

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

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

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

1 educational exhibit entry per county.

For Garden Collection and Single Vegetable Options, follow the guidelines in the chart for the vegetable that you have ready to harvest in your garden for exhibit.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Vegetable** | **Latin name** | **Number of specimens per plate1** | **Size and/or weight specifications** | **Notes on appearance and maturity characteristics** |
| Asparagus | *Asparagu s officinali* | 5  spears bundle d togethe r | Stems approximately 6- 8” long and 1/4” to 3/8” in diameter at widest point. | Color is appropriate to cultivar and uniform throughout. Tips should be firm and compact. Not overly mature or “woody.” Should snap crisply when bent. You may display cut spears in a shatter-resistant container of  water. |
| Beans (cowpea, black-eyed pea, southern pea, etc.) | *Vigna unguiculata* subsp. *unguiculata* | 10 pods or 1/2 cup shelled | In pod: pods 1/4” to 1/3” in diameter. | For pod display, select pods uniform in color for variety; should be uniform in size.  Shelled cowpeas should be clear  of debris and displayed on a plate. |
| Beans (snap, green, or wax) | *Phaseolu s vulgaris* | 10 pods | Pods 1/4” to 1/3” in diameter, 4-1/2” to 8”  long. | Uniform, brittle, firm, free of strings; seeds not distinct in pods. |
| Beans (navy, kidney  shell-out, etc.) | *Phaseolu s vulgaris* | 1/2 cup shelled | Select tender, plump seeds | Uniform in color by cultivar. Display of uniform size on plate or in shatter-resistant container. |
| Beans  (lima, large or small) | *Phaseolu s lunatu*s | 10 pods or 1/2 cup shelled | For shelled display select only green, tender, plump seeds of uniform size.  Whitish seed indicates overmaturity. | For pod display, select green, firm pods containing at least 3 seeds. Cultivars other than green judged accordingly. |
| Beets (round, flat, and long types) | *Beta vulgaris* | 3 | 3/4” to 2-1/4” in diameter. | Firm, not fibrous. Top to 1/2”. Trim side roots but not taproot. |
| Broccoli | *Brassica oleracea var. italica* | 1 head | Minimum head diameter 3”. | All buds in head should be firm and tightly closed. |
| Broccoli raab | *Brassica ruvo* | 3 heads | Stem length varies by cultivar; should be thin, no more than 1/2”. | All buds in head should be firm and tightly closed. |
| Brussels sprouts | *Brassica oleracea var. gemmifera* | 5 heads | Snap cleanly off of stalk, heads should be up to 1” diameter. | Heads should be solid, dense, crisp, and heavy for size. Leave 3-4 wrapper leaves. |
| ***Cabbage note:*** *If a powder form of insecticide was used on your cabbage, thoroughly wash and rinse your cabbage deep down*  *inside the leaves to remove any accumulated insecticide. Leave 3-4 wrapper leaves. Minor insect damage is tolerable only on wrapper leaves.* | | | | |
| Cabbage (round, flat, and pointed) | *Brassica oleracea var. capitata* | 1 head | Heads to 2 to 5 lbs.,  round types; 1 to 4 lbs., pointed  types; 5 to 12 lbs., flat types. | Heads should be solid, dense, crisp, and green or red in color and must be free of insect damage. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vegetable | *Latin name* | Number of specimens per plate | Size and/or weight specifications | Notes on appearance and maturity characteristics |
| Cabbage (Chinese type – Bok choy or pak choi) | *Brassica rapa var. Chinensis* | 1 head | Appearance similar to celery, petioles and leaves should be 8” to 18” long. | Heads should be compact, dense, crisp, green or white in color, and free of insect damage.  Remove soil that may have accumulated at petiole base. |
| Cabbage (Chinese type – napa cabbage) | *Brassica rapa var. pekinensis* | 1 head | Heads oblong or cylindrical shaped, 8” to 18” long. | Heads should be compact, tightly wrapped, dense, crisp, green or white in color, and free of insect damage. |
| Carrots  (all cultivars) | *Daucus carota* | 3 | Size of specimen should be representative of cultivar. Carrots  can range from 2” to 7” long. | Bring mature specimens with color appropriate to cultivar (orange, purple, red, white, or yellow); avoid greening on carrot  shoulder Top to 1/2”. Remove side roots. |
| Cauliflower | *Brassica oleracea var. botrytis* | 1 head | Minimum head diameter 5”. | Curds tight, white, not discolored. Cut back leaves to  1” above top of head (trim it as it is in stores). |
| Celery | *Apium graveolens var. dulce* | 1 bunch | Minimum of 12” total length. | Green color, free from disease and insect damage. |
| Chard | *Beta vulgaris* | 10 leaves tied in bundle | Small in size, generally not longer than 8”. | Crisp, crinkled leaves. Color varies by cultivar. Free of insect damage. |
| Collards | *Brassica oleracea var. acephala* | 10 stems/leaves tied in bundle | Leaves on stems 8”-12” long. | Dark green, smooth to wrinkled leaves. Free of insect damage. |
| Corn (sweet – yellow, white, or bicolor) | *Zea mays* | 3 ears | Minimum cob (part covered with kernels) length 6”. | Kernels should be plump and milky; ears well filled. Do not trim silks or remove wrapper husks or make windows. Remove shank from the ear. |
| Cucumbers (slicing, with seeds) | *Cucumis sativus* | 3 | Maximum diameter 2-1/2”; minimum length 6”. | Medium to dark green; no yellow showing. Free from injury, sunburn, or disease/insect damage. |
| Cucumbers (English, hothouse) | *Cucumis sativus* | 1 | Length varies by cultivar, generally 12” in length or more. | Firm and crisp; uniform green color throughout. Free of skinning and soft spots. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vegetable | *Latin name* | Number of specimens per plate | Size and/or weight specifications | Notes on appearance and maturity characteristics |
| Cucumbers (pickling, dill) | *Cucumis sativus* | 3 | 7/8” to 1-1/4” diameter; length 2-  3/4” to 4”. | Firm, crisp, medium green to dark green. Free from injury, sunburn, or disease/insect damage. |
| Eggplant | *Solanum melongena L. var. esculentum* | 1 | 3-1/2” to 5” diameter for  round types; 2” to 4”  diameter and 4” to 10” long for long  types. | Must be uniformly colored, firm and dense. Cut stem to 1/2” to 1”. |
| Kale | *Brassica oleracea* | 10 stems/leaves tied in bundle | Size varies by cultivar; avoid older leaves. | Leaves and stems are crisp and free of insect damage. Color is appropriate to cultivar, generally red/purple or green. |
| Kohlrabi | *Brassica oleracea var. gongylodes* | 3 | 1-1/2” to 3” in diameter. | Crisp, not woody. Cut leaf stems back to 1/2” above enlarged stem and remove root. |
| Muskmelon (cantaloupe) | *Cucumis melo L.* | 1 | 2 to 8 lbs. | Full-slip means melon can be completely separated easily from stem. Well-netted, free of cracks. |
| Okra | *Hibiscus esculentus* | 3 pods | Pods 2” to 6” long,  1” diameter. | Green, crisp, tender, not woody. |
| Onions (white, yellow, red) | *Allium cepa* | 3 | 1-1/2” to 4” diameter. | Outer scales dry; bulb firm, free from sunburn. Allow leaves to dry; top to 1/2” of stem. |
| Onions (green) | *Allium cepa* | 5 onions tied in a bunch | 1/2” to 3/4” in diameter. | Straight, white stem and dark green leaves. Trim tops to 4”-5” above white, roots to 1/2”. |
| Parsnips | *Pastinaca sativa* | 3 | Crown diameter 1- 1/2” to 2”, length 8” to 12”. | Roots should be firm and crisp, not woody. Top to 1/2”. |
| Peas (edible pod such as snow peas) | *Pisum sativum* | 10 pods | Pods range in size,  3-1/2”-5” long, about 1/2” wide. | Flat pods with seed just beginning to form, bright green color, clean with stems on. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vegetable | *Latin name* | Number of specimens per plate | Size and/or weight specifications | Notes on appearance and maturity characteristics |
| Peas (unshelled) | *Pisum sativum* | 10 pods | Pods range in size, 3-1/2” to 5” long, about 1/2” wide. | Bright green, well-filled pods with seeds in eating stage, clean with stems on. |
| *For all peppers, clip the stems to within 1/2*” *of the top of the pepper.* | | | | |
| Peppers (bell type) | *Capsicum annuum L.* | 3 | 3” to 5” diameter; 3- 1/2”  to 5” length. | Green, firm thick walls; smooth, not wrinkled. |
| Peppers (chili type) | *Capsicum annuum L.* | 3 | Small types 1/2” to 3/4” diameter; 1” to 2-1/2” length. | Small hot peppers; thick walls; smooth. Mature color green or red. |
| Peppers (Serrano type) | *Capsicum annuum L.* | 3 | 1/2” to 1” diameter; 2” to 2-1/2” length. | Upright and conical shaped; slim. Mature color red. |
| Peppers | *Capsicum* | 3 | 1” to 1-1/2” diameter; | Yellow to orange-red. Firm; |
| (banana  /long/wax/ | *annuum L*. |  | 3” to 7” length. | waxy; tapered and conical. Hot to sweet. |
| Hungarian |  |  |  |  |
| types) |  |  |  |  |
| Peppers (Pimiento type) | *Capsicum annuum L.* | 3 | 2” to 3-1/2” diameter; 2-1/2” to 4-1/2” length. | Heart or “top” shaped. Mature color red. Firm and smooth. |
| Peppers (Cayenne  type) | *Capsicum annuum L.* | 3 | 1/2” to 1” diameter; 4” to 7” length. | Thin and tapered; smooth; straight to curved. Mature color  red. |
| Peppers  (Jalapeno type) | *Capsicum annuum L.* | 3 | 1” to 1-1/2” diameter; 2-1/2” to 3-1/2” length. | Dark green color. Firm; tapered blunt point. |
| Peppers (cherry type) | *Capsicum annuum L.* | 3 | 1-1/2” to 2” diameter; 1-1/2” to 2-1/2” length. | Round, globe-shaped. Mature color red or yellow. Hot to sweet. |
| Peppers (New  Mexican/long green/Anaheim | *Capsicum annuum L.* | 3 | 1” to 2-1/2” diameter; 5-1/2” to 8” length. | Green; medium to thick walls;  flattened or conical; long and smooth. |
| types) |  |  |  |  |
| Peppers (Ancho types) | *Capsicum annuum L.* | 3 | 2” to 2-1/2” diameter; 3” to 4” length. | Indented shoulders. Mature color red. |
| Peppers  (Tabasco type) | *Capsicum annuum L.* | 3 | 1/4” to 1/2” diameter; 1” to 1-1/4” length. | Slim; bullet-shaped. Mature color red. |
| Peppers (Habanera type) | *Capsicum chinense* | 3 | 3/4” to 1” diameter; 1-1/2” to  2” length. | Small; firm; round with thin  walls. Mature color orange/red. |
| Potatoes (any color) | *Solanum tuberosum* | 3 | 2-1/4” to 4” diameter; Weight 5-10 ozs. | Firm and well-shaped, free from peeling skin and greening. |
| Pumpkin (table, canning, ornamental | *Cucurbita pepo* | 1 | Medium to large type. 12” to 15” diameter;  weight 11 to 25 lbs. | Skin hard, smooth, and deep orange color when mature. Stem length should be 1” to 4”. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vegetable | *Latin name* | Number of specimens per plate | Size and/or weight specifications | Notes on appearance and maturity characteristics |
| Pumpkin (other) | *Cucurbita pepo* | 1 | Any other. | Orange, yellow, white, or  multi- colored. Stem length should be 1” to 4”. |
| Radish | *Raphanu s sativus* | 5 | Diameter 1” to 1-1/2”. | Red, firm, globe shaped, not  fibrous. Top to 1/2”. Trim side roots but not taproot. |
| Rhubarb | *Rheum rhabarbar um* | 3 stalks bundled | Up to 1” in diameter;  10-12” long; remove leaves. | Crisp stems; avoid overmature, woody stalks; clean and free of soil. |
| Rutabaga | *Brassica napobras sica* | 3 | Diameter 4” to 6”. | Firm, smooth; side roots clipped but not taproot. Cream yellow or tan color. |
| Spinach | *Spinacia oleracea* | 10 leaves bundled | Leaves generally 4” to 6” long; leaves can be flat or wrinkled. | Display bundle in shatter- resistant container with water.  Stems should be uniform length. |
| Squash (banana or other large winter squash  type) | *Cucurbita maxima* | 1 | Diameter 6” and up; 12 lbs. or more. | Medium thick, yellow-orange, orange, or pink flesh, hard rind. |
| Squash (hubbards– blue green or golden) | *Cucurbita maxima* | 1 | Diameter 8” to 10”, length  12” to 16”; 10 to 15 lbs. | Skin usually warty, hard, and tough when mature |
| Squash (buttercups or turbans) | *Cucurbita maxima* | 1 | Diameter 6” to 8”; 2-1/2  to 5 lbs. | Blossom end marked with prominent button. Skin hard  when mature. Stem length 1” to 4”. |
| Squash (butternut) | *Cucurbita moschata* | 1 | Length 9” to 12”;  3 to 4 lbs. | Dark buff-colored skin with hard shell when mature. |
| Squash (cushaws) | *Cucurbita argyrospe rma* | 1 | 12 to 15 lbs.; diameter 9”  to 10” at blossom end; 20” long. | Striped white and green, hard and smooth skin. Stem length 1” to 4”. |
| Squash (scallops/  “Patty Pan”) | *Cucurbita pepo* | 1 | Diameter 3” to 5”. | Exhibit while skin is still very tender; color green, white, or yellow. |
| Squash (straight or crookneck - i.e.,  summer squash) | *Cucurbita pepo* | 1 | Diameter 1-1/2” to 2-1/2”, length 5” to 7”. | Exhibit while skin is still very tender; color green, white, or yellow. |
| Squash (acorn) | *Cucurbita pepo* | 1 | Diameter 3-1/2” to 6”; length 3-1/2” to 7-1/2”; 1 to 2 lbs. | Skin dark, glossy green, and sharply ridged when mature. Orange ground color also denotes maturity. Stem length 1” to 4”. |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Vegetable | *Latin name* | Number of specimens per plate | Size and/or weight specifications | Notes on appearance and maturity characteristics |
| Squash (zucchini or cocozelle) | *Cucurbita pepo* | 1 | Zucchini types diameter 1 1/2” to 2”; length 5” to  8“. Cocozelle types diameter 2” to 2-1/2”,  length 7” to 9”. | Exhibit while skin is still very tender (very young); delicate green, green, grey, black, to gold skin, and stripes of these colors. |
| Sweet potato | *Ipomoea batatas* | 3 | 1-3/4” to 3-1/4” diameter; 3” to 9” length; 6 to 18 ozs. | Roots should have deep orange flesh with smooth, thin,  copper-colored skin. |
| Tomatillos | *Physalis philadelp hica* | 3 | Globe-shaped fruit 2” in diameter and up to 3-4 ozs. | Remove outer husk. Color should be uniform; varies by  variety, can range from green to yellow or purple. |
| Tomatoes (red for canning) | *Lycopersi con esculentu*  *m* | 3 | 4 to 12 ozs. | Firm, smooth, free of cracks, 90% deep red color. Stems off. |
| Tomatoes (red for market) | *Lycopersi con esculentu*  *m* | 3 | 4 to 12 ozs. | Firm, smooth, free of cracks, 60- 90% of surface showing red color. Stems off. |
| Tomatoes (pink or purple) | *Lycopersi con esculentu m* | 3 | 6 to 12 ozs. | Firm, smooth, free of cracks, 60- 90% surface showing mature color. Stems off. |
| Tomatoes (yellow or orange) | *Lycopersi con esculentu m* | 3 | 5 to 10 ozs. | Firm, smooth, free of cracks, 60- 90% surface colored yellow or orange. Stems off. |
| Tomatoes (small, cherry, pear) | *Lycopersi con esculentu m* | 10 | Any size, uniform. | Firm, smooth, free of cracks, 90% or fully colored red or yellow.  Stems off. |
| Tomatoes (intermedia te type) | *Lycopersi con esculentu m* | 10 | Any size, uniform. | Firm, smooth, free of cracks, 90% or fully colored red or yellow.  Stems off. |
| Tomatoes (Roma or paste type) | *Lycopersi con esculentu*  *m* | 3 | 2-1/2 to 4 ozs. | Firm, smooth, free of cracks, at least 90% deep red color; not puffy. Stems off. |
| Turnips | *Brassica rapa var. rapifera* | 3 | Diameter 2” to 3”. | Firm, smooth, side roots clipped but not taproot. Flesh white or yellow. Trim tops to 1/2”. |
| Watermelo n | *Citrullus lanatus* | 1 | 5 to 30 lbs. | Select only if sample melons are found to be ripe. Cut stem to 1/2”. |

GENEALOGY

Forms for this project are found on the Indiana 4-H Web site [www.extension.purdue.edu/4h](http://www.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 is a project that builds on the previous division information in order to be successful in building your family tree. If you are using a genealogical commercial software program, you may need to type in or hand write in information required y 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. (f 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 informational worksheets & diary of work
* Book #3 – 3” D-ring binder, contains supporting documents, pictures etc.
* Book #4 – 3” D-ring binder, contains advanced Division option 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; Diary of Your Work Book
  + 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 ember and his/her family.

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

Reference notations are to be made in the “source” column of the Family Group Sheet and on each document. If information on a family member is unknown, an additional information worksheet for each required ancestor is still required. Write “unknown” or “NIA (no information available) in **PENCIL** for each sheet of unknown ancestors or list several ancestors on a page and insert page in proper numerical order.

Suggested Genealogy Supply List:

* Four 3” D-ring Notebooks (Book #1, #3 and #4 will be exhibited and the fourth 3” D-ring notebook to main 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 I;** 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 descried in the “Recording the Information” section of the Indiana 4-H Genealogy Resource Guide 4-H 748. **You must use the pedigree charts listed at the** [www.extension.purdue.edu.4h](http://www.extension.purdue.edu.4h/), **4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old “packet” pedigree charts.
  + 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
  + Four (4) “Additional Information Worksheets”
    - One (1) for you, the 4-H member
    - One (1) for your parents
    - One (1) for each set of grandparents (total = two worksheets
    - A Diary of your work
* Book #3
  + 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 know people, place and date picture was taken, as well as ancestor numbers.

Turn in a completed record sheet

**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** [www.extension.purdue.edu.4h,](http://www.extension.purdue.edu.4h/) **4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old “packet” pedigree charts.
  + 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
  + An additional information worksheet for each set of great-grandparents
  + A diary of your work
* Book #3
  + 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. Turn in a completed record sheet

Exhibit Book #l, 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 #l
  + Five generation pedigree chart, ancestors #1 through #31. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors. If an ancestor is UNKNOWN, please indicate as UNKNOWN. **You must use the pedigree charts listed at** [www.extension.purdue.edu.4h](http://www.extension.purdue.edu.4h/), **4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old “packet” pedigree charts.
  + Additional Family Group Sheets for generation five (5). Sources of information must be 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 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.

Turn in a completed record sheet

Exhibit Book #l, 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 #32 through #63. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors. **You must use the pedigree charts listed at** [www.extension.purdue.edu.4h,](http://www.extension.purdue.edu.4h/) **4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old “packet” pedigree charts.
  + Additional Family Group Sheets for generation six (6). Sources of information must be 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 32-63 information
  + Additional information worksheets
  + A diary of your work
* Book #3 – Ancestors 32-63 information
  + A copy of a phonograph 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.

Turn in a completed record sheet

Exhibit Book #1, #2 and #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 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 64-225 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.
  + Turn in a completed record sheet.

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 identity, 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-** 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. 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 related to you and your ancestors. Copies of documents obtained in previous divisions are acceptable and should be utilized in the option chosen if needed.

1. A migration map of your eight-generation ancestors You should have at least one map per family line with chats 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 (ancestors 256 and beyond). 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.

**STATE FAIR EXHIBIT:** A State Fair exhibit will be selected from each Genealogy Division

GEOLOGY

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 in the front of the poster or box**.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – PAGE 4

* 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.

*Beginner (grades 3-5 suggested)*

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

*Intermediate (grades 6-8 suggested)*

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

*Advanced (grades 9-12 suggested)*

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

**STATE FAIR:** One State Fair exhibit will be selected from each LEVEL.

GIFT WRAPPING

* 1. Purchased bows are not acceptable.
  2. All divisions MUST have an occasion card attached to the bottom of their exhibit with the following information:
     + Occasion
     + Age of person receiving gift
     + Is gift for male or female?
  3. A completed record sheet MUST accompany your exhibit.
  4. In advanced divisions, items you can use to replace ribbon, bows or yarn are; strips of fabric, pine- cones, small articles, felt, burlap, flowers etc.
  5. Books are available at your local library, which include information about wrapping packages. (You can also borrow books from the Terre Haute Library. Ask your librarian for help in borrowing these books). They do include many pictures.
  6. For any division requiring that paper be used, purchased or self-made paper is acceptable.

**Grade 3:** Exhibit 1 simple wrapped box, square or rectangular. Make your own bow from any type of ribbon.

**Grade 4:** Exhibit 1 wrapped cylinder-shaped package with a finished end, using paper. Show creativity in materials you choose.

**Grade 5:** Exhibit 1 square, rectangle or cylinder-shaped package. Top must be wrapped separately. Include a liner for box. The judge must be able to open the box without changing the appearance of the box.

**Grade 6:** Exhibit a minimum of 3 wrapped boxes of any shape into a theme. Examples; drum set, trail, truck, house, castle, etc. Bows are not necessary if it does not go with your theme.

**Grade 7:** Exhibit 2 odd-shaped package wrapped in paper. Shape may be heart, round octagon, diamond etc.

**Grade 8:** Exhibit 1 wrapped package using any material other than paper and bows. Emphasis will be on originality and creativity. Examples; use towels, material, clothing, felt diapers, blankets etc. Wrapping should coordinate with the gift’s occasion.

**Grade 9:** Exhibit 1 package which is not wrapped in a box. Examples; an umbrella, baseball bat, broom, oversized items, etc.

**Grade 10:** Exhibit 1 self-made gift bag – decorated. Fill with tissue paper for display purposes.

**Grade 11:** Exhibit 1 package prepared for shipping, meeting current U.S. Postal Service regulations. This package should contain a wrapped package. Note: box will be opened by judge to check positioning and cushioning of the inside package.

**Grade 12:** Free Choice. Exhibit one package using 5 skills from the above divisions. Be creative!

GINGERBREAD HOUSE

Gingerbread houses for this project must be made of real gingerbread (not graham crackers or cardboard). All decorations, adhesive/‘mortar’ must also be edible, and Royal Icing used for the glue (‘mortar’/adhesive). Gingerbread houses can be more than just Christmas decorations. Be creative! You may choose any holiday theme, fairy tale castles, barns, churches, stores, forts, or other historical structure. Decorations may be added to the yard and roof as well as people, trees, animals, etc., but everything bust be edible. If using a kit, you are not limited to the candies/decorations included in the kit.

All age groups must have their gingerbread house mounted on a base. The gingerbread house and any extra items in the yard all need to be securely anchored to the base with Royal Icing. All materials in and/or on the house must be edible. No plastics allowed. Note: Plastic bases that come in kits are often NOT strong enough to hold when picked up and moved; additional foundation will need to be used to give this strength.

Level Exhibit Guidelines:

Beginner: Grades 3-5

A simple house structure. Gingerbread house should me mounted on a sturdy base. Beginners have the option of using a kit. You may choose to decorate the house and yard.

Intermediate: Grades 6-8

A basic house or other structure. Your structure should be mounted on a sturdy base. If kits are used modifications to the structure in the kit must be made using gingerbread. House and yard must be decorated.

Advanced: Grades 9-12

No kits permitted in advanced category. The structure may have more than one section/floor. The walls of your structure may be textured to look like brick, stone, siding, or a log cabin. Your structure should be mounted on a sturdy base. The windows need to be cut out and filled with candy creating ‘window panes’ made of melted hard candies (see manual). Advanced level 4-Hers have the option of using colored Royal Icing on the walls. You have the option of lighting your house from the interior (see description in manual). No kits may be used in this division.

HEALTH

All poster exhibits are to be displayed horizontally, sized 22" x 28", mounted on a firm backing (foam-core board or other) and covered in clear plastic or transparent material. Place standard identification label with your name, grade and county in the lower right-hand corner of the poster.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – PAGE 4

*Beginner: grades 3-5*

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

*Intermediate: grades 6-8*

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

*Advanced: grades 9-12*

Create an educational poster, notebook or display about any manual activity or on any health topic of choice that is age/grade appropriate. Another option is to create an activity or guide to help yourself or others become more aware of financial wellness, mental health, disease prevention, or other similar topic that promotes healthy habits. Youth can also design and complete an independent study activity.

**STATE FAIR;** One State Fair exhibit per level

HERBS

BEGINNER Grades 3-6:

* 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 970-W.
* Anyone con 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). Planters MUST have drainage and provide for water retention (i.e. have a saucer under the pot).

**ADVANCED Grades 7 and up:** - Along with your herb exhibit the following:

**7th Grade:** Include common uses of the exhibited herb on a 4” X 6” card.

**8th Grade:** Explain the difference between annual, biennial, perennial and indicate which one your exhibit is.

**9th Grade:** Explain companion plants with herbs. Give examples.

**10th Grade:** List some medicinal purposes that this herb may be used for.

**11th Grade:** Please include a recipe that this herb may be used for on a 4” X 6” card.

**12th Grade:** How do you plan to use this herb? Explain.

**STATE FAIR EXHIBIT;** ALL 4-H Hers members may exhibit at the State Fair.

|  |  |  |  |
| --- | --- | --- | --- |
| **Type of herb** | **Latin**  **name of herb** | **Size and plant specifications** | **Special comments on**  **appearances and maturity characteristics** |
| Basil  (all edible types) | *Ocimum basilicum* | 6” to 9” tall for dwarf  types; 12” to 28” tall, all  others. | Not yet in bloom. Color and size should be characteristic of cultivar. |
| Catnip | *Napeta cataria* | Up to 3” tall. | White to pale pink flowers. |
| Chamomile  (all edible types) | *Chamaemelu m nobile* | Height: 2-1/2” to 4” for perennial types;  12” to 24”, annual types. | Compact, dense plant. Flowers white or yellow. |
| Chives | *Allium*  *schoenoprasu m* | 6” to 12”. | Not in bloom. Note: Garlic chives are a different species. |
| Coriande r (cilantro) | *Coriandru m sativum* | Up to 24” tall. | Bushy plant, deep green leaves. White flowers. |
| Dill | *Anethum graveolen*  *s* | 18” to 36” tall. | Feathery green leaves. Because of spindly growth habit, may need support. |
| French tarragon | *Artemisia dracunculus* | Height when mature is 24”-36”. | Stems are somewhat woody; plant grows in a clump, semi-erect nature. Perennial herb that spreads by rhizomes. |
| Lavender  (all edible types) | *Lavandula sp.* | Height 18” to 36”. | Bushy plants; should be blooming. Color and size should be characteristic of cultivar. |
| Mint | *Mentha sp.* | Height 6” to 30”. | Upright plant. Color and size should be characteristic of cultivar. Flowers pink to purple in color. |
| Oregano | *Origanum vulgare* | 16” to 18” tall. | Dark green leaves. Can have tiny pink flowers. |
| Parsley  (all edible types) | *Petroselinum crispum* | Height 12” to 24”. | Leaves can be either flat or curled. Should not be flowering. |
| Rosemary | *Rosemarinus officinalis* | Height up to 36”. | Bushy perennial shrub. Dark green leaves. Flowers white, pink, blue in spring. |
| Sage  (all edible types) | *Salvia officinalis* | Height 18” to 24”. | Bushy perennial. Size and color should be typical of cultivar. |
| Sweet marjoram | *Origanum majorana* | Height 12” to 16”. | Compact plant. Tiny white flowers. |
| Thyme  (all edible types) | *Thymus sp.* | Height 1” to 12”. | Dwarf, compact plants. Creeping varieties can form dense mats. Many types have pink, purple, or white flowers. |

HOME ENVIRONMENT

1. DO NOT bring valuable articles that could be easily stolen or lost
2. A completed Notebook and Record Sheet is required for ALL divisions. A completed Notebook MUST include current and past year’s Home Environment projects information

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. **IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – PAGE 4**

Categories:

1. 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.
2. 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.
3. 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.

*Beginner: grades 3-5*

Choose one of the following options:

* Furniture Item and Notebook – create a wall hanging, storage organizer, a set of 3-5 accessory items or something similar for the home or similar activity.
* Design Board and Notebook – color a line drawing from your manual and create three color schemes, color a line drawing from your manual and demonstrate dominant and supportive color, or display a line drawing showing where furniture would be placed in the room or similar activity.
* Portfolio – Collect different color schemes, magazines showing different furniture designs, or magazines/photographs of formal vs informal balance, dominant and supportive colors, etc. or similar activity.

*Intermediate: grades 6-8*

Choose one of the following options:

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

*Advanced: grades 9-12*

Choose one of the following options:

* Furniture Item and Notebook – refinish or repurpose a piece or set of furniture, storage unit, or display a collection of 3-5 similar home accessory items, or similar activity.
* Design Board and Notebook – display a floor plan for any room of your house or the whole house or apartment, or similar activity.
* Portfolio –display a sample of three different lighting or window treatments with an explanation of each, interview an interior designer and prepare a report, a home energy saving proposal plan, or similar activity.

**STATE FAIR EXHIBIT;** Two State Fair exhibits from each level

I’M A HOOSIER!

Exhibit an item on a topic, person and/or activity in your “I’m A Hoosier” manual.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – PAGE 4

**Grade 3-5:** Learn about really cool facts and people from Indiana and/or Vermillion County. BE CREATIVE!! For instance, did you know that color television was invented by a Vermillion County native?

**Grade 6-8--**BE CREATIVE! Exhibit should be on a topic and/or activity covered in:

* I’m a Hoosier
* Indiana Government, By the People: Boards that Run my World
* Introducing the Indiana or General Assembly

Grades 9-12

BE CREATIVE! Exhibit should be on a topic and/or activity covered in:

* I’m a Hoosier
* Indiana Government, By the People: Boards that Run my World
* Introducing the Indiana or General Assembly
* Other sources about Indiana
* State Parks
* State Historic Sites
* County Courthouse

INTERACTIVE DEMONSTRATION

SEE ‘COMMUNICATIONS’

JR. LEADERS

WHO IS ELIGIBLE?

1. A 4-H member in Vermillion County who is currently in the 7th grade and has completed AT LEAST one year in 4-H or any 4-H member in 8th grade or higher.
2. Enrollment in Jr. Leaders must be made by January 15. The Jr. Leader ‘year’ egins at the end of August.
3. Junior Leaders MUST enroll in and complete AT LEAST one additional 4-H project.

REQUIREMENTS FOR COMPLETION

1. Earn points established each year. New Jr. Leaders must earn 250 point for completion; Veteran Jr. Leaders must earn 200 points.
2. Additional requirements for completion trip to be determined.
3. Completion of at least one additional 4-H project.

MEMORY BOOK

**LEVEL A – Grades 3 & 4 –** Exhibit your memory book per guidelines in your manual with the

following included:

1. Cover Page
2. Individual Photo
3. Completed New Record Sheet
4. Your 4-H Story (as described in your manual)
5. Photograph Pages
6. News clippings

**LEVEL B – Grades 5 & 6** – Exhibit your memory book per guidelines in your manual including:

1. Cover Page
2. Individual Photo
3. Completed New Record Sheet
4. Your 4-H Story (as described in your manual)
5. Photograph Pages
6. News clippings
7. Experiences in 4-H Worksheets

**LEVEL C – Grades 7-9** – Exhibit your memory book per guidelines in your manual including:

1. Cover Page
2. Individual Photo
3. Complete Indiana 4-H Accomplishment Scholarship Demographics Form
4. Your 4-H Story (as described in your manual)
5. State 4-H Scholarship/Trip Application Form

**LEVEL D – Gr 10-12 –** Exhibit your memory book per guidelines in manual w/the following:

1. Completed Indiana 4-H Accomplishment Scholarship Demographics Form
2. Cover Letter
3. Resume
4. State 4-H Scholarship/Trip Application Form

MICROWAVE COOKING

GENERAL FOR ALL FOODS, FOOD PRESERVATION, BAKING FOR FUN, MICROWAVE CATEGORIES;

## Purdue Extension Food Safety Policy:

***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).*

*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.*

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

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

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

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

LABELING SUGGESTIONS;

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

RECIPE CARDS;

1. 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.
2. *Recipes must be provided that identifies all ingredients that were used in each part of the product. Any ingredient that could be a potential allergen must be clearly identified. Potential food allergens include, but are not limited to, milk, eggs, peanuts, tree nuts, fish, crustacean shellfish, wheat, soy and sesame.*
3. A recipe card or index card (no larger than 5 ½” X 8 ½”) is required for all food exhibits.

*Each food product must be labeled with the following information:*

* *4-Her’s Name*
* *County Name*
* *Grade Level*
* *Exhibit Option*
* *Date the food product was made*
* *Recipe ingredients, steps, and source* (i.e. Grandma, Cookbook, Pinterest, etc.)
* *Allergens (see above)*

ALL microwave exhibits must be accompanied by a 5” x 8” recipe card

**DIVISION I –** Exhibit 5 pieces of fudge, each one cut into one (1) inch squares.

**DIVISION II –** Exhibit 5 Bar Cookies (e.g. Brownies, etc.).

**DIVISION III -** Exhibit a Pineapple Upside-Down Cake on foil covered cardboard. Cardboard should be about 1” larger in all dimensions than the cake itself.

**DIVISION IV –** Exhibit one fruit-filled pie in its own container.

**DIVISION V AND ABOVE –** Exhibit one (1) microwave food of your own choosing that requires advanced preparation skills. Perishable foods will not be kept on display.

No State Fair Entry in the Microwave project.

**MUSIC**

PROJECT DESCRIPTION: The Vermillion County Music Project was developed to give 4-Hers an opportunity to learn more about music theory, instruments and develop an appreciation of music.

EXHIBIT; A poster (22”x28”) of one of the following topics. The exhibit should be of an educational content including pictures or diagrams and written information with a different subject each year. The title of the poster is left up to the exhibitor.

BEGINNER – GRADES 3-5

* History of A Musical Instrument
* Biography of A Composer Born Before 1700
* Music of A Country or Nation
* A homemade musical instrument

INTERMEDIATE – GRADES 6-8

* Music Appreciation
* Music Genre
* Biography of A Composer Born Between 1700 and 1900

ADVANCED – GRADES 9-12

* Music History
* Biography of a Composer Born After 1900
* Independent Study: demonstrates an understanding of music, instruments, writing music, or musical concepts- THIS option could be a video of you demonstrating your work – length of video should be 4-6 minutes.

NO STATE FAIR ENTRY

PETS

1. Hers enrolled in the Pets project and planning to bring their pet to exhibit at the fair should:
   1. Bring pets to the fair contained, caged, etc. (It’s your responsibility to keep them contained).
   2. Bring pets for the 4-H Pet Show only – pets should go home immediately following the Show.
   3. Turn in your completed Pet Record Sheet to the Pet Show Superintendent
   4. All pets should be in possession and cared for by the 4-Her NO LATER than May 15.
   5. An official 4-H Pet entry form must be completed and returned to the Vermillion County Extension Office by May 15.

Examples of Pets that can be shown in the 4-H Pet Project include, but are not limited to:

Hamster, Gerbils, Mice Guinea Pigs, Lizards, Ferrets, Canaries, Parakeets, Turtles, Frogs, Snakes, Pot=Bellied Pigs, etc.

**NOTE:** Cats, Dogs, Fish, Rabbits, Chickens, Ducks and other livestock animals should be enrolled in their respective 4-H Projects.

**\*\*** If you’re planning to participate in the 4-H Pet Show, you must turn your completed “Vermillion County 4-H Pet Record Sheet.

PET POSTERS AND ACTION DEMONSTRATIONS: SEE ANIMAL POSTER/ACTION DEMONSTRATIONS

PHOTOGRAPHY

Exhibit Guidelines:

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

**GUIDELINES**

* Images may be taken with a film camera, digital camera, cell phone, or other electronic device
* All images are to be original images taken by the 4-H member during the current program year. Captions are not recommended.
* **Print board exhibits** (10-print poster) are to include 10 photos mounted on a poster as described above, each no larger than 5”x7”. Number each print 1-10. Prints may be a mix of digital and/or standard development. Create a title of choice for the print board exhibit. Space should be left in the lower right- hand corner to place an exhibit tag
* **Salon prints** are to be no larger than 11”x14”, mounted on a standard 16”x20” salon mount, and displayed vertically. Salon prints are to be placed in a clear plastic sleeve and captions are not recommended. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Altering of images by any other means besides the device it was taken with is to be entered in the **creative/experimental** category.

* Creative/experimental exhibits must include the original photo on the back side of the board, a description of how the image was altered, and equipment/software used to alter the image.
* Sepia tone photographs (mono chromatic) are to be entered as black and white photos.

*Beginner-grades 3-5*

Choose one or two of the following:

* Black and White Print Board (10-print poster)
* Color Print Board (10-print poster)
* Black and White Salon Print
* Color Salon Print
* Creative/Experimental Salon Print

*Intermediate-grades 6-8*

Choose one or two of the following:

* Black and White Print Board (10-print poster)
* Color Print Board (10-print poster)
* Black and White Salon Print
* Color Salon Print
* Creative/Experimental Salon Print

*Advanced-grades 9-12*

Choose one or two of the following:

* Black and White Print Board (10-print poster)
* Color Print Board (10-print poster)
* Black and White Salon Print
* Color Salon Print
* Creative/Experimental Salon Print

PLANT SCIENCE

Exhibit ONE of the following, regardless of your division or grade

* One of the experiments in your manual
* A notebook with pictures and a story about one of the experiments in your manual.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT THE END OF THE POSTER SECTION PAGE 4

POSTMARKS

EXHIBIT IDEAS:

* Postmarks from post offices in your county and/or closest to you.
* Postmarks of a topic: towns with names of flowers, animals etc.
* Postmarks of towns with same first, middle or last name as you.
* Postmarks of any year with the same month and day as your birthday.
* See “Types of Postmarks” in the manual for more exhibit ideas
* BE CREATIVE!!!
* Find an area that interests you!

EXHIBIT REQUIREMENTS:

Exhibit the specified number of postmarks for your grade in some type of album (inexpensive or “freebie” photo album would be suitable) book, or 3-ring binder. Will be judged on consistency of collection; trimming; labeling; neatness – not the actual price of the notebook.

Each postmark should be labeled (do not actually write on the postmark/envelope though) with the postmark’s date, place of origin and type of collection (General, Topic; Flowers, Vermillion and Parke Co. Post Offices, etc.). It is recommended to use acid-free paper; acid-free tape and acid-free plastic (most ph0to albums are acid free). Number of postmarks required for each grade is as follows:

|  |  |  |  |
| --- | --- | --- | --- |
| GRADE | Postmarks Required for Exhibit | GRADE | Postmarks Required for Exhibit |
| 3 | 10 | 8 | 60 |
| 4 | 20 | 9 | 70 |
| 5 | 30 | 10 | 80 |
| 6 | 40 | 11 | 90 |
| 7 | 50 | 12 | 100 |

RECYCLING

LEVEL A – Grades 3 and 4

Take an object and remake it into something useful or decorative. (Other than what it was originally used for).

LEVEL B – Grades 5 and 6

Take an object and remake it into something useful or decorative. (Other than what it was originally used for), and/or a poster or display on one of the activities included in your manual, and/or Encourage your club to “Adopt A Highway” and each member 12 years and older who participates in ALL scheduled trash cleanups AND turns in a completed record sheet will receive credit for completing the Recycling project.

LEVEL C – Grades 7, 8 and 9

Take an object and remake it into something useful or decorative. (Other than what it was originally used for), and/or a poster or display on one of the activities included in your manual, and/or Encourage your club to “Adopt A Highway” and each member 12 years and older who participates in ALL scheduled trash cleanups AND turns in a completed record sheet will receive credit for completing the Recycling project.

LEVEL D – Grades 10, 11 and 12

Take an object and remake it into something useful or decorative. (Other than what it was originally used for), and/or a poster or display on one of the activities included in your manual, and/or Encourage your club to “Adopt A Highway” and each member 12 years and older who participates in ALL scheduled trash cleanups AND turns in a completed record sheet will receive credit for completing the Recycling project.

ROCKETRY

**SEE AEROSPACE/ROCKETRY**

**SCRAPBOOKING**

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

1. Scrapbook Albums – Each album should:
   1. Have a front and back cover with pages firmly attached between the covers.
   2. Be at least 8” x 10” in size. (12”x12” is the most common size and will be easier to work with and find materials for).
   3. Acid-free, lignin-free, buffered scrapbook pages
      1. Acid-free – pH-balanced chemistry, so pages will not accelerate the natural deterioration of your photos.
      2. Lignin-free pages will maintain their durability and whiteness, non-yellowing.
      3. Alkaline reserve (buffering) has a neutralizing effect to protect photos against pollutants from “the outside” (e.g., the environment, acidic greeting cards etc.).
   4. Polypropylene Page Protectors or Covers
      1. Made of photo-safe plastic to protect album pages and photographs from fingerprints, abrasion and accidental spills. Protectors or covers made of PVC gives off a chlorine gas that causes the plastic to bond with photographs over time, making it impossible to separate the two!
2. Page Requirements for Judging

The required number of pages for your level should be in the front of the book for judging. You can put them back in chronological order after the fair. You may pick the pages you wish to be judged – always in sets of two to allow continuity of the album.

As will all 4-H projects, the total cost should not be extravagant. Be creative! Watch for sales on supplies that you will need. Borrow tools but don’t forget to return! Try to keep costs to a minimum.

Each scrapbook album will have the following pages completed for judging:

1. **Beginner (Grades 3-5)** – 6 pages, 3 pages front and back + Title Page **Intermediate (Grades 6-8)** – 8 pages. 4 pages front and back + Title Page **Advanced (Grades 9-12)** – 10 pages. 5 pages front and back + Title page Only completed pages will be eligible for judging.
2. Pages must have been created since the last 4-H Fair; however, the events could have taken place at any time in your life.
3. An eligible page includes:
   1. Photos
   2. Documentation
   3. Memorabilia – A maximum of 2 pages of memorabilia only allowed for judging. Some memorabilia can be on all pages.
   4. Decorations (stickers and die cuts) – optional.
4. Incomplete/unfinished pages will not be eligible for judging or count toward your page total.
5. Title Page Requirements - One Page Only

* Current (2004, 2005, etc.)
* Club Name
* Include picture of 4-H member (school picture or snapshot)
* Additional information may be included at 4-Hers discretion and as space allows.
* Title(s) of page, pairs of pages, or groups of pages.

1. **Photographs**: Photos should be the focus of your album
2. **Memorabilia** - Memorabilia adds meaning, texture and variety to your photo albums – and gets more fascinating with time. These are items that tell an important part of the story and will add significantly to the interest of the page.
3. All levels may add memorabilia throughout the book and have two pages dedicated to it entirely.
4. Memorabilia should fit in the encased plastic sleeves.
5. **Journaling** – Journaling is required on every page. All journaling **MUST** be handwritten by the 4-Her. NO COMPUTER CREATED WRITING ALLOWED ON PAGES TO BE JUDGED. Without words, you have pages of photographs and memorabilia, not a book of memories. Our photos and memorabilia are simply more complete, more meaningful and more fun with detail, emotion and humor that only works can provide. Photo safe Pigma pens are fade-proof, waterproof and acid-free when used on acid-free paper. It causes no damage to photos over time and will be legible for generations to come
6. **Beginner -** Labeling of photos and memorabilia with names, dates and places etc.
7. **Intermediate –** Beginner requirements PLUS capturing your memories with captions or words recording the happenings of the photos or memorabilia.
8. **Advanced –** Beginner and Intermediate requirements PLUS storytelling-writing your thoughts and feelings and telling a complete story or memory on each page. (Not every photo has a complete story, so please choose the ones deserving of this when you are thinking of your page designs – it is ok to put several photos on a page and just use one of them to tell a story). Label or caption the others on the page.

SEWING

ALL Levels: Attach Sewing Skill Card 4-H 925c-W to the exhibit.

\*All wearable exhibits may be modeled by the person for whom they were intended. See Fashion Revue.

Grade 3:

Skills to Learn and Include in Exhibit – Include at least 2 of the following skills in the exhibit:

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

**Wearables:** Create one clothing article to be worn by the 4-H member or another person demonstrating at least 2 skills listed above for grade 3. Attach Sewing Skills Card (back of handbook)

**Non-wearables:**  Create one non-wearable sewn item demonstrating at least 2 skills listed above for grade 3. Attach Sewing Skills Card (back of handbook)

Grade 4:

Skills to Learn and Include in Exhibit – Seam finishes are recommended on all exposed seams. Include at least 2 skills in the exhibit:

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

**Wearables:** Create one clothing article to be worn by the 4-H member or another person demonstrating at least 2 skills listed above for grade 4. Attach Sewing Skills Card (back of handbook)

**Non-wearables:**  Create one non-wearable sewn item demonstrating at least 2 skills listed above for grade 4. Attach Sewing Skills Card (back of handbook)

.

Grade 5:

Skills to Learn and Include in Exhibit - Seam finishes are recommended on all exposed seams (except knits). Interfacing, under-stitching and trimming should be used when appropriate.

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

|  |  |  |
| --- | --- | --- |
| Match fabric design | Sew with knit | Gather fabric |
| Insert elastic | Insert zipper | Apply facings |
| Use a drawstring | Sew buttons | Hand-stitch a hem |
| Apply binding | Sew a simple sleeve | Use batting |
| Apply purchased trim or ribbons | Use a simple lining | Sew patch or inseam pockets |
| Do a machine blind hem | Do a machine topstitched hem | Apply machine topstitching |

**Wearables:** Create one clothing article or a simple two-piece outfit to be worn by the 4-H member or another person demonstrating at least 3 skills listed above for grade 5. Attach Sewing Skills Card (back of handbook)

**Non-wearables:**  Create one non-wearable sewn item or set of items demonstrating at least 3 skills listed above for grade 5. Attach Sewing Skills Card (back of handbook)

Grade 6:

Skills to Learn and Include in Exhibit - Seam finishes are recommended on all exposed seams (except knits). Interfacing, under-stitching 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 facings | Apply ribbings | Sew a simple collar |
| Do a machine blind hem | Sew with knit | Match fabric design |
| Sew ruffles | Hand sew buttons | Apply trim |
| Use fiberfill | Apply machine applique | Insert piping |
| Sew a simple lining | Sew patch pockets | Apply bindings |
| Do a machine topstitched hem | Apply machine topstitching | Construct with a serger |
| Sew inseam pockets |  |  |

**Wearables:** Create two garments that can be worn together to be worn by the 4-H member or another person demonstrating at least 4 skills listed above for grade 6. Attach Sewing Skills Card (back of handbook)

**Non-wearables:**  Create one non-wearable sewn item or set of items demonstrating at least 4 skills listed above for grade 6. Attach Sewing Skills Card (back of handbook)

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  applique |
| 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 handstitched 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 |

**Wearables:** Create an outfit that can be worn by the 4-H member or another person demonstrating at least 5 skills listed above for grade 7. Attach Sewing Skills Card (back of handbook)

**Non-wearables:**  Create one non-wearable sewn item or set of items demonstrating at least 5 skills listed above for grade 7. Attach Sewing Skills Card (back of handbook)

Grades 8-12

Youth may enter an exhibit in one or more categories. Create an outfit from one of the categories defined below that can be worn by the exhibitor or another person demonstrating at least 6 skills listed below.

Skills to Learn and Include in Exhibit - Seam finishes are recommended on all exposed seams (except knits and non-raveling specialty fabrics). Interfacing, under-stitching and trimming should be used when appropriate. In addition, choose at least 6 of these skills for each sewn exhibit:

|  |  |  |
| --- | --- | --- |
| Make darts | Attach cuffs | Do machine or hand quilting |
| Make tucks | Make pleats | Apply machine or hand  applique |
| Add lining | Insert elastic | Apply machine topstitching |
| Add facings | Add boning | Insert an invisible zipper |
| Add plackets | Apply a collar | Insert a separating zipper |
| Add lapels | Insert piping | Insert a fly front zipper |
| Make sleeves | Make a neckband | Insert a lapped zipper |
| Add gathers | Add vents | Insert a handpicked zipper |
| Apply trim | Sew buttons | Do a machine topstitched hem |
| Apply ribbing | Add underlining | Do a machine blind hem |
| Add a drawstring | Add ruffles | Do a hand stitched hem |
| **GRADES 8-12 SKILLS CHART CONTINUES ON NEXT PAGE** | | |

|  |  |  |
| --- | --- | --- |
| **GRADES 8-12 SKILLS CHART CONTINUED** | | |
| Use shaped seams | Sew with knit | Make self-covered buttons |
| Use fiberfill and/or batting | Make button loops | Use specialty threads |
| Add a waistband | Do hand beading | Make self-enclosed seams |
| Add patch pockets | Add inseam pockets | Sew with difficult fabric |
| Add front hop pockets | Add welt pockets | Make machine buttonholes |
| Match fabric design | Use twin needle | Make bound buttonholes |
| Make shoulder pads | Create bound edges | Apply machine embroidery |
| Hand/machine beading | Make a reversible item | Piece quilted item |
| Coordination of fabric for  quilted item | Other skills no listed above |  |

Wearable: Must include 6 skills found in the chart above

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. Attach Sewing Skills Card (in back of handbook)

\*\*\***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.

**Non-wearable:** Create one non-wearable sewn item, or set of items, demonstrating at least 6 skills listed above. Attach Sewing Skills Card (in back of handbook)

**STATE FAIR EXHIBIT:** One exhibit will be chosen from each grade in the wearable (11) and non- wearable category (10) for a total of 21 possible Sewing exhibits.

SHOOTING SPORTS

For the safety of all fairgoers, do not include any of the following in your exhibit – **NOT ALLOWED**

* Bow
* Live ammunition, including powder or primer
* Usable ammunition
* Complete arrow
* Arrowhead
* Modern broadhead arrow

Any ammunition or arrows used in your exhibit must be completely inert (unusable).

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 it its arrowhead is removed.

1. Shooting sports embers will choose from the following disciplines offered for the current year. Depending on the trained coach disciplines that may be offered include: Rifle, Pistol, Shotgun, Muzzleloader and/or archery.
2. No firearms, bows, arrow, or ammunition, or parts of these items, are allowed on the County or State Fairgrounds. (If you are doing an Action Demonstration that involves a firearm, you might use a toy or make a model firearm from plywood).
3. Projects involving firearms, bows, arrows or ammunition may be exhibited as a photographic display on a poster or in a notebook following grade level guidelines.
4. Handmade items must include information explaining how the project was made and its intended use. Photos are encouraged.

EXHIBIT REQUIREMENTS:

Create an exhibit that shows the public what you learned in shooting sports education this year. Posters must meet 4-H Poster guidelines. Title your exhibit with one of the following: archery, hunting, muzzle loading, piston, rifle, shotgun or shooting sports. You can use a subtitle, if your wish.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – P. 4

**BEGINNING – Grades 3, 4 and 5**

A poster or notebook showing what was learned in the 4-H Shooting Sports project.

INTERMEDIATE – Grades 6, 7 and 8

1. A poster
2. Item to be used when developing shooting spots skills
3. Notebook showing how a shooting sports item was made, or project completed

ADVANCED – Grades 9-12

1. A poster
2. Item to be used when developing shooting spots skills
3. Notebook showing how a shooting sports item was made, or project completed

INDEPENDENT STUDY: 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.

**STATE FAIR EXHIBIT;** One exhibit from each level.

SMALL ENGINES

IF DOING A POSTER/NOTEBOOK, SEE REUIREMENT AT END OF POSTER SECTION – P. 4

GENERAL REQUIREMENTS:

* No more than 36” 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

**NOTE:** An actual small engine may be displayed, if it meets the following guidelines:

\*All fluids (oil and fuel) have been removed.

\*The engine must be mounted on a 30” X 30” base (or smaller).

*Beginner (grades 3-5 suggested)*

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

*Intermediate (grades 6-8 suggested)*

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

*Advanced (grades 9-12 suggested)*

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

**STATE FAIR EXHIBIT:** One State Fair exhibit from each level.

SOIL AND WATER SCIENCE

Create an exhibit that shows the public what you learned in the soil and water science project this year. **See “Some Tips for Making a Good Poster” at the beginning of the handbook.**

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – P. 4

*Beginner: grades 3-5*

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

*Intermediate: grades 6-8*

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

*Advanced: grades 9-12*

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

**STATE FAIR EXHIBIT:** One entry from each level for a total of 3 entries.

SPORTFISHING

Create an exhibit that shows the public what you learned in the sport fishing project this year. Posters are displayed horizontally, 22" x 28," and mounted on a firm backing and covered in clear plastic or other transparent material. Be sure to include your exhibit label with your name, grade, and county. 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.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION P. 4

*Beginner: grades 3-5*

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

*Intermediate: grades 6-8*

Create an educational poster, notebook or display about a sportfishing topic of choice that is age/grade appropriate. Another option is to create an item to be used when developing sportfishing skills.

*Advanced: grades 9-12*

Create an educational poster, notebook or display about a sportfishing topic of choice that is age/grade appropriate. Another option is to create an item to be used when developing sportfishing skills. Youth can also design and complete an independent study activity.

**STATE FAIR EXHIBIT:** One exhibit from each level, for a total of 3 exhibits.

SPORTS

IF DOING THE SAME SPORT AS A PREVIOUS YEAR, YOUR NEW EXHIBIT SHOULD BE ON A DIFFERENT ASPECT OF THAT SPORT.

**IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION ON PAGE 4**

**INTRODUCTORY – Grades 3 and 4** – Exhibit a poster or notebook of a sport you are interested in as outlined in your manual.

**BEGINNER – Grades 5 & 6** – Choose one of the following:

1. Exhibit a notebook or poster on the history of a sport you are interested in as outlined in your manual.
2. Exhibit a notebook or poster on the sport you have little knowledge in as outlined in your manual.
3. Must be a different sport that you did last year.

**INTERMEDIATE – Grades 7, 8 and 9 –** Choose one of the following:

1. Exhibit a notebook or poster on your personal participation in a sport as outlined in your manual
2. Exhibit a notebook or poster on an important person who has influenced the sport you are interested in as outlined in your manual.
3. Exhibit a notebook or poster on the person who invented the sport you like as outlined in your manual.

**ADVANCED – Grades 10, 11 and 12** – Exhibit one of the following:

1. Exhibit a poster or notebook on the lifestyle an athlete should maintain to remain healthy and competitive.
2. Exhibit a notebook or poster on a present or past sportsman, such as a professional football player as outlined in your manual.
3. Exhibit a poster or notebook on the major ruse changes on a particular sport from an elementary level to the pro level.

STRAWBERRIES

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – P. 4

**DIVISION I** – Exhibit a box containing three (3) of your first-year strawberry plants. (These should be growing plants).

**DIVISION II** – Exhibit two (2) quarts of whole berries harvested from your strawberry plants. (They may be frozen with or without sugar).

**DIVISION III and ADVANCED** – Exhibit ONE of the following:

1. Two (2) quarts of whole berries you have harvested from your renovated berry patch. (may be frozen, with or without sugar).
2. One quart of whole berries from EACH of our experimental plats. (They may be frozen with or without sugar). Label each quart according to your test plots.
3. Three (3) plantings from EACH of your experimental plots. Label each group according to test plots.
4. ONE of the following: (Note: you should choose a different option each year). Educational Poster or Notebook on one of the following topics: (The following downloads are free at the Purdue Education Store).
   1. Strawberry Root Disease PB-46
   2. Landscaping with Strawberries HO-190
   3. Year-Round Strawberry Weed Control HO-178
   4. Storing Strawberries at Home HO-125
   5. Fertilizers for Strawberries HO-64
   6. Growing Strawberries (Cultivars, Site, Land Preparation, Planting, Frost Control, Mulching, Harvesting, Renovation) HO-46

NO STATE FAIR ENTRY

TRACTOR MAINTENANCE

IF DOING A POSTER, SEE REQUIREMENT AT THE END OF THE POSTER SECTION – PAGE 5.

**DIVISION I** – Exhibit a poster on “Learning How to be Safe”.

**DIVISION II** – Exhibit a poster on “Cooling Systems or General Lubrication”.

**DIVISION III** – Exhibit a poster on “Hitches, Brakes or PTO”.

**DIVISION IV AND ADVANED** – Exhibit a poster on “transmitting Power” or any machinery area from the project manual.

VETERINARY SCIENCE

* 1. veterinary science exhibits should be educational in nature covering one (1) or more of the topics presented in the members' manual and/or found in the 4-H Veterinary Science Leaders Guide. An educational exhibit is one that should be able to teach other people about your topic. Choose a topic you think is interesting and apply your imagination.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – P. 4

Beginner: grades 3-5

Create an educational poster, notebook or display about any manual activity or on any veterinary science topic of

choice that is age/grade appropriate.

Intermediate: grades 6-8

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

Advanced: grades 9-12

Create an educational poster, notebook or display about any manual activity or on any veterinary science topic of choice that is age/grade appropriate. Youth may also choose to develop a teaching aid, develop a project in conjunction with a veterinarian and present a report about that project and its findings, or another report of your choosing.

WEATHER & CLIMATE SCIENCE

**Create an exhibit that shows the public what you learned in the weather and climate project this year.** Poster exhibits must be displayed horizontally, sized 22" x 28" foam-core board or poster board mounted on a firm backing, and covered in clear plastic or other transparent material. Notebook exhibits must be displayed in a standard three ring binder. Choose one of the options listed below, appropriate for your grade in school. Use an appropriate exhibit title. Be sure to include a label with your name, grade, 4-H club, and county in the lower right-hand corner.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION ON P. 4

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

*Beginner (grades 3-5 suggested)*

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

*Intermediate (grades 6-8 suggested)*

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

*Advanced (grades 9-12 suggested)*

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

**STATE FAIR EXHIBIT:** One State Fair exhibit will be selected from each level.

WEEDS

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – P. 4

**Division 1**

1. Collect and identify 15 different weeds from the common and/or invasive plants of Indiana. Your collection of weeds must be taken from the list of common weeds in publication 4-H 247-W. Be aware that some weeds may be more prevalent at different times of the year. Each specimen should show flower and/or fruit, leaf, stem, and root characteristics, all of which are necessary for complete and accurate identification.
2. Press weeds (see page 4, 4-H 247-W).
3. Mount each individual weed on 8 1/2" x 11" poster board by either taping or gluing the plant to the poster board 3.
4. Cover the poster board containing the plant specimen with cellophane or clear sheet plastic or put it in a plastic sheet protector. Place the pages in a three-ring binder (punch holes of adequate size to allow easy turning of the pages in the binder).
5. Label (label size, 1 1/2" x 2") each weed as to:
   * Name of weed (common and scientific names-remember to italicize or underline scientific names)
   * Where found (lawn, garden, pasture, etc.)
   * How it reproduces (seed and/or underground root parts)
6. Answer questions on record sheet 4-H 247A-W & include record sheet in your notebook.
7. In year two, exhibit a different set of weeds, not repeating the ones from year one.

Division 2

1. Collect and identify 15 different weeds from the common and/or invasive plants of Indiana. Your collection of weeds must be taken from the list of common weeds in publication 4-H 247-W. Be aware that some weeds may be more prevalent at different times of the year. Each specimen should show flower and/or fruit, leaf, stem, and root characteristics, all of which are necessary for complete and accurate identification.
2. Press weeds (see page 4, 4-H 247-W).
3. Mount each individual weed on 8 1/2" x 11" poster board by either taping or gluing the plant to the poster board 3.
4. Cover the poster board containing the plant specimen with cellophane or clear sheet plastic or put it in a plastic sheet protector. Place the pages in a three-ring binder (punch holes of adequate size to allow easy turning of the pages in the binder).
5. Label (label size, 1 1/2" x 2") each weed as to:
   1. Name of weed (common and scientific names-remember to italicize or underline scientific names)
   2. Where found (lawn, garden, pasture, etc.)
   3. How it reproduces (seed and/or underground root parts)
6. Answer questions on record sheet 4-H 247B-W and put a copy of the record sheet in your notebook.
7. In year two, exhibit a different set of weeds, not repeating the ones from year one.

Division 3

1. Collect and identify 15 different weeds from the common and/or invasive plants of Indiana. Your collection of weeds must be taken from the list of common weeds in publication 4-H 247-W. Be aware that some weeds may be more prevalent at different times of the year. Each specimen should show flower and/or fruit, leaf, stem, and root characteristics, all of which are necessary for complete and accurate identification.
2. Press weeds (see page 4, 4-H 247-W).
3. Mount each individual weed on 8 1/2" x 11" poster board by either taping or gluing the plant to the poster board 3.
4. Cover the poster board containing the plant specimen with cellophane or clear sheet plastic or put it in a plastic sheet protector. Place the pages in a three-ring binder (punch holes of adequate size to allow easy turning of the pages in the binder).
5. Label (label size, 1 1/2" x 2") each weed as to:
   1. Name of weed (common and scientific names-remember to italicize or underline scientific names)
   2. Where found (lawn, garden, pasture, etc.)
   3. How it reproduces (seed and/or underground root parts)
6. Answer questions on record sheet 4-H 247C-W and put a copy of the record sheet in your notebook.
7. In each consecutive year, exhibit a different set of weeds, not repeating the ones from year one.

NO STATE FAIR ENTRY

WILDLIFE

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER

**SECTION ON P. 5**

*Beginner (grades 3-5 suggested)*

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

*Intermediate (grades 6-8 suggested)*

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

*Advanced (grades 9-12 suggested)*

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

**STATE FAIR EXHIBIT:** ONE State Fair exhibit from each Level

WOODWORKING

NOTE” Woodworking exhibits should be made by 4-Her, not purchased and finished. “Purchased and finished” would be considered WOODCRAFT in Arts & Crafts.

IF DOING A POSTER/NOTEBOOK, SEE REQUIREMENT AT END OF POSTER SECTION – P. 4

**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 on the next page.

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 1 – grades 3-4: \*See general guide above level 1. MUST USE 5 SKILLS/TOOLS LISTED BELOW**

**LAYOUT – Ruler, Tape Measure, Square**

**COMMON TOOLS – Hammer, Handsaw, Coping Saw, Scroll Saw, Screwdriver, Wood Chisel, Pliers**

**POWER TOOLS – Band Saw**

**MATERIAL SELECTION – Wood, Wood Products, Plywood, Fiberboard JOINTS – Lap Joint, Butt Joint**

**FASTENERS – Screws, Nails, Bolting, Gluing**

**FINISHING – Sanding, Penetrating Finish (Staining, Oiling, etc.), Varnishing, Spraying**

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 below.

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 2 – grades 5-6: \*See general guide above level 1 – MUST USE 5 SKILLS/TOOLS LISTED BELOW**

**COMMON TOOLS -Hand plane**

**POWER TOOLS -Table Saw, Electric Drill JOINTS -Bisket Joints, Doweled Joints FASTENERS – Pocket Hole Fasteners FINISHING -Varnishing**

Level 3 – Grades 7, 8 & 9

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined on the next page.

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 3 – grades 7, 8 & 9 \*See general guide above level 1 - MUST USE 5 SKILLS/TOOLS LISTED BELOW**

**POWER TOOLS -Radial Arm Saw, Circular Saw JOINTS -Mortise & Tenon Joints, Dado Joints TABLE ROUTING -Bevels, Dadoing, Rabbeting**

**FREEHOUND ROUTING -Bevels, Dadoing, Rabbeting**

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 below.

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.

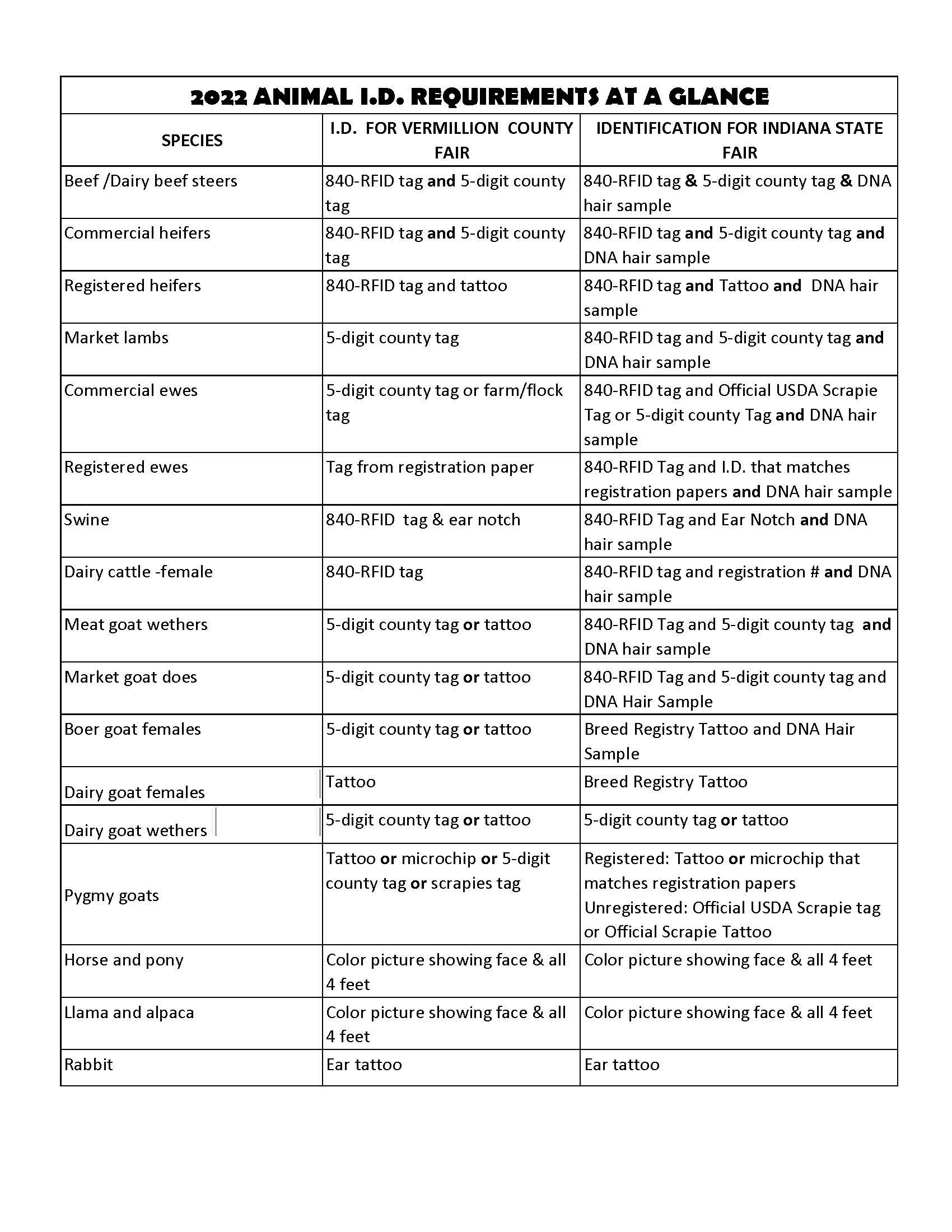
**LEVEL 4-grades: 10, 11 & 12: \*See general guide above level 1 -MUST USE 5 SKILLS/TOOLS LISTED BELOW**

**POWER TOOLS -Planer, Lathe, Jointer, Miter Saw JOINTS -Miter Joint, Dovetail Joints**

**TABLE ROUTING -Planing, Jointing FASTENERS -Brad nailer FINISHING -Spraying**

**FREEHAND ROUTING -Planing, Jointing**

**STATE FAIR EXHIBIT:** One article and one poster from each level will be selected



**4-H ANIMAL PROJECTS RULES & EXPECTATIONS**

The following RULES & EXPECTATIONS apply to Beef, Dairy, Sheep, All Goats, Swine, Llama, Poultry, Rabbit, and Horse/Pony projects.

1. Animals must be tagged/tattooed by the date specified and advertised for respective species. An official 4-H animal ONLINE entry must be completed by May 15 for Market Beef Animals (Steers & Market Heifers), Sheep, All Goats, Swine, Llama, Rabbits, Horse & Pony

An official county registration (paper copy) must be IN the Extension Office by midnight of: May 15 for Poultry.

1. Youth for the Quality Care of Animals (YQCA) is an opportunity and required annually by Purdue for 4- Hers to help youth learn. Learning is the base of all 4-H programs. There will be opportunities to complete this training:

\*In-Person: 4-H Council will pay the fee for all Vermillion Co. 4-Hers who complete the in-person training. Participants participating in the In-Person training do NOT have a quiz to pass for completion. Upon immediate completion of the training, it is the 4-Her’s responsibility to follow the instructions for registering using the instructions given to the 4-Her, in writing, at the training.

\*OnLine: If choosing this version, it must be completed by May 15 with the certificate of completion emailed or brought to the Extension Office by May 15. The $12 fee for completing the training OnLine is the responsibility of the 4-Her. To earn the certificate of completion the quiz must be passed successfully and the certificate provided/emailed to the Extension Office.

1. All 4-H animals are eligible to be co-enrolled by siblings at the time of registering the animal(s). In fact, this is encouraged. For example, if a family has 2 4-Hers enrolled in the Swine project and 3 pigs are purchased. All 3 animals can be entered with each 4-Her. Should one of the animals not be eligible to be shown (injury, low weight, or death) there are still 2 animals available for the 2 4-Hers. The 4-Her must declare at check in at the fair which animal they will be showing, and therefore, determining ownership.
2. For the privilege of showing an animal (horse, swine, poultry, rabbit, beef, goat, sheep, llama) at the county fair it is mandatory for 4-Hers in their 1st, 2nd, and/or 3rd year of showing to participate in ONE of the Animal Exhibitors’ Safety/Ethics meeting Watch your mail for dates. This is in addition to the YQCA training.
3. Records should start being kept on the day of purchase of the animal.
4. All animals must be identified as explained in ANIMAL I.D. AT A GLANCE. Identification must be on the entry form or entered online.
5. Each 4-H member MUST own their exhibit or be part owner with parent(s) or family. Certificates of registration must show that the exhibitor owns the animals exhibited, either entirely or in partnership, through a family corporation, business, etc. Proof of family business or corporation MUST be in writing. The 4-H Council/Livestock Committee reserves the right to visit with 4-H families exhibiting livestock.

1. All animals must be healthy upon arrival at the fairgrounds. Animals crossing state lines must have current health certificates which must be presented to the respective livestock superintendents. Health certificates on horse/pony require proof of negative Coggins test.
2. 4-Her must check in with superintendents, for approval BEFORE ANIMALS ARE UNLOADED AT THE FAIR. If animal was shown in open show, prior to official 4-H animal check in time, the 4-Her must check in with respective 4-H superintendent at designated time. Refer to current year’s schedule and information mailed to 4-Hers in animal projects for details.
3. TAGS: The 4-H Council will pay to tag 4 animals per species per 4-H member. Members wishing to tag more than 4 animals of a species must pay $3 for county tags or $5 for RFID tags (see Animal I.D. at a Glance for type of tag required by species).
4. 4-H members are expected to exhibit an animal at the county fair to complete their project. Any exceptions to this must be pre-approved by the 4-H Council. Communication with the respective superintendent in regards to your animal’s health that may hinder showing the animal is important. Examples: serious illness, serious injury of animal, uncontrollable animal by the 4-Her, or untimely death of the animal.
5. Livestock will be weighed upon arrival to the fairgrounds. Note: Animals weighed for open class shows that have not left the fairgrounds will NOT be reweighed. The weight recorded for the open show will stand as the official weight.
6. All 4-Hers exhibiting livestock are expected to clean their animal’s (s’) pen(s) before officially being checked out of the fair. Animal bedding/manure must be put in the manure pits. Failure to clean your assigned pen for each species exhibited will result in a $25 fine per unclean pen and may result in not having the privilege to show the next year in 4-H.
7. All livestock record sheets are due to the species superintendent prior to that species’ show.
8. 4-H exhibitors planning to sell in the 4-H Livestock Auction must follow all rules in the 4-H Livestock Auction section of this handbook.
9. Livestock will be released at a time designated by the Vermillion County 4-H Council. All animals housed at the fair must reside at the fair until this designated date/time. Removing 4-H animals early will result in a 1-year suspension from all 4-H animal/livestock projects by the Vermillion Co. 4-H Council unless the Council has granted permission in writing prior to removal.
10. Fans must have proper safety approved shrouds, be securely attached with cords out of reach of animals and the general public.
11. 4-H livestock exhibitors are permitted to enter animals in open shows. For open show entries, refer to the current year’s fair schedule.
12. 4-Hers must provide their own feed, bedding, and care for their animals throughout the fair.
13. At the Vermillion County Fair the 4-H animal exhibitor may receive clipping and grooming assistance only from these immediate family relationships or persons: father, mother, stepfather, stepmother, legal guardian, brother, sister, brother/sister-in-law, grandmother, grandfather, aunt, uncle, or another current Indiana 4-H exhibitors, Vermillion Co. 4-H parent, or from individuals enrolled in the Indiana 4-H Approved Animal Grooming Assistance program (as outlined by the Indiana State Fair). To be eligible to assist through

the Indiana Approved Animal Grooming Assistance Program a person must be officially approved through the state process by June 1 of the current year.

1. Livestock superintendents of each species and the 4-H Council reserve the right to limit the number of animals housed at the fair due to increasing enrollments in livestock projects. Stalls and pens will be assigned and determined by the livestock superintendent of each species.
2. All small and large animals should be trained so that they can be safely handled by the 4-Her. (Note: all Beef, Goat, and Sheep should be halter broke)
3. Animals with testicular tissue present will be disqualified from 4-H Show (exception: 4-H Rams).
4. No coaching from the sidelines is allowed during the show. This is the time for the 4-Her to learn from the judge and other 4-Hers and to share what he/she has learned through interaction with the animal and communication with the judge. Please allow your 4-Her this opportunity to shine on their own merits in the show ring.
5. All animals must be removed by 11:00 AM on Saturday of check out. 4-Hers leaving their animal on the fairgrounds after 11:00 AM on Saturday morning or removing without prior permission from the 4-H Council may earn a 1-year suspension from all livestock/animal projects.

26: The following are expected practices of 4-Hers showing animals/livestock at the Vermillion Co. Fair. Many of these are common sense reminders:

* 1. Provide clean water to animals nearly all the time—check it 5-6 times daily
  2. Feed animals at least twice daily.
  3. Watch for heat stress (excessive panting, sweating, etc.) or changes in animal behavior
  4. Be sure halters or lead ropes allow animals to lay down but are so long that to entangle or injure animals.
  5. Be sure animals are secure with pens tall enough and firmly wired shut.
  6. Handle animals gently without hitting or kicking them.
  7. Allow animals that become upset or agitated as you move or work with them to relax.
  8. Control your temper and stay calm---even when animals (and people) are difficult
  9. Help other exhibitors—watch for chances to open a gate, balance a wheelbarrow, or lend a hand to someone else.
  10. Ask for help if there are problems. Each superintendent will advise you or help contact 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.
  11. Watch out for other’s exhibitors’ animals. If an animal needs help, find the owner. Can’t find the owner? Find the superintendent or extension educator.
  12. If another exhibitor mishandles or does not properly care for their animals, in your opinion, tell the superintendent your concerns so that they can follow up with the 4-Her.

**DRESS CODE: APPROPRIATE DRESS FOR PRIVILEGE OF SHOWING AN ANIMAL AND SELLING AT THE AUCTION**

Appropriate show dress is EXPECTED. Dressing appropriately shows respect for the judge (during the show) and for the buyers (during the auction):

* Pants up, shirt tucked in.
* If pants are loose, wear a belt. If pants aren’t loose, a belt is a nice touch for guys and gals
* No tank tops, flip flops, or shorts should be worn to show/sell an animal. (Flip flops strongly discouraged in all animal areas at the fair at all times)
* Boots of some kind are recommended for showing: work boots, show boots, cowboy boots, etc.
* No ball caps in show ring or auction ring. Appropriate and approved head gear should be worn by horse/pony 4-Hers.
* No holes in pants for showing in auction or show ring. This may be in style but is NOT professional.
* Shirts with collars are recommended as they appear professional.
* For all species, there should be no “B”s showing: **B**osoms, **B**ellies, **B**acks, or **B**utts

4-H SHOWMANSHIP SMALL ANIMALS RABBITS AND POULTRY

1. These small animal showmanship guidelines apply to Poultry and Rabbits
2. While participating in showmanship competition, all 4-H members MUST show their OWN animal. Any exception to this must be approved by the species committee with a recommendation from that committee to the 4-H Council Executive Committee for approval.
3. Poultry contests will include the following division:
   1. **BEGINNER – GRADES 3, 4 & 5**
      1. Beginner showmanship winners MUST advance the following year to the Intermediate Division

###### INTERMEDIATE – GRADES 6, 7 &8

* + 1. Intermediate showmanship winners MUST advance the following year to the Senior Division

###### SENIOR – GRADES 9-12

* + 1. Senior showmen may win this division ONLY once.

1. Rabbit contests will include the following divisions:
   1. **Novice –** 4-H member in the 3rd or 4th grade
   2. **Junior –** 4-H member in the 7th or 8th grade
   3. **Intermediate –** 4-H member in the 9th or 10th grade
   4. **Master –** 4-H member in the 11th or 12th grade
2. 4-H’ers will demonstrate their ability to present their animals that are clean and healthy, trained and manageable, along with the techniques of proper display of the animal.
3. Showmanship provides an opportunity to competitively demonstrate one’s knowledge and skill in raising, conditioning, evaluating and handling small animals.

\*\*Rabbit showmanship will be as a class at the end of the show. 4-H’ers with an interest in competing in the state fair Rabbit Ambassador contest should contact the office for more information. Classes are aligned with the state fair ambassador contest.

***Grand Champion Showmanship:*** This contest includes the current year’s beginner, intermediate and senior Champions, all past senior division winners, and all past grand champion showmen winners of the respective species. Winner is eligible to compete in Small Animal Master Showmanship.

OVERALL GRAND CHAMPION POULTRY AND RABBIT 4-H’er WILL REPRESENT RESPECTIVE SPECIES IN THE SMALL ANIMAL MASTER SHOMANSHIP.

LARGE ANIMAL TERMS & CONDITIONS

1. These guidelines apply to all members exhibiting Beef, Sheep, Goats, Swine, Llama and

Horse and Pony.

1. While participating in showmanship competition all 4-H members MUST show their OWN animal. *Any exception to this must be approved by that species committee with a recommendation from that committee to the 4-H Council Executive Committee for approval.*
2. The Contests for species listed in #1 above will include the follow four (4) divisions:
   1. **Beginners:** A member who is in the 3rd, 4th or 5th grade and has not won this division. Beginner showmanship winners MUST advance the following year to the Intermediate Division.
   2. **Intermediate:** A member who is in the 6th, 7th or 8th grade and has not won this division, as well as any younger member who has won the Beginner Division. Intermediate showmanship winners MUST advance the following year to the Senior Division.
   3. **Seniors:** A member who is in the 9th – 12th grade, and has not won this division, as well as younger members who have won the Intermediate Division. Senior showmen may win this division ONLY once.
   4. **Grand Champion Showmanship:** This contest includes the current year beginner, intermediate and senior Champions; all past senior division Champions and all past grand champion showmen winner if the respective species. Winner is eligible to compete in the Master Showmanship Contest.
3. Each showmanship class will be placed and contestants placing second in class will be called in for selection of master showmanship competitors. Each species will be placed down to 3 places or more to assure an eligible contestant in the Master Showmanship Contest.

4-H MASTER SHOWMANSHIP CONTEST

1. The Grand Champion Showman in Horse and Pony, Beef, Sheep, Goats and Swine are eligible to participate in this contest. Should the Grand Champion Showman choose not to participate or is not eligible (due to having already won MS), the second-place showman will become eligible, followed by the third place, and so on as necessary until an eligible contestant is selected.
2. A 4-H member who qualifies for this contest in more than one species represented in this contest must choose which species he/she will represent and must let Extension staff know.
3. Animals shown in this contest should NOT belong to any participant or participant’s family. Should it become necessary to use a participant’s animal, that person will NOT show that animal during the contest.
4. Five different judges will be selected, one for each species. These judges may be separate from those who judged the regular 4-H livestock and horse & pony shows.
5. Contestants will be graded using a score card. Scores from all showings will be totaled to determine the winner. One point will be awarded to the top showman, 2 points to second, etc. through 5 points for fifth in each species. The lowest score wins the contest. If a tie occurs it will be broken in favor of the contestant who won the most classes, and if still tied, by the contestant with the most seconds, etc. Individual judge’s scores ill not be made public.
6. A 4-H member who has won the Master Showmanship Contest is NOT eligible to compete in future Master Showmanship competitions.

4-H SMALL ANIMAL MASTER SHOWMANSHIP

1. The Grand Champion Showmen in Rabbits and Poultry are eligible to participate in this contest. Should the Grand Champion Showman choose not to participate, the second-place showman will become eligible, followed by the third place, and so on as necessary until an eligible contestant is selected.
2. A 4-H member who qualifies for this contest in more than one species represented in this contest must choose which species he/she will represent and must let Extension staff know.
3. Animals shown in this contest should NOT belong to any participant or participant’s family. Should it become necessary to use a participant’s animal, that person will NOT show that animal during the contest.
4. Two different judges will be selected, one for each species. These judges may be separate from those who judged the regular 4-H livestock and horse & pony shows.
5. Contestants will be graded using a score card. Scores from all showings will be totaled to determine the winner. Individual judge’s scores ill not be made public.
6. A 4-H member who has won the Small
7. Master Showmanship Contest is NOT eligible to compete in future Master Showmanship competitions.

4-H LIVESTOCK AUCTION

NOTE: ALL animals to be sold in the 4-H Auction should be sold for the meat product they will yield at slaughter. Animal will NOT be sold for pleasure or reproductive purposes.

1. Each 4-H livestock exhibitor may sell a maximum of 1 animal
2. Each 4-H exhibitor wishing to sell a steer, market heifer, barrow, market lamb, market goat, rabbit or poultry in the auction MUST include a copy of at least one (1) buyer letter to be turned in with your project record book (a copy with each record book). THIS LETTER IS A PART OF THE PROJECT REQUIREMENTS. This letter should invite the potential buyers to attend the auction and thank them for any earlier support. Be sure to include the auction date, time and place in your letter. Letters should be sent at lese one week prior to fair. A member may sell a gilt providing he/she has no barrow eligible for the sale.
3. All Animals entered in the auction MUST have been shown in regular 4-H competition, earlier in the fair.
4. All animals must be entered in the Livestock Auction by the 4-H member by Monday at 9 PM. Any changes regarding animal being sold must be made within one hour after completion of the show. 4-H’ers must identify which animal they will sell, and have their picture taken with the animal.
5. A sale charge will be assessed for EACH animal sold in the auction. Current year’s fee will be subtracted from the sale of each 4-H’ers animal and reflected in the check from the sale of the animal livestock exhibitors. A 4-H member selling an animal in the auction must cooperate with show officials in taking a picture of the member and the animal they will sell. These pictures will be taken immediately prior to, during or after the completion of that species’ regular show.
6. Once buyers have paid the 4-H Council, check will be issued to 4-Hers. Once check issued,

**4-Hers will have 60 days to cash/deposit their checks. Replacement checks will be issued in the form of a money order or certified check with the cost of the money order or certified check as well as the cost of cancelling a check subtracted from the total check amount.**

1. A 4-H’ers eligibility to sell will be determined by the entry weight recorded on check-in day. Minimum weight to be eligible to sell a 4-H animal at the Vermillion County 4-H Livestock auction:
   1. **Rabbits:** Min. weight by ARBA standard of Perfection for respective breed
   2. **Poultry:** 4 lbs.
   3. **Market Goats:** 40 lbs.
   4. **Beef Market:** 900 lbs.
   5. **Market Lambs:** 100 lbs.
   6. **Swine:** 180 lbs.
2. Animals meeting weight specifications will be sold as follows: Steers, market heifers, swine and market lams will be sold by the pound; poultry, rabbits and market goats will be sold by the head.
3. Within each project area the Grand Champion and Reserve Grand Champion exhibitors may choose their sale order and other animals will sell in random order. Sale order will be chosen only if the animal that earned a Grand/Reserve Grand honors is the one being sold.

4-H BEEF

1. All beef must meet the general health guidelines in the Indiana Exhibition Digest and on the back of the 4-H Beef enrollment form.
2. Registration papers will be checked at Beef check-in. Animals with registration papers exhibiting breed characteristics will show by breed. All animals must follow the breed guidelines as outlined in the Indiana State Fair Premium Book. All others will be shown in the crossbred/commercial classes. All dairy steers will show together as one breed classification. All animals are required to be neck-tied at night at the fairgrounds.
3. Beef will show by breeds with crossbred classes for animals that are not purebred. Breed Champions and Reserve Champions will be selected and compete for Grand Champion and Reserve Grand Champion overall.
4. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE
5. Steer Breed Champions and Champion Market Heifer will compete to determine a Grand Champion Market Animal Overall.

MARKET HEIFER

1. The purpose of the Market Heifer class is to raise and show a heifer intended for slaughter.
2. Classes will be determined by weight of animal upon arrival to the fairgrounds.
3. Champion ribbons will be awarded in each weight class.

BEEF/DAIRY – Market Steers

1. All steers exhibited MUST have been tagged and each tag number and animal reported and on online entry completed NOT later than midnight of April 1st. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE
2. Steers MUST have been born between January 1 and December 31 of the previous year.
3. At check-in during the fair, the committee will determine classification and order of the show.
4. Exhibitors MUST be capable of showing each steer safely to compete in the show. Steers should NOT have horns and should NOT be wild. Show officials may remove a steer from the show ring to ensure public safety.

BEEF – Cow/Calf

1. Entries of cows in the cow/calf classes must be reported to the Extension office on the county cow/calf form NOT later than May 15.
2. Cows which have previously been shown as heifers in the Vermillion County 4-H heifer show are eligible for the cow/calf classes. An entry shall consist of the cow and calf to be shown as a pair. There will be two (2) classes.
   1. First calf heifers
   2. Mature cows (second or later calves).

BEEF – Breeding Heifers

1. ALL commercial/crossbred heifers calved between January 1 and December 31 of the previous year, MUST be tagged and each tag number and animal reported and on online entry completed NOT later

than midnight of March 15th. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE. ALL registered heifers calved between January 1 and December 31 of the previous year, MUST be reported and online entry completed NOT later than midnight of May 15th.

1. ALL heifers will be shown according to their age entered on the enrollment form, in the following classes:
   1. Senior Calf: Born Sept. 1 – Dec. 31 of the previous year
   2. Summer Yearling: Born May 1 – Aug. 31 of the previous year
   3. Junior Yearling: Born Jan. 1 – April 30 of the previous year

Beef Starter Class: Calves that weigh less than 700 pounds. This class is targeted for novice beef exhibitors regardless of age. Starter calves are not eligible to sell due to the fact they are not market weight.

DAIRY GOATS

1. Dairy Goat Does will be shown by breed. Goats that are 50% or greater boer goat breeding must show in the Boer Goat Classes.
2. Horns – Dairy Goats may be shown at the county level with horns intact. However, to exhibit at State Fair, all Dairy Goats MUST have horns removed.

JUNIOR DOE (Never Freshened)

* Junior Doe – Born on or after April 1, current year
* Intermediate Doe – Born March 1-31, current year
* Senior Doe – Born Jan. 1 – Feb. 29, current year
* Yearling Doe – One year and under two
* Champion & Reserve Champion Junior Doe.

SENIOR DOE (Must have Freshened)

* Doe – One year and under two
* Doe – Two years and under three
* Doe – Three years and under 5 years
* Doe – 5 years and over
* Champion & Reserve Champion Senior Doe

DAIRY GOAT WETHERS:

1. All dairy goat wethers must be less than one year old from day of show.
2. ALL dairy goat wethers must be shown with milk teeth in place
3. All breeds of dairy goats are eligible
4. Wether classes will be divided according to the weight of the animals

BOER GOATS

1. Any Boer doe, 24 months of age or older, who has never freshened or produced offspring will not be eligible to show.
2. Goats that are 50% or greater Boer goat breeding mush show in the Boer Goat Classes.
3. Horns – Boer Goats may be shown at the County and State Fair with horns

JUNIOR DOE

* Junior Doe – Under 4 months of age
* Intermediate Doe – 4 months old to less than 8 months old
* Senior Doe – 8 months old to less than 12 months of age
* Yearling Doe – 12 months old to under 24 months of age that have never freshened
* Junior Champion & Reserve Junior Champion

SENIOR DOE

* Doe – One year and under two – that has freshened
* Doe – Two years and under three
* Doe – Three years and over
* Champion and Reserve Champion Senior Doe

**MEAT GOAT WETHERS** (Dairy & Boer wethers as classified by Indiana State Fair)

1. All meat goat wethers must be less than one year old from day of show
2. ALL meat goat wethers must be shown with milk teeth in place.
3. All breeds of meat goats are eligible.
4. Wether classes will be divided according to the weight of the animals
5. A grand and reserve grand champion meat goat wether will be selected

4-H PYGMY GOATS (COMPANION GOATS)

GUIDELINES

1. All animals must meet the general health requirements, general terms and ownership conditions in the Indiana Exhibition Digest and on the back of the 4-H enrollment form.
2. Animals entered at the Fair must be owned and cared for by the 40H member and online entry completed NOT later than midnight of May 15th. Animals should remain under the same continuous ownership through completion of current year’s Indiana State Fair. 4-H animals must be shown under the same ownership name from entry to the state fair to be eligible. This does not apply to sibling who ay show each other’s animals at any show during the year without jeopardizing eligibility, regardless of whether or not the sibling is a 4-H member (for non 4-H shows).
3. Individual identification of the animal must be shown on the Fair entry and on the health certificate. Tattoos or microchips are required. If you are in need of a tattoo or microchip, please contact the

extension office at 765-492-5330. For Animal I.D. guidelines, see requirements in chart: ANIMAL

I.D. AT A GLANCE.

1. BUCK PYGMY GOATS ARE NOT PERMITTED.
2. **PRODUCE OF DAM:** to consist of 2 does, any age, the produce of 1 dam. Each exhibitor is limited to 1 entry by the same dam. The dam is not shown in this lot but must be named when check-in occurs.
3. **MOTHER AND DAUGHTER:** to consist of 2 does, any age, so long as 1 is the daughter of the other.
4. 4-Hers are responsible for keeping their pens and aisle area clean at all times. Pens must be cleaned before leaving.
5. In group lots, FOR THE COUNTY FAIR ONLY animals can be owned by multiple members of the same family. At the state fair all animals must be owned by the same 4-Her.
6. SHOWMANSHIP: All goat classes (dairy, pygmy and boer) will be combined. Goat Showmanship will proceed after the conclusion of the boer and dairy goat show.
7. There will be a champion Jr. doe and a champion Sr. doe and a grand champion pygmy goat doe.
8. Horned pygmy goats are permitted
9. Pygmy goats are not sold at the 4-H auction

Limit: 2 goats per class per member (includes meat, dairy, and pygmy).

PYGMY GOAT CLASSES:

**MILKING DOE** – Any age

**DOE & KID** – Under 60 days old

JUNIOR DOE

* **Junior Doe Kids:** Under 3 months
* **Intermediate Doe Kids:** 3 months to under 6 months
* **Senior doe Kids:** 6 months to under 9 months
* **Advanced Senior Doe Kids:** 9 months to under 12 months
* **Junior Unfreshened Yearlings:** 12 months to under 18 months
* **Senior Unfreshened Yearlings:** 18 months to under 24 months
* **Mother & Daughters:** to consist of 2 does, any age, so long as 1 is the daughter of the other.
* **Produce of Dams:** to consist of 2 does, any age, the produce of 1 dam. Each exhibitor is limited to 1 entry by the same dam. The dam is not shown in this class but must be named when check in occurs.

SENIOR DOE

* **Junior Freshened Doe:**12 months to under 18 months
* **Senior Freshened Doe:** 18 months to 24 months
* Two-Year Old Doe
* **Three-Year Old Doe**
* Four-Year Old Doe
* **Does Five Years and Over**

PYGMY GOAT WETHERS:

A grand champion and reserve grand champion pygmy goat wether will be selected.

* **Junior Wethers –** one year old and younger
* **Senior Wethers -** over one year of age

4-H HORSE & PONY

1. All horses, ponies, miniature horses, mules, donkeys and miniature donkeys MUST be enrolled online, NOT later than midnight, May 15th of the current year. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE.
2. *REMINDER:* vaccination requirements for 4-H Horse exhibition at county and state fairs:
   * *Eastern and Western Equine Encephalomyelitis*
   * *Rhinopneumonitis/EHV type 1 and 4*
   * *Equine Influenza*
   * *Tetanus*
   * *Rabies*
3. All classes shall be judged by the Indiana 4-H Horse and Pony Official Handbook including tack and attire. A current copy is available at the Extension Office.
4. All 4-H’ers are required to keep stalls and aisles clean and to bring own suitable cleaning equipment. Manure must be taken only to designated areas. All stalls MUST be cleaned out following removal of your horse(s).
5. The State Fair Shows are now open to any 40Her in 3rd grade and above who has shown during the current year’s County Fair 4-H Show. There will be a pre-registration required.
6. All animals 56” and under must be measured before May 15th by the Committee in charge.
   * Miniature horses – 38” and Under
   * **Pony – Over 38” to 56”**
   * Horse – Over 56”
7. Interpretation of 4-H Junior and Senior Divisions:
   * Junior – Grades 3-7
   * **Senior – Grades 8-12**
8. Any animal exhibited at the fair, MUST be shown and owned by the contestant, or owned in partnership with the contestant’s father, mother, brother, sister, grandparent or legal guardian. NOTE: The exception are leased animals that may be shown subject to the approval of both the County 4-H Horse and Pony Committee and the Vermillion County 4-H Council. In this case, all terms of the lease agreement must be followed.
9. Animal’s Age: January 1 shall be considered the birth date of all animals.
10. Each animal may be entered and shown jointly by siblings. However, animals my only be shown ONE time in any one class. Junior and Senior are not to be considered as same classes. All records must be in joint partnership. In case of selection for State Fair, only one member may show the animal.
11. Animals may only be ridden on the fairgrounds and in the parade by the 4-H members enrolled with that animal.

1. All entries must be entered in appropriate classes by section number or they will be disqualified. Weanlings, yearlings and two-year-old animals must be shown as height of dam, except if height exceeds dam. Animals may be measured by the Show Committee.
2. No whipping or spurring in front of the cinch.
3. Humane Treatment: No person shall exhibit any horse which appears sullen, dull, lethargic, emaciated, drawn or overly tired. No person on show grounds, including but not limited to barns, stalls, practice area and show arena my treat a horse in an inhumane manner, which includes, but is not limited to:
   * Placing an object in a horse’s mouth so as to cause undue discomfort or distress
   * Tying a horse in a manner as to cause undue discomfort or distress in a stall, trailer, or when lunging or riding.
   * Use of inhumane training techniques or methods; poling or striking horses’ legs with objects (i.e. tack poles, jump poles etc.).
   * Use of inhumane equipment, including but not limited to saw tooth bits, hack hobbles, tack collars or gag hackamore.
   * Any item or appliance that restricts movement or circulation of the tail.
   * Intentional inhumane treatment which results in bleeding.

General Attire Terms & Conditions:

1. 4-H Exhibitors MUST wear their assigned exhibit number in the show ring at all times. Number is to be attached to clothing on your back. Exhibitors with hair covering and/or obstructing view of exhibitor’s number may be disqualified from showing.
2. Unless otherwise posted, exhibitor shall wear Western or English style clothing consisting of:
   * Long Pants
   * Long-sleeved, collared shirt
   * Hat
   * Boots
   * Optional: coat, vest, jacket, gloves.
   * Chaps and spurs are PROHIBITED in showmanship classes
3. PROTECTIVE HEAD GEAR: All 4-H members are required to wear a properly fitted ASTM or SEI standard F1163 (or above) certified helmet whenever mounted or driving at a 4-H horse and pony event, show, activity or parade. The 4-H member is responsible to see that this specified headgear is properly fitted with the approved harness fastened in place whenever mounted. Original tags must be present in all approved helmets. This policy applies to all county, area and state 4-H horse and pony events, show, activities and parades including the County Fair.
4. Any exception to the dress code is up to the discretion of the judge.
   1. HORSE & PONY SHOWMANSHIP CLASSES

Exhibitor is judged on the ability to fit, groom and show an animal at halter. Exhibitor MUST show their own animal.

For guidelines, and patterns for any classes refer to the Indiana 4-H Horse & Pony Handbook, 4H- 661. SHOWMANSHIP: See large animal showmanship guidelines – These apply to horse & Pony.

All Classes, or a similar class as listed in the State Fair Handbook, will be offered at the county fair in the following categories:

|  |  |  |
| --- | --- | --- |
| WESTERN & ENGLISH HALTER & PERFORMANCE CLASSES | Mares: Western Type | All Ages- Western Type 50” & including 56” |
| Mares 5 yrs & Younger Western Type Over 56” |
| Mares 6-10 years old |
| Mares 11-15 years old |
| Mares 16 years & older |
| Mares: Hunter Type | Hunter Type Mare 50-56” |
| Hunter Type Mare Over 56” |
| Geldings: Western Type | Geldings 5 yrs & Younger |
| Geldings 6-10 years old |
| Geldings 11-15 years old |
| Geldings 16 years & older |
| Geldings: Hunter Type | Geldings 50”-56” |
| Geldings Over 56” |
| Western Performance: Trail | Junior: 3rd-7th graders |
| Senior: 8th-12th graders |
| Western Pleasure | Walk Trot (Not eligible for any other riding  classes) |
| Western Pleasure | Junior: 56” & Under |
| Senior 56” & Under |
| Over 56” Junior |
| Over 56” Senior |
| Pleasure Driving | Junior |
|  | Senior |
| Western Riding | Junior – Under 56” |
| Senior –Under 56” |
| Junior- Over 56” |
| Senior-Over 56” |
| Horsemanship | Junior – Under 56” |
| Senior- Under 56” |
| Junior – Over 56” |
| Senior – Over 56” |
| Reining | Junior |
| Senior |
| English Performance | Hunt Seat Equitation Under 56”-Junior |
| Hunt Seat Equitation Under 56”-Senior |
| Hunt Seat Equitation Over 56” Junior |
| Hunt Seat Equitation Over 56”- Senior |
| Under Saddle-Junior Under 56” |
| Under Saddle-Senior Under 56” |
| Under Saddle-Junior Over 56” |
| Under Saddle-Senior Over 56” |
| Dressage Junior |
| Dressage Senior |
| Hunter Hack- 2 fences |
| Hunter Over Fences-8 fences |
| Hunt Seat Equitation Over Fences- 8 fences |
| Jumper- 8 fences |

|  |  |  |
| --- | --- | --- |
| CONTESTING | POLE BENDING | 56” Under Senior |
| 56” Under Junior |
| Over 56” Senior |
| Over 56” Junior |
| BARREL RACING | 56” Under Senior |
| 56” Under Junior |
| Over 56” Senior |
| Over 56” Junior |
| FLAGS | 56” Under Senior |
| 56” Under Junior |
| Over 56” Senior |
| Over 56” Junior |
| KEYHOLE | 56” Under Senior |
| 56” Under Junior |
| Over 56” Senior |
| Over 56” Junior |
| SPEED & ACTION | 56” Under Senior |
| 56” Under Junior |
| Over 56” Senior |
| Over 56” Junior |

4-H LLAMA

GUIDELINES:

* + 1. A llama may be owned, leased or borrowed by a 4-Her and kept at the 4-Her’s home
    2. 4-H Llamas MUST have an online entry completed NOT later than midnight, May 15th of the current year. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE.
    3. 4-Hers will show in classes at the county fair based on their grade division
    4. Information should be kept in notebooks from year to year.

PROJECT DIVISIONS AND EXPECTATIONS:

**BEGINNING – Grades 3, 4 & 5**

1. Learn basic health, nutrition, conformation and complete your project notebook that covers these topics.
2. Complete record keeping sections in your project notebook for yourself and your llama.
3. Train your llama, including work on the obstacle course.
4. Attend your county 4-H Fair and do the following:
   * Show in the showmanship class and at least one other class
   * Attend to all of your llama’s basic needs

INTERMEDIATE – Grades 6, 7 & 8

1. Expand your knowledge on health, nutrition, conformation and complete the notebook section related to your year in the project.
2. Complete record keeping sections in your project notebook for yourself and your llama.
3. Train your llama for the classes that you will be showing in at the county fair, including work on the obstacle course.
4. Attend your county 4-H Fair and do the following:
   * Show in the showmanship class and at least one other class
   * Attend to all of your llama’s basic needs.

ADVANCED – Grades 9, 10, 11 & 12

1. Continue to expand your knowledge on health, nutrition, conformation and learn about breeding, birthing, lactation and rebreeding. Complete the notebook section related to your year in the project.
2. Complete record keeping sections in your project notebook for yourself and your llama.
3. Train your llama for the classes that you will be showing in at the county fair, including work on the obstacle course.
4. Observe and/or help in vaccination, worming and toenail trimming during your day at the farm or on another visit to the farm.
5. Learn to judge and place llama showmanship and obstacle course classes.
6. Attend your county 4-H Fair and do the following:
   * Show in the showmanship class and at least two other classes
   * Attend to your llama’s basic needs
   * Assist younger 4-Hers in preparing themselves and their llamas for the show
   * Assist Llama Superintendents in preparing and conducting the show.

CLASSES:

**SHOWMANSHIP –** Judging on how well the 4-Her reacts with the llama and how well the llama is trained and presented to the judge. The quality of the llama’s conformation is not important in this class. Your control of the llama and your knowledge of anatomy and physiology re important.

**OBSTACLE COURSE –** This is not a timed event. Judging centers on how well the obstacles are negotiated by the 4-Her and the llama. How well the 4-Her and the llama work together are very important. Obstacles are geared to simulate those a llama would encounter while hiking in the woods.

**COSTUME –** This is a fun class. The 4-Her decides on a theme and dresses him/herself and the llama to illustrate the chosen theme. The llama can be presented with music and written script, if desired. The llama must be taught to accept the costume.

4-H POULTRY

1. All poultry must be reported, and an online entry completed NOT later than midnight of May 15th. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE.
2. All poultry must meet the general health guidelines (including Blood testing) in the Indiana Exhibition Digest.
3. Each 4-Her limited to 6 total birds for exhibit. (Can register as many all owned on May 15th paperwork but will need to select the 6 birds for fair participation)
4. ALL exhibitors MUST be present on the day of judging to supervise the exhibiting of their stock.
5. Descriptions of Birds:
   * **Cock** – A male bird hatched Prior to January 1
   * **Cockerel** – A male bird hatched on or after January 1
   * **Hen** – A female bird hatched prior to January 1
   * **Pullet** – A female bird hatched on or after January 1
   * **A**.**O.B. –** Any other breeds

1. Poultry will be shown in the following classifications:
   * Egg Production: A dozen eggs from the hens in your 4-H flock to be judged on external characteristics. (These hens do not necessarily have to be exhibited).
   * Meat Production:
     + Broilers: 6-8 weeks of age, and not over 5 ½ lbs.
     + Roasters: 8-12 weeks of age and 5 ½ to 10 lbs.
   * Exhibition Class: This class will be judged according to the American Standard of Perfection as authorized by the American Poultry Association.
   * Turkey: Judged for meat production.
   * Waterfowl: Judged for meat production.
   * Any bird not falling in above classes will be judged in “all other breeds”. NOTE: Project requirements may change if the avian flu becomes an issue.

4-H RABBIT

1. All Rabbits MUST be tattooed with each tattoo number and animal reported and an online entry completed NOT later than midnight of May 15th. If you need your rabbit tattooed, please bring it to the Fairgrounds on the date communicated in the newsletter and/or letters to rabbit/livestock exhibitors. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE.
2. A member may enter one pen of meat rabbits.
3. ALL rabbits MUST be permanently marked for identification in the left ear with a tattoo (letter, a number, or a letter and numbers) by May 15th. MEAT PENS ARE THE ONLY EXCEPTION to the May 15th tattooing deadline due to small size on May 15. See below in the MEAT PEN section.
4. All exhibitors must be present on the day of judging to supervise bringing their stock to and from the judging table.
5. Each breed will be judged by variety. Variety is the color of the rabbit’s fur. Mixed breeds will be judged as a group on condition of rabbit. Classes for judging will be as follows:
   * **Senior Buck –** 8 months and older
   * Senior Doe
   * **6/8 Buck –** 6-8 months
   * 6/8 Doe
   * **Junior Buck –** under 6 months
   * Junior Doe MEAT PEN OF RABBITS
6. A pen is 3 rabbits of the same breed and variety
   * EACH Rabbit MUST weigh between 3-5 lbs. (For a total of 9-15 lbs.)
   * Rabbits may NOT exceed 69 days of age, the day of the show
   * The Meat Pen is not considered a breed; all pens will show against each other
7. All Mean Pen rabbits MUST be tattooed prior to arrival at the fair.

3. All Meat Pen rabbits must be bred and raised as part of the 4-Her’s herd.

4-H SHEEP

1. All sheep must meet the general health guidelines in the Indiana Exhibition Digest.
2. All sheep exhibitors will need to secure a tag from the county extension office for each market lamb exhibited and animal reported, and online entry completed NOT later than midnight of May 15. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE. Registration papers are required for State Fair Exhibition.
3. If planning to exhibit sheep at the Indiana State Fair, 4-Her must contact Extension Office to schedule a date for retinal scanning of animal at the cost of $5 per animal.
4. Animals exhibiting breed characteristics will show by breed. All others will be shown in the crossbred/commercial classes. Breed Champions and Reserve Champions will be selected and compete for Grand Champion and Reserve Grand Champion overall.
5. No rope hay racks are allowed in sheep pens.
6. Indiana Board of Animal Health Additional Identification requirements:
   * All sheep (except wethers younger than 18 months) must have an official scrapie ear tag, scrapie tattoo or breed registration tattoos that are enrolled in the scrapie program.
   * Wethers younger than 18 months of age may be identified using any form of permanent identification.
   * Electronic chips may be used if preapproved by the IN BOAH. Limit: 2 animals per class per member.

SHEEP – Market Lamb

1. Market lambs may be **EWES** or **WETHERS.**
2. ALL lambs MUST have been born after January 1 of the current year. **December Market Lambs will be permitted for County Fair only not for State Fair exhibition.**
3. ALL market lambs will need to secure a 5-digit tag from the County Extension Office and each tag number and online entry completed NOT later than midnight of May 15th.
4. At check-in during the fair, the committee in charge will determine classification and order of the show. Market lambs will be shown by weight classes.
5. Market lambs will be shown in the breed class they were entered on the online entry form.
6. All market lambs must be sheared slick to a maximum wool length of one quarter inch.
7. There will also be a class for pen of two market lambs, born after January 1 of the current year. Both lambs MUST be owned by the same exhibitor.

SHEEP – Rams

1. ALL rams MUST have USDA scrapie tag and be reported to the Vermillion County Extension Office on the county entry form NOT later than May 15. If planning to exhibit a ram, you must call the office to get a Ram Form in a timely manner to get it returned to the office by May 15. These cannot be entered online.
2. ALL rams will be shown according to their age entered on the enrollment form, in the following two classes:

* + **Ram lambs –** born during the current year
  + **Yearling lambs** – Born during the previous year

1. Rams are not eligible for 4-H shows at the State Fair

SHEEP – Breeding Ewes:

1. ALL ewes MUST be identified with a tag and each tag number and animal reported, and an online entry completed NOT later than midnight of May 15th. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE.
2. Members wishing to take their commercial/crossbred ewes to the State Fair MUST also have their ewes **retinal scanned.** Flock tag numbers, tattoos or possible county tag numbers may be used for identification on 4-H Sheep Enrollment Form for registered ewes.
3. ALL ewes will be shown according to their age entered on the enrollment form, in the following classes:
   * **Ewe Lamb Pair –** born after January 1 of the current year. Both lambs MUST be owned by the same exhibitor.
   * **Ewe Lambs** – born during the current year
   * **Yearling Lambs** – born during the previous year

SHEEP – Flock

A flock class will be held, and a Champion flock will be named. A flock class entry includes 5 sheep, all of the same breed, consisting of two (2) ewe lambs, two (2) yearling ewes, and one (1) ram of either age.

4-H SWINE

1. All swine must meet the general health guidelines in the Indiana Exhibition Digest.
2. All swine exhibitors will need to secure a tag from the county extension office for each animal entered. For Animal I.D. guidelines, see requirements in chart: ANIMAL I.D. AT A GLANCE.
3. If planning to exhibit swine at the Indiana State Fair or at out-of-state shows it must have an RFID tag which can be purchased for $3 each from the Extension Office.
4. Each club member may show a maximum of 6 animals, not ore than 4 of either sex, plus 1 litter. A litter will comprise of any combination of 4 animals of either sex (males need to be barrows). However, there is no limit to the number of animals you may enroll on your May 15th online entry.
5. All purebred breeding gilts and all purebred barrows must have a registration certificate which lists a specific number for each animal. Registration papers will be checked at Swine check-in. Animals with registration papers exhibiting breed characteristics will show by breed. All others will be shown in the crossbred/commercial classes.
6. Swine will show by breeds with crossbred classes for animals that are not purebred. Breed Champions & Reserve Champions will be selected for Grand Champion and Reserve Grand Champion overall.
7. ALL wine MUST be tagged with an RFID tag, ear notched with each tag number and animal reported, and an online entry completed NOT later than midnight of May 15.
8. Slick clipping body shaving of 4-H barrows or gilds is prohibited. Hair on pigs must be a minimum of

½ inches in length. If you so choose to trim your pig’s hair, it is recommended to do this 1 week prior to arrival at the county fair.

1. December pigs will be permitted to show at the County Fair only – not for State Fair exhibition. All pigs entered and exhibited for County &/or State Fair must have been born before March 31st.

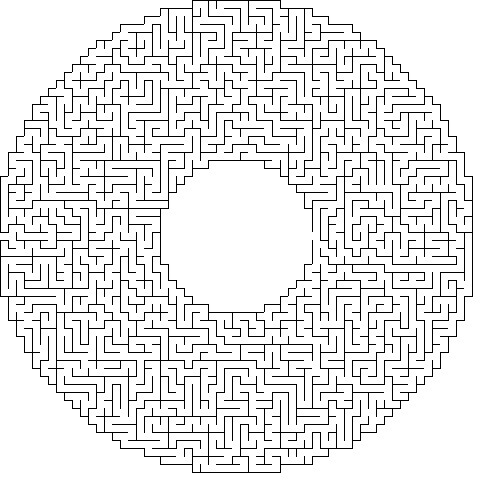
SWINE – Market Barrows

At check-in during the fair, the committee in charge will determine classification and order of the show. Barrows will be show by weight classes.

SWINE – Breeding Gilts

1. All gilts should be weighed in, if desired, at the designated time.
2. ALL purebred gilts will be shown according to their age entered on the enrollment form. Classes will be determined according to the superintendent’s discretion. No more than a 30-day spread is guaranteed.
3. ALL crossbred gilts will be shown according to weight upon entry to the fair, whether open or 4-H, whichever is first.

NO NON-AUCTION ACTIVITY WILL BE ALLOWED IN THE SWINE BARN AFTER 4 PM ON FRIDAY OF THE FAIR. SWINE 4-HERS WILL NEED TO CLEAN PENS OR HAVE A DESIGNEE CLEAN PENS ON SATURDAY MORNING BETWEEN 7-11 AM. FAILURE TO DO SO WILL RESULT IN A $25 PER PEN FEE WITHHELD FROM AUCTION CHECK.



*..t-*

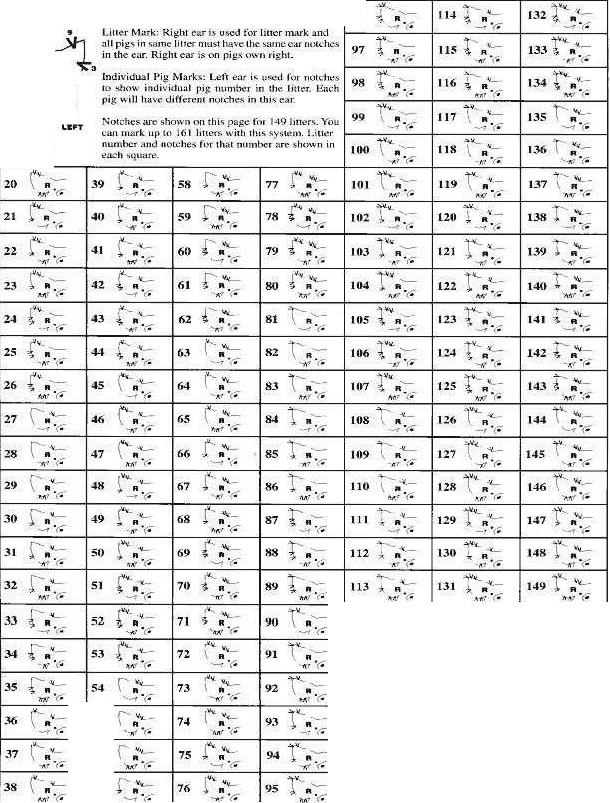
E ar • Not.ch.illg System

ThOl<ey

**Universal Ear Notching System**

96

'-lf'·E3·



Ri,gti, • Litte r rn.imbt,1

LeO c r . Pig num ber

**Individual Pig Notches**

|  |  |  |  |
| --- | --- | --- | --- |
|  |  | 6 | 11 |
| 2 | 7 | 12 |
| *55* | 3 | *8* | IJ |
| 5(i | 4 | 9 | l4 |
| *57* | s | 10 | 15 |

**VERMILLION COUNTY MINI 4-H**

Mini 4-H is for youth currently in grades Kindergarten, 1st and 2nd grades.

Several ways to be involved in Mini 4-H – Choose one or all of the options!!

* **PROJECTS:** Independent Mini 4-H projects are done at home by the Mini 4-Her with the guidance of a helper (parent, older sibling, grandparent, etc.). These are then checked in during Project Check-in of the county fair EITHER Friday night or Saturday morning. See current year’s fair schedule for details. Project manuals will be sent home from school or day camp and can also be found online at [www.extension.purdue.edu/vermillion](http://www.extension.purdue.edu/vermillion). Project options are:

|  |  |  |
| --- | --- | --- |
| Arts & Crafts | Astronomy | Bicycle |
| Collections | Construction Toys | Dinosaurs |
| Flowers | Foods | Forestry |
| Genealogy | Giftwrapping | Health |
| I’m a Hoosier | Pets | Recycling |
| Sewing | Weather | Wildlife |

* **DAY CAMP –** 2 different camp options – can attend Spring Bread Day Camp AND one week of Camp Kaleidoscope! Spring Break will be very different than the summer camp
  + **Spring Break Day Camp –** the week of Spring Break and held at Dana United Methodist Church, 8 AM-4 PM Mon-Thurs.
  + **Camp Kaleidoscope –** Held between the end of school and the County Fair, 8 AM-4 PM Mon- Thurs. Two weeks at two different locations held. Choose one week of the Camp K.
* MINI 4-H Rabbit

It is the Mini 4-Hers responsibility to provide the rabbit. Mini 4-Hers will bring rabbits to the county fair the day of the show and be released immediately following the show. Mini 4-H Rabbit Classes:

* + Junior Buck - Junior Doe
  + Senior Buck - Senior Doe
  + Costume
* MINI 4-H Horse & Pony

Mini 4-Hers currently in 1st and 2nd grade and have not entered 3rd grade are eligible to participate in the Mini 4-H Horse and Pony Show. It is the Mini 4-Her’s responsibility to provide the horse.

* + Mini members are invited to attend all regular 4-H Horse and Pony meetings. However, they should not bring their horses unless specified. Contact the Horse & Pony leader for meeting information.
  + Mini 4-Hers will bring horses on the day of the show and be released immediately following the show. There will be no riding on the horse by the Mini 4-Her at the fairgrounds once Mini 4-H classes have been completed.
  + Mini 4-H classes are Showmanship, Walk-Trot and Walk-Trot Barrel

**MINI 4-H & CLOVERBUD 2022 CAMP DATES**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| CAMP | WHO | WHERE | COST | DATES/TIMES |
| SPRING BREAK DAY CAMP | Current K-2nd graders | Dana UMC | $20 if registered by Mar. 15; $40  after deadline | March 21-24  8 AM-4 PM |
| CAMP KALEIDOSCOPE | Current K-2nd graders | Fairgrounds OR  Miller Park | $20 if registered by May 15  deadline; $40 after deadline | FG-May 31 – June 3  8 AM-4 PM  MP-June 6-9  8 AM-4 PM |
| CLOVERBUD DAY CAMP | 4- & 5-year olds not currently in school—will be 4 by  Sept. 1 of current year | Fairgrounds OR  Salem UMC (across from  Elanco) | $20 if registered by May 15 deadline; $40 after deadline | FG-May 31-June 3  8 AM-12:30 PM  Salem-June 6-9  8 AM-12:30 PM |

2022 4-H CAMP

Held at Shakamak State Park in Jasonville, IN. June 8-11 (Wed.-Sat) 4-Hers in grades 3-6 are eligible to attend camp. Cost is $100 per camper. Camping fee includes: transportation, lodging, meals, swimming.

Camper will need to bring $3 for snacks and $5-$7 for crafts.

2022 PROJECTS OF THE YEAR

2021 Projects of the Year are FOODS, FOOD PRESERVATION, & SOIL/WATER SCIENCE. Any Vermillion County 4-Her who completes at least one of these projects will earn a FREE T-shirt sponsored by the Vermillion Co. 4-H Council.

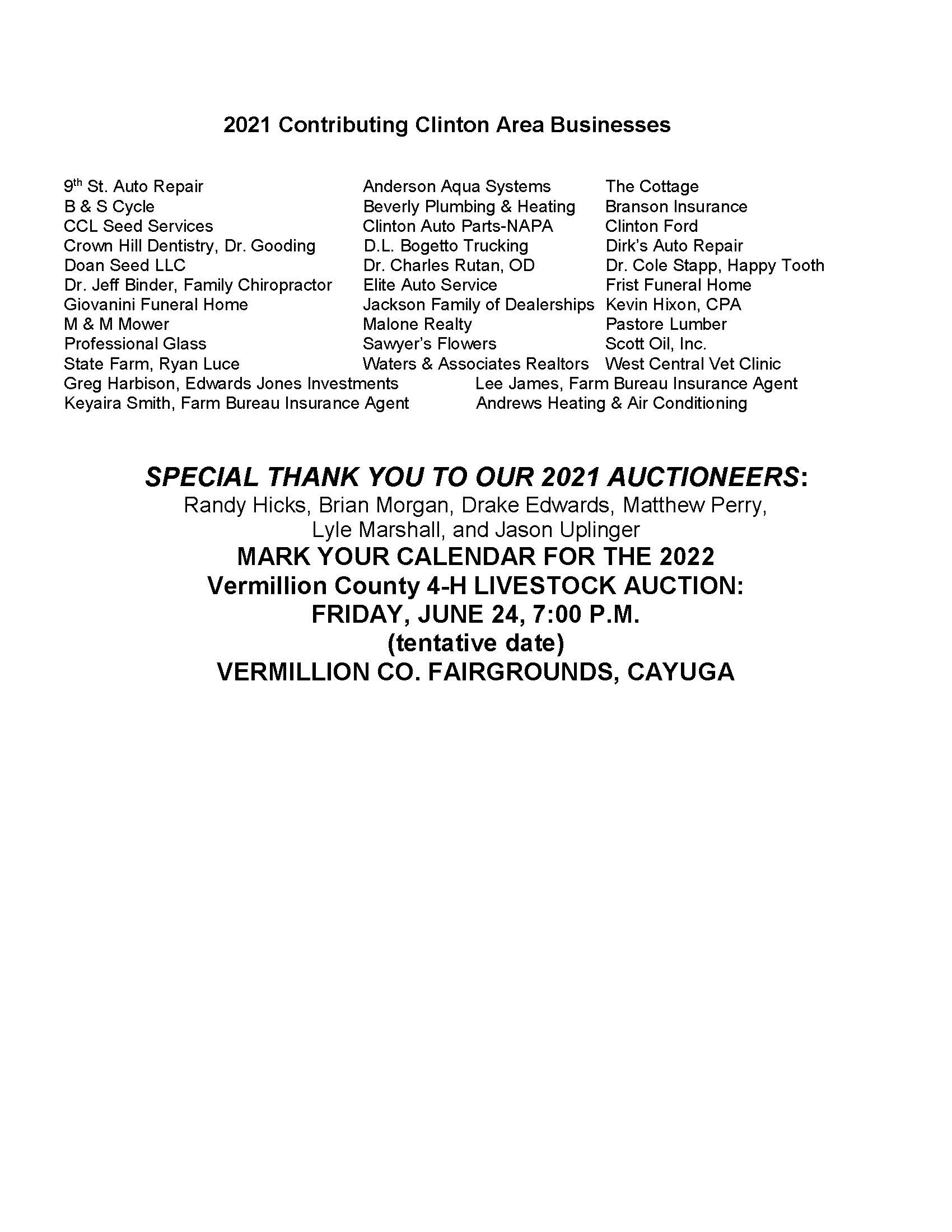
T-SHIRT DESIGN NEEDED

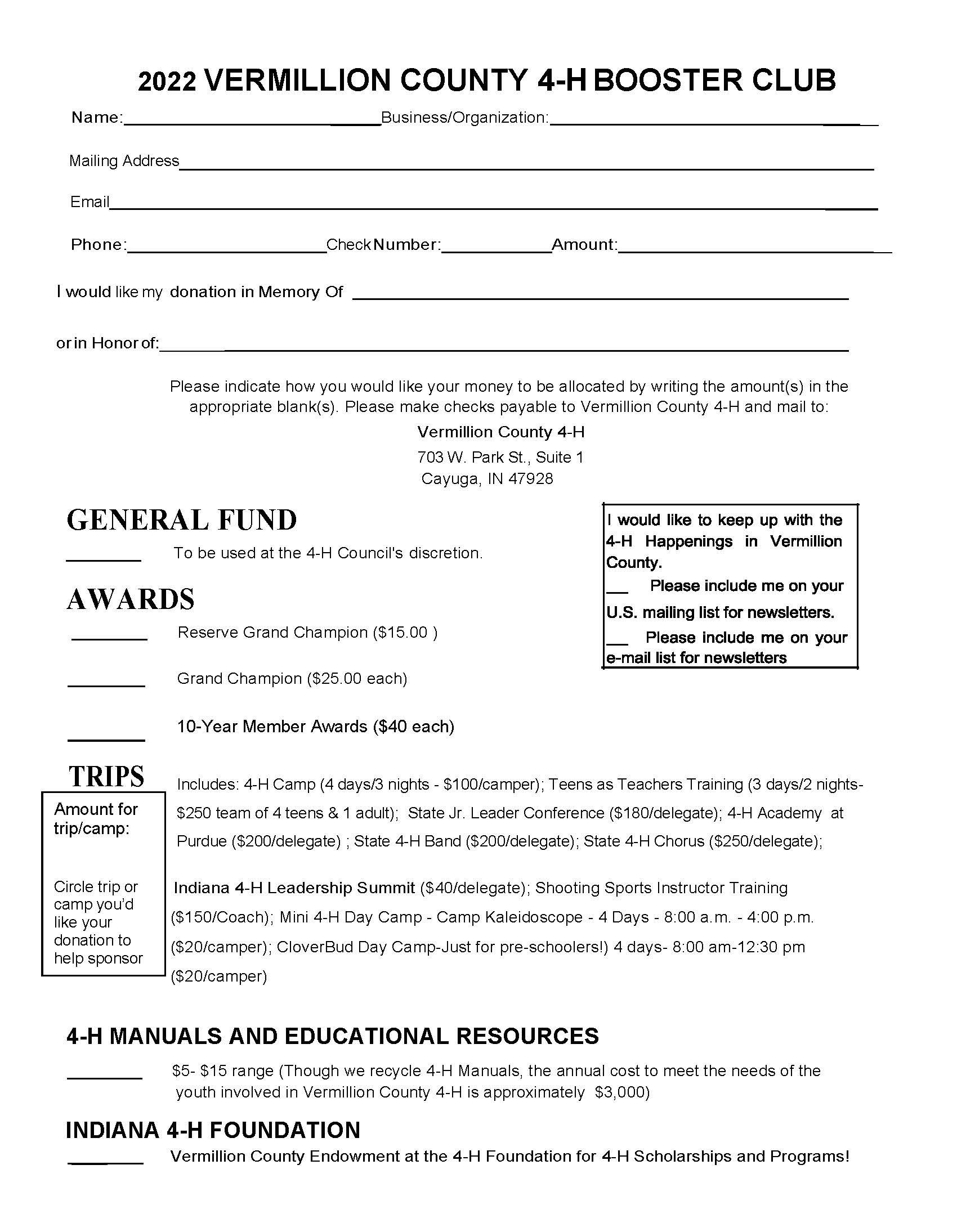
Like to draw? We need your help! Design for Project of the Year t-shirt will be accepted through May 15th. Design should represent all of the projects selected and have “2022Projects of the Year” and ‘Vermillion County 4-H” as part of the design. Be creative.

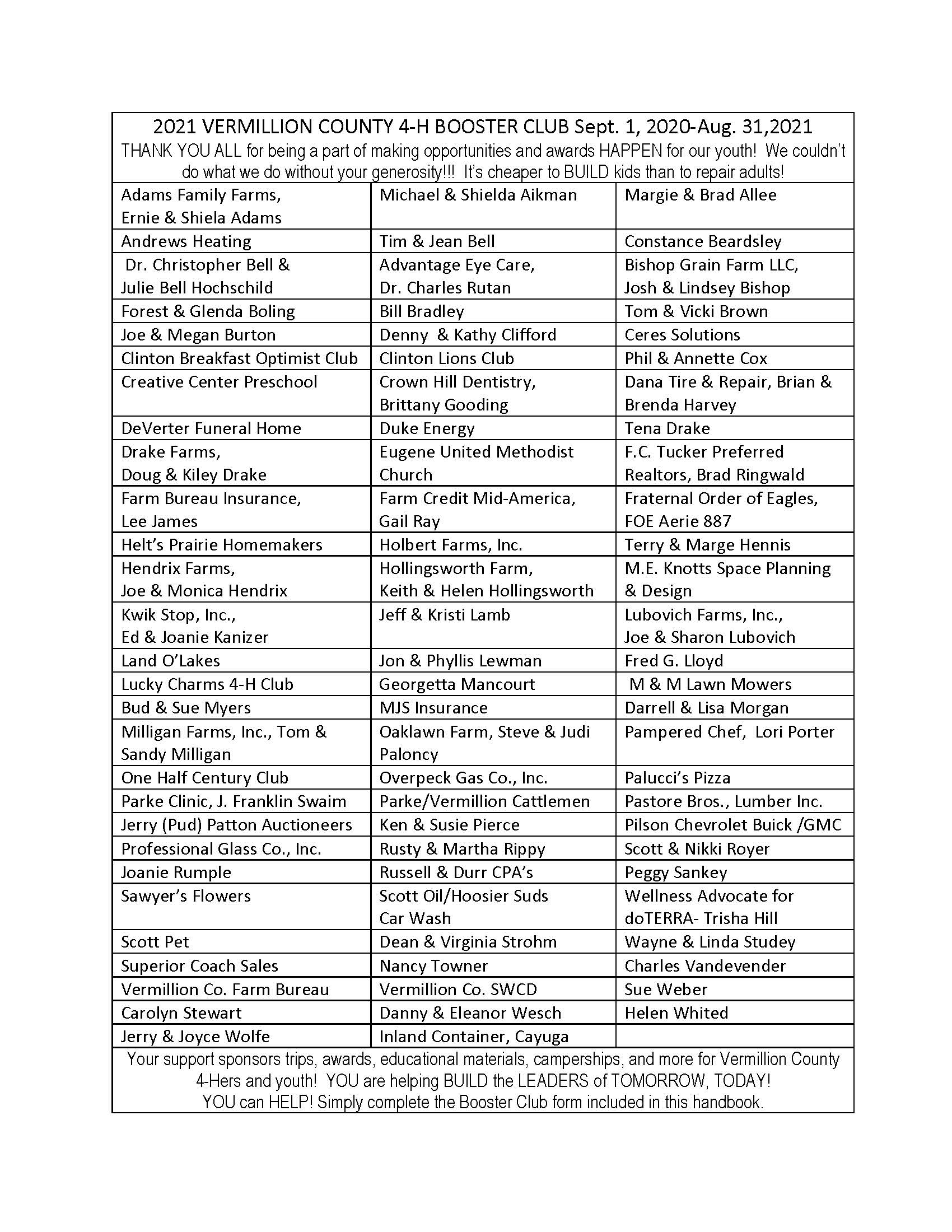
2022 Projects of the Year are FOODS, FOOD PRESERVATION, & SOIL/WATER SCIENCE.

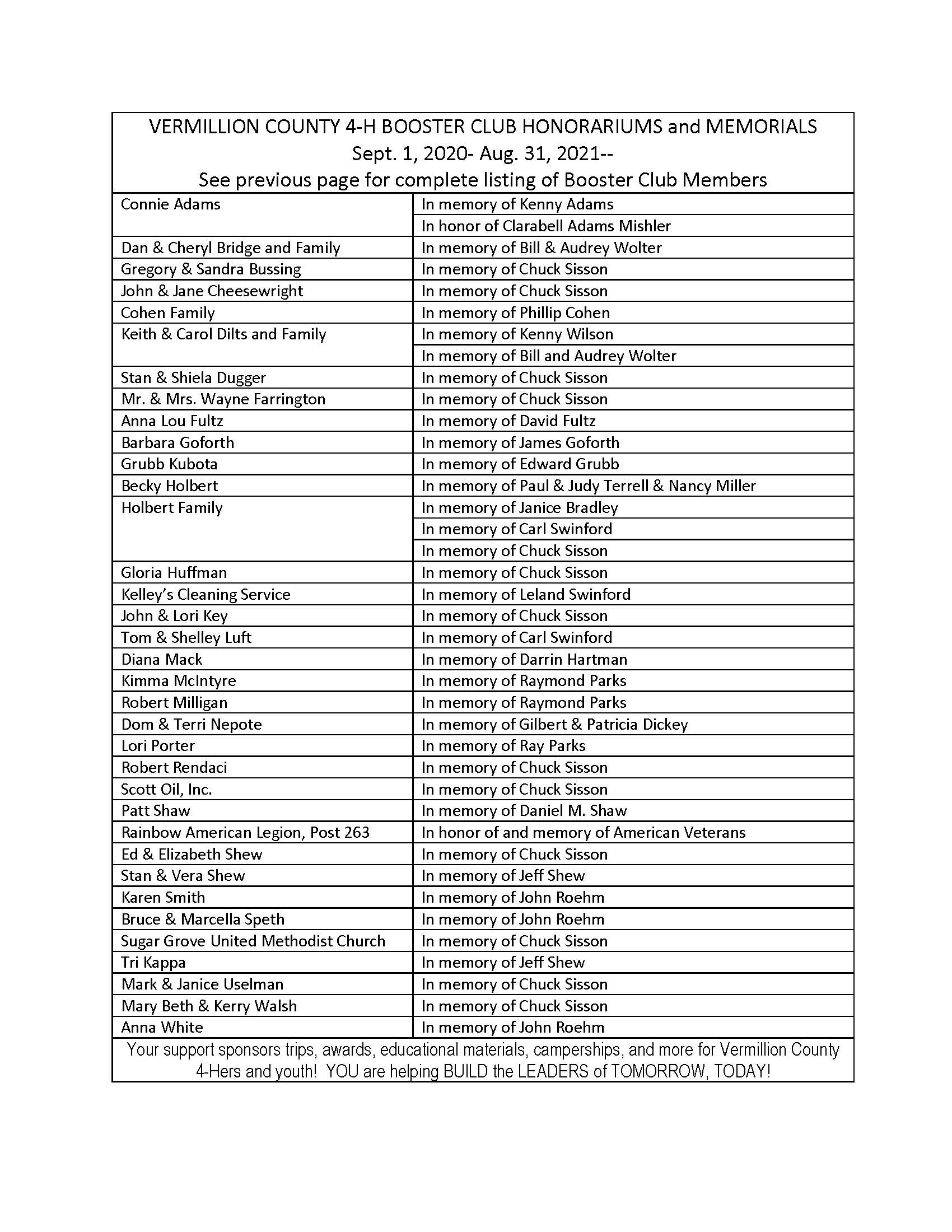


**MORE BUYERS ON NEXT PAGE!**

 **MORE 2021 LIVESTOCK BUYERS**









Link to scholarship applications as listed below through Indiana 4-H:

<https://extension.purdue.edu/4-H/get-involved/scholarships.html>

It’s only a scholarship opportunity if you APPLY!



My Club Officers

PRESIDENT Phone

VICE PRES. Phone

SECRETARY Phone

TREASURER Phone

REPORTER Phone

BELOW RESPONSIBILITIES MAY BE ROTATED EACH MEETING TO GIVE MORE MEMBERS A LEADERSHIP AND SPEAKING OPPORTUNITY

SCIENCE EXPERIMENT

SONG LEADER

RECREATION LEADER

DEMONSTRATION

###### CLUB MEMBERS’ AUTOGRAPHS!

**CONFUSION**

Instructions : Be the first to successfully complete all tasks!

Be sure to do these tasks with as many different people in the room-- folk s not from

your county.

1. Get IO different signatures on the back of this paper (first, middle, and last names). As they're writing, fmd out their favorite food.
   1. Untie so meone's shoe and retie it. Have them sign here:
   2. Say the Pledge of Allegiance as loud as possible with 2 other people. Have them initial here:
   3. Hold bands with 1 other person and skip to the door and back & have them sign here :

*5 .* Have someone do 10 arm circles & sign here: \_

6. Play and sing “I’m a Little Teapot” with 3 other people. Have them sign here:

1. Find a friend... do 25 jumping jacks together. Count out loud- really loud. Have your friend sign here:
2. Say the alphabet backwards to someone you haven't met. Have them initial:
3. Say the 4-H Pledge as loud as possible with 2 other people. Have them initial here:

**l**0. Find 4 new people & sing Row, Row, Row Your Boat. Have them sign here:



Chris Clover Date of Birth 04/04/2004 Name

444 Leadership Lane Address

Primary Phone # 765-204-4444

HILLSDALE 47854

Township

HELT

Town Zip

Club HILL TOPPERS

Boy or Girl GIRL

Parent or Guardian's Name WILBUR AND JENNY CLOVER

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| YEAR | PROJECT | | | DIV | NUMBER OF GARMENTS, DISHES, ARTICLES, ANIMALS | | | EXHIBIT | | EXHIBITS PLACING | | | RECORD GRADE | |
| 13 | Clothing | | | 6 | 4 Garments | | | Prom Dress | | C-Blue Champ S-  Merit | | | A | |
| 13 | Sheep | | | 6 | Cared for 6 sheep | | | 1 Ewe  1 Wether | | C-Blue | | | A | |
| 13 | Electric | | | 3 | 2 Lamps | | | Lamp | | C-Blue GC. S-Blue | | | A | |
| YEAR | MEETINGS ATTENDED  LOCAL COUNTY | | COMMITTEE WORK | | | OFFICES HELD | ACTIVITIES PARTIC IPATED | | WORKS HOPS ATTEN DED | | | JUDGIN EVE | | G NTS |
| 13 | 7 | 6 | Refreshments | | | Club President | Fashion Revue | | Clothing | | | Area Livestock  Judging | | |
| 13 |  |  | Community  Service | | | Jr. Leader  Secretary | Showmanship | | Officer Training-  JOLT | | |  | | |
| 13 |  |  |  | | |  | Share-T he-Fun | | Livestock | | |  | | |
|  |  | 4-H Spectacular | | | | | | | | | | | | |
| YEAR | PUBLIC SPEAKING/ DEMONSTRATIONS | | COMMUNITY SERVICE | | | 4-H PROMOTION | TRIPS ATTENDED | | AWARDS RECEIVED | | FIELD TRIPS,  TOURS, MASS MEDIA | | | |
| 13 | Demonstrated "How to Make Peanut  Butter" | | Highway Clean- Up | | | School Visit for Promo 4-H | Round-Up | | 6th Year Pin | | Radio Interview At Fair | | | |
| 13 |  | | Bingo at County Home | | |  | 4-H Band | | County Clothing  Medal | | Jr Leader XMas Break Trip | | | |
| 13 |  | | Food for Pantry | | |  | 4-H Camp | |  | |  | | | |

SHOULD BE COMPLETED FOR THE CURRENT YEAR ONLY.

MY RECORD OF 4-H ACHIEVEMENT-2022

Name Date of Birth

Month Day Year

Address Telephone

Township Town Zip

Club M/F

Parent or Guardian's Name

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| YEAR | PROJECT | DIV | NUMBER OF GARMENTS, DISHES, ARTICLES, ANIMALS | EXHIBIT | EXHIBITS PLACING | RECORD GRADE |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |

Please turn in by July 30th, to the office at address below or e-mail to: [Holbert@purdue.edu](mailto:Holbert@purdue.edu) Vermillion County Extension Office

703 W. Park St., Suite 1

Cayuga, IN 47928

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| YEAR | MEETINGS ATTENDED  LOCAL COUNTY | | | COMMITTEE WORK | OFFICES HELD | ACTIVITIES PARTICIPATED | | WORKSHOPS ATTENDED | | JUDGING EVENTS |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
|  |  |  | |  |  |  | |  | |  |
| YEAR | PUBLIC SPEAKING/ DEMONSTRATIONS | | COMMUNITY SERVICE | | 4-H PROMOTION | TRIPS ATTENDED | AWARDS RECEIVED | | FIELD TRIPS, TOURS, MASS MEDIA | |
|  |  | |  | |  |  |  | |  | |
|  |  | |  | |  |  |  | |  | |
|  |  | |  | |  |  |  | |  | |
|  |  | |  | |  |  |  | |  | |
|  |  | |  | |  |  |  | |  | |

***SHARE THE FUN & PERFORMING ARTS ENTRY FORM***

***Sunday, April 24th, 3:00 PM @ the 4 -H Community Building***

Check one: Group Act Curtain Act: Musical Non-Musical

NAME OF ACT:

4-H CLUB: # OF PERSONS IN ACT

PERSON IN CHARGE OF ACT PHONE

BRIEF DESCRIPTION OF ACT

EQUIPMENT NEEDED FOR ACT (i.e.

piano, microphones, Aux cord, CD player, etc.)

NAMES OF ALL 4-H MEMBERS ASSISTING WITH OR PARTICIPATING IN ACT:

IN THE SPACE BELOW, WRITE THE INTRODUCTION FOR YOUR ACT. Include any information that you wish the emcee to read when your act is introduced. BE SURE TO COMPLETE THIS SECTION! Thanks for your help in making the contest run smoothly. Use additional paper if necessary.

**4-Hers and/or clubs wanting to participate in Share The Fun, must have a completed entry form to the Extension Office one week prior to event either by e-mail or snail mail** [**Holbert@purdue.edu**](mailto:Holbert@purdue.edu)

***PUBLIC SPEAKING ENTRY FORM***

#### Sunday, April 24th, 3:00 PM @ the 4 -H Community Building

#### See COMMUNICATIONS in the handbook for more details!

NAME

CLUB GRADE

If a team Informative 4-H Presentation, name and grade of other 4-Her

Name Grade

Check the category in which you’ll be participating:

Demonstration

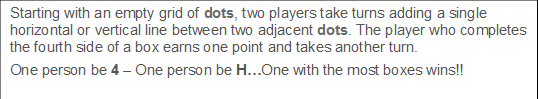
Informative 4-H Presentation

\_\_\_\_\_\_\_Professional Persuasive Presentation

Public Speaking Title of Presentation

Equipment necessary to deliver presentation besides a microphone

**4-Hers and/or clubs wanting to participate in Public Speaking, must have a completed entry form to the Extension Office one week prior to event either by e-mail or snail mail** [**Holbert@purdue.edu**](mailto:Holbert@purdue.edu)



|  |  |
| --- | --- |
| **PROJECT SUPPLIES AVAILABLE AT THE EXTENSION OFFICE** |  |
| ITEM | PRICE |
| POSTER KIT (includes poster board, foam board backing, plastic sleeve) | $4.50 |
| SALON PRINT KIT (includes plastic sleeve foam board, & mat w/ 8 x 10 opening) | $12.00 |
| Poster boards | .50 |
| Electric Division 1 Circuit Board Kit | Free |
| Electric Division II Magnetic Flashlight Kit | $16.00 |
| Electric- Extension Cord Kit | $22.00 |
| Fluorescent Trouble Light Kit | $32.00 |
| Basic Lamp Kit (grommet, bushing, & polarized plug | $3.00 |
| Complete Lamp Kit (cord, medium base lamp socket, 9’ 18-2 SPT1 lamp wire, polarized  plug, in-line strain relief, assorted bushings, 8” harp & finial) | $24.00 |
| Insect Kit (100 pins & 3 vials) | $4.50 |
| Plastic poster sleeve | $1.00 |
| Plastic salon print sleeve | $1.00 |

VERMILLION COUNTY FAIR OVERNIGHT PASS POLICY

We give our permission for:

to attend and participate in this year’s Vermillion County Fair to be held at the Vermillion County

Fairgrounds. We also give our permission for our 4-Her to spend the night at the fairgrounds. We understand that 4-Hers must be accompanied overnight by their parent(s)/legal guardians.

The undersigned hereby RELEASES the Vermillion County Fair Board, the Town of Cayuga, Vermillion County 4-H Council, and the Vermillion County Extension Service of all liability, claims, demands, actions, and causes of action on account of any loss, damage, or injury which may be incurred by the undersigned on account of participation of the undersigned in said event.

The undersigned is fully aware of the risks and hazards inherent upon entering and participating in said event, and hereby voluntarily assumes all risks of loss, damage, or injury that may be sustained by the undersigned, or that may be sustained by the property of the undersigned.

This release is binding upon the undersigned, his heirs, and personal representatives.

**RELEASE FORM** I, , realize that staying overnight at the Vermillion County Fair is a privilege, therefore I will act accordingly. I will not do anything unbecoming to a Vermillion County 4H'er, my 4-H club, my family, or friends. I realize that if I cause damage to personal property, buildings, or another person, it is my responsibility to pay all costs involved in replacing or otherwise repairing the damage.

If I fail to live up to what is expected of me, I understand that my parents/guardian will be contacted at any hour of the day or night and I will be asked to leave the Fairgrounds. I realize that my 4-H premium money and placings will/may be revoked. A designated Security committee will/may determine the action to be taken. The security committee consists of Fair Board President, 4-H Council President, and Extension Educator.

DATE:

PARENT SIGNATURE:

4-Her SIGNATURE:

PHONE #: EMERGENCY PHONE #:

## WHICH RECORD SHEET TO USE????

**VERMILLION COUNTY GENERAL RECORD SHEET- 3 PROJECTS PER RECORD SHEET**

\*Skills Card Required\*

|  |  |  |  |
| --- | --- | --- | --- |
| Action Demo | Animal Posters | Aquatic Science | \*Arts & Crafts\* |
| Astronomy | ATV Safety | ATV Driving | Baking For Fun |
| Beekeeping | Bicycle | \*Cake Decorating\* | Careers |
| Child Dev. | Collections | Community Service | Computers |
| Construction Toys | Creative Writing | Crops | Cupcake Dec. |
| Discover Your World | Electric | Entomology | Farm Scene |
| Flowers | Foods-Rec. | Food Pres.-Rec | Garden Collection |
| Geology | Gift Wrapping | Gingerbread House | Health |
| I’m A Hoosier | Memory Book | Microwave-Rec | Music |
| Photography | Plant Science | Postmarks | Recycling |
| Scrapbooking | \*Sewing\* | Shooting Sports | Single Herb |
| Single Vegetable | Small Engines | Soil/Water | Sportfishing |
| Sports | Strawberry | Tractor Maint. | Vet Science |
| Weather | Wildlife | \*Woodworking\* |  |

FOR FOLLOWING PROJECTS USE SPECIFIC PROJECT RECORD SHEET IN MANUAL or on WEBSITE

[www.extension.purdue.edu/vermillion](http://www.extension.purdue.edu/vermillion) \*Skills Card Required\*

Consumer Clothing Genealogy \*Home Environment\* Weeds

**PROJECTS THAT ALSO REQUIRE A SKILLS CARD IN ADDITION TO THE RECORD SHEET**

Cake Decorating Sewing ALL Arts & Crafts, including Basketry Home Environment Woodworking

**PROJECTS WITH NOTEBOOK REQUIRED AS EXHIBIT OR PART OF EXHIBIT**

In 4-H, a “Notebook” is defined as a 3-ring binder

Aerospace-Drone Aerospace-RC Airplane Consumer Clothing Genealogy

\*Home Environment\* Memory Book Weeds

**ANIMAL PROJECTS:**

These projects all use a specific Animal or the GLRS: General Livestock Record Sheet

CAT-Cat Record Sheet Dog Obedience- Dog RS Pets-Pet RS Llama-Llama RS Poultry- Poultry RS Rabbit- Rabbit RS Horse & Pony- Horse/Pony RS

**These use the GLRS**: Beef & Dairy, Dairy Goat, Meat Goat, Pygmy Goat, Sheep, Swine

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **LIFE SKILLS! GREAT to use on RECORD SHEETS, SCHOLARSHIP APPS, ETC.** | | | | | |
| LIFE SKILLS | ACTION VERBS | | | | |
| MANAGEMENT SKILLS | Administered | Analyzed | Assigned | Attained | Chaired |
| Contracted | Coordinated | Delegated | Developed | Directed |
| Evaluated | Executed | Improved | Increased | Organized |
| Oversaw | Planned | Prioritized | Produced | Recommended |
| Reviewed | Scheduled | Strengthened | Supervised |  |
| COMMUNICATION SKILLS | Addressed | Arranged | Authored | Collaborated | Convinced |
| Corresponded | Developed | Directed | Drafted | Edited |
| Enlisted | Formulated | Influenced | Interpreted | Lectured |
| Mediated | Moderated | Negotiated | Persuaded | Promoted |
| Publicized | Reconciled | Recruited | Spoke | Wrote |
| RESEARCH SKILLS | Clarified | Collected | Diagnosed | Evaluated | Examined |
| Extracted | Identified | Inspected | Interpreted | Interviewed |
| Investigated | Organized | Reviewed | Summarized | Surveyed |
| HELPING SKILLS | Assessed | Assisted | Clarified | Coached | Counseled |
| Demonstrated | Diagnosed | Educated | Expedited | Facilitated |
| Familiarized | Guided | Motivated | Referred | Rehabilitated |
| TECHNICAL SKILLS | Assembled | Built | Calculated | Computed | Designed |
| Devised | Engineered | Fabricated | Maintained | Operated |
| Overhauled | Programmed | Remodeled | Repaired | Solved |
| Upgraded |  |  |  |  |
| CREATIVE SKILLS | Acted | Conceptualized | Created | Customized | Designed |
| Developed | Directed | Established | Fashioned | Founded |
| Illustrated | Initiated | Instituted | Integrated | Introduced |
| Invented | Originated | Performed | Planned | Revitalized |
| Shaped |  |  |  |  |
| TEACHING SKILLS | Adapted | Advised | Clarified | Coached | Communicated |
| Coordinated | Developed | Enabled | Encouraged | Evaluated |
| Explained | Facilitated | Guided | Informed | Instructed |
| Persuaded | Researched | Set goals | Stimulated | Trained |
| DETAIL SKILLS | Approved | Arranged | Catalogued | Classified | Collected |
| Compiled | Dispatched | Executed | Generated | Implemented |
| Inspected | Monitored | Operated | Organized | Prepared |
| Processed | Purchased | Recorded | Retrieved | Screened |
| Specified | Systematized | Tabulated | Validated |  |
| FINANCIAL SKILLS | Administered | Allocated | Analyzed | Appraised | Audited |
| Balanced | Budgeted | Calculated | Computed | Developed |
| Forecasted | Managed | Marketed | Planned | Projected |
| MORE ACTION VERBS | Achieved | Arbitrated | Consolidated | Critiqued | Expanded |
| Improved | Pioneered | Restored | Spearheaded | Transformed |
| Reduced (losses) | Represented | Resolved (problems) | |  |

***EMPLOYABILITY/LIFE SKILLS FOR TODAY’S WORKFORCE***

***How many of these apply to 4-H participation? Nearly ALL of them! Great to use on Record Sheets, Scholarship and Job Applications!***

***MINDSETS***

**Intellectual Risk Taking** - Develops a healthy balance of mental, social/emotional and physical well- being; understands that life-long learning are necessary for long-term career success; willingness to work and learn and continually apply new knowledge

**Appreciation of Diversity** - Embraces diverse views and varying perspectives; demonstrates empathy and respect for others

**Self-confidence** - Possesses belief in own ability to succeed

**Sense of belonging** - Demonstrates a sense of belonging in the job environment; demonstrates commitment to an organization

**Career Path** - Relates interest, aptitude and abilities to appropriate in-demand occupations in order to select career path

***SELF-MANAGEMENT SKILLS***

**Pride in Work** - Assumes responsibility, takes personal ownership of performance quality; understands short-comings and sets goals to improve

**Self-Discipline** - Demonstrates self-discipline and self-control

**Independence** - Works independently; creates relationships with mentors and supervisors that support success

**Perseverance** - Delays immediate gratification for long-term rewards; demonstrates endurance, follow- through and capacity to complete tasks

**Stress Management** - Overcomes barriers to learning in the workplace; demonstrates effective coping skills when faced with a problem; performs under pressure and achieve deadlines

**Time Management** - Prioritizes and balances school, home, work & community activities **Adaptability** - Manages transitions and adapts to changing situations and responsibilities **Integrity** - Trustworthy, honest and comprehends ethical courses of action

**Professionalism** - Uses appropriate judgment; demonstrates empathy and respect for others, demonstrates social maturity and behaviors appropriate to the situation and environment; dresses appropriately, speaks politely

**Work Ethic** - Punctual with good attendance; does not abuse drugs; maintains appropriate hygiene and attire; demonstrates ethical decision-making and social responsibility

***KEEP READING FOR MORE EMPLOYABILITY/LIFE SKILLS!***

***LEARNING STRATEGIES***

**Written Communication** - Applies reading, writing, math and scientific principals and procedures **Decision Making** - Utilizes critical thinking skills to make informed decisions based on options, rewards, risks, limits and goals

**Initiative** - Applies self-motivation and self-direction to learning

**Technology Savvy** - Applies existing and emerging media and computer application skills **Attention to Detail** - Demonstrates high-quality work by reviewing the detailed aspects of work process and end products or service

**Organization** - Plans and organizes long and short term academic, career and social/ emotional goals; balances all types of workplace and personal situations

**Information Gathering** - Observes and gathers evidence and considers multiple perspectives to make informed decisions; locates, organizes, analyzes and communicates information

**Problem Solving** - Applies critical thinking skills to complex problems; evaluates causes, problems, patterns or issues and explores workable and innovative solutions to improve situations

**SOCIAL SKILLS**

**Oral Communication** - Clearly, effectively and convincingly expresses ideas and messages to others **Teamwork** - Creates positive and responsive relationships with peers, colleagues and customers; uses effective collaboration and cooperation skills

**Leadership** - Guides, supports and encourages groups of diverse teams; sharing knowledge and skills when possible

**Conflict Management** - Negotiates to resolve or mediate conflict; avoids potential or perceived conflict

**Self-Advocacy** - Asserts self when necessary

***WORKPLACE SKILLS***

**Personal Safety** - Demonstrates personal safety skills

**Follows Directions** - Follows employer established policies and business practices

**Resource Allocation** - Identifies, leverages and distributes money and materials effectively and efficiently

**Customer Service** - Responds quickly to the needs of customers and achieves customer satisfaction

DEVELOPMENT WORKFORCE INDIANA DEPARTMENT OF Adapted and informed by the following: ASCA Mindsets & Behaviors Program Planning Tool; National Network of Business and Industry Associations Common Employability Skills; US DOE Employability Skills Framework; WIN and JAG Competencies Alignment; and The Center for Employability Outcomes Workplace Essentials. Employability Skills for Today’s Workforce DWD 1002-2 10

Want to learn more? Visit in.gov/dwd/employabilityskills

**VERMILLION COUNTY 4-H RECORD SHEET FOR 2022**

NAME GRADE: (LAST SPRING)

**CLUB YEARS IN 4-H:**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **1** | **PROJECTS YOU ENROLLED IN THIS YEAR THROUGH 4-H ONLINE** | | | | |
|  | Yrs in project | Project name | Total Cost  (poster, plastic sleeve, glue, etc.) | Exhibit | Judge’s Initials |
| A |  |  |  |  |  |
| B |  |  |  |  |  |
| C |  |  |  |  |  |

3

|  |  |
| --- | --- |
| **2** | **For each of the Exhibits you listed in #1, what would you do differently or change if you could do that same exhibit again? (Could it be done less expensively? In less time? Different materials? Etc.)** |
| A |  |
| B |  |
| C |  |
| **3** | **For each of the projects you listed in #1, what do you feel is the most important skill you’ve learned? Note: What you learned through the project may not have anything to do with your exhibit.** |
| A |  |
| B |  |
| C |  |

|  |  |
| --- | --- |
| **4. Refer to the Life Skills Resource on the attached page. Think about what skills you’ve gained through 4-H (projects, club meetings, Jr. Leaders, camp, community service, etc.) for this 4-H year. List those below. Application: How will these skills help you in other**  **areas of your life besides 4-H? (i.e. school, church, community, family, etc.)** | |
| SKILL | APPLICATION |
|  |  |
|  |  |
|  |  |

5. From the projects you completed that are listed on this record sheet, which do you think you may enroll in again next year?

Signature of 4-H’er \_\_\_\_\_\_\_Date

Signature of 4-H Leader \_\_\_\_\_\_\_Date