



Wabash County 4-H

Arts & Crafts Record Sheet

NAME _____

CLUB _____

GRADE Beginning 3 4 5 Intermediate 6 7 8 Advanced 9 10 11 12
(Circle grade level as of January 1 of current calendar year.)

Check Class Entered Fine Arts Needlecraft General Crafts Models

Description of Arts and Crafts Project: _____

1. How have you helped others to learn your selected art or craft? (Give brief description of demonstrations, one on one lessons, etc.)

2. Describe where you got the ideas or knowledge to complete your project. (Include websites, teachers names, lessons, patterns, etc.)

3. How do you plan to use or display your project after fair week?

MATERIALS PURCHASED	WHERE Materials Were Purchased	COST

When was the article started? _____

Total Cost _____

When was the article finished? _____

Total Hours Spent on Project _____

4-H Craft Information Card

4-H 618a-W

4-H Member Name _____ County _____ Grade in School _____

What is the title of your exhibit, or its purpose?

Was this exhibit completed from a purchased kit or an original design?

Describe how this exhibit was constructed/crafted. (What did you do?)

4-H Craft Information Card

4-H 618a-W

4-H Member Name _____ County _____ Grade in School _____

What is the title of your exhibit, or its purpose?

Was this exhibit completed from a purchased kit or an original design?

Describe how this exhibit was constructed/crafted. (What did you do?)



Wabash County 4-H
Beekeeping
Record Sheet

Updated 8/2019

NAME: _____

CLUB: _____

Grade: 3 4 5 6 7 8 9 10 11 12

(Circle grade level as of January 1 of current calendar year.)

1. Describe what you did for your Beekeeping project this year.

2. What was the most difficult part of preparing your Beekeeping project this year?

3. What was the most enjoyable part of preparing your Beekeeping project this year?

4. List two new things you learned while working on your Beekeeping project.

5. How will you use the knowledge you gained from studying beekeeping?

5. Did you give a demonstration about your Beekeeping project? _____ Yes _____ No

Name of demonstration _____



Wabash County 4-H

**Cake Decorating
Record Sheet**

NAME _____

CLUB _____

GRADE Beginning 3 4 5 Intermediate 6 7 8 Advanced 9 10 11 12
(Circle grade level as of January 1 of current calendar year.)

Check Class Entered Cakes Cupcakes

Description of Cake Decorating Project: _____

1. Describe equipment or materials purchased for this year.

2. Describe cake decorating skills you have learned this year.

3. List related activities in which you participated (for example demonstrations, workshops, etc.)

4. Decorating Record:

Date	Name of Product Decorated	Description or Occasion



Wabash County 4-H

Child Development Record Sheet

NAME: _____

CLUB: _____

Level A: 3 4 Level B: 5 6 Level C: 7 8 9 Level D: 10 11 12

(Circle grade as of January 1 of current calendar year.)

1. What did you enjoy most about this project? Why? _____

2. What were the most interesting experiences you had with this project? Why? What did you learn?

3. What activities were hard to do? Why? What did you learn? _____

4. Describe anything you do differently or think about doing differently as a result of the activities.

5. List the activities you completed this year. _____

Did you give an action demonstration on your Child Development project? _____ yes _____ no

Name of Demonstration _____

Activity Plan Card

Activity Name _____

Materials Used _____

Activity Procedures or Instructions _____

Other Information _____

Activity Plan Card

Activity Name _____

Materials Used _____

Activity Procedures or Instructions _____

Other Information _____

CONSUMER CLOTHING

DIVISION _____ NUMBER OF YEARS IN THIS DIVISION _____
 INDIANA 4-H CLUB RECORD

Name _____ Grade _____ Year 20 _____

Name of club _____ Number of years in 4-H _____

I have reviewed this project and record and have made comments about progress and project completion.

Signature of leader _____ Date _____

Record of Activities

Activities	What I Learned

Record of Purchases

What I Bought	Fiber/Material - Care Required	Total Cost	Reason(s) for Purchases

Consumer Clothing skills I learned this year

What I did to improve my appearance, grooming, and care of clothing

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4-H FASHION REVUE GARMENT DESCRIPTION SHEET

Sewing Wearable & Consumer Clothing

CONSUMER CLOTHING: BEGINNER _____ INTERMEDIATE _____ SENIOR _____

FASHION REVUE:
JUNIOR DIVISION: 3RD _____ 4TH _____ 5TH _____ 6TH _____ 7TH _____
SENIOR DIVISION: INFORMAL _____ DRESS-UP _____ SUITS/COATS _____
SEPARATES _____ FORMAL _____ FREE CHOICE _____

NAME: _____

PARENTS: _____

4-H CLUB: _____

SCHOOL ATTENDING: _____ GRADE(completed): _____

HOBBIES & SPECIAL INTERESTS:

SCRIPT FOR FASHION REVUE: *(Things to possibly include: Name of fabric, Color scheme used in costume. Describe accessories worn with costume, Interesting facts about your costume)*

SENIOR FASHION REVUE STATE FAIR OPTIONS:
If I am chosen as a champion/State Fair entry in both construction and Fashion Revue, I prefer to go to State Fair in:
FASHION REVUE: _____ SEWING CONSTRUCTION: _____

II. Tell about what you learned while you were working on this project.

III. Time spent, cost, profit/loss, etc.

IV. Give any additional information your leader asks for.



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INDIANA 4-H CLUB RECORD

Level 5 Electric/Electronic Record Sheet

Name _____ Grade _____

Club _____ Years in Project _____

Area of chosen work:

Careers Consumer Buying Educational
 Electrical Components Electric Generation Electronic Components
 Electronic Kit/Project Lighting Project Motors & Controls
 Residential Wiring Other: _____

Form:

Display Electronic Media Poster Written Project

Demonstration you gave pertaining to your 4-H Electric Project:

Title or Subject: _____

Presented to: _____

Project information sources:

Explain successes and new knowledge gained from completing this project:

Describe in detail the work you have accomplished this year. Include a statement of your reason, references used, detailed plans, and the results. (Use the back of this page or a separate page if needed)



4-H Electric

Electric and Electronics Exhibit Skills & Knowledge Sheet

Name: _____

Level: **1** **2** **3** **4** **5**

(Projects must demonstrate/explain a minimum of five skills for the appropriate level from the Indiana 4-H Electric and Electronics Skills & Knowledge Chart.)

Note to Judge:

- While the entire exhibit is to be evaluated and critiqued, special attention and consideration is to be given to the five skills or explanations of knowledge listed below.
-

Skills/Knowledge:

- 1.
- 2.
- 3.
- 4.
- 5.

Other information about your project: (include information such as safety equipment used, hazards identified, or wiring diagrams)



Wabash County 4-H

Entomology Record Sheet

NAME: _____

CLUB: _____

Level 1: 3 4 5 Level 2: 6 7 8 Level 3: 9 10 11 12

(Circle grade as of January 1 of current calendar year.)

1. List the activities that you completed this year in your project manual (title and page number):

2. Did you make an educational poster? _____ yes _____ no

If yes, what was the theme of your poster? _____

Sketch how your poster looked:

3. Did you exhibit an insect collection? _____ yes _____ no

If yes: a) How many insects did you display? _____

b) Which is your favorite insect? _____

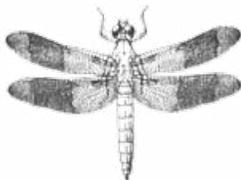
c) Why is that your favorite insect? _____

4. Why is knowing about insects important?

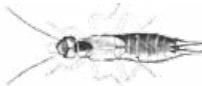
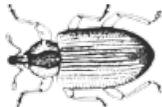
Proper Pin Placement

Place an insect pin in each of the illustrated insects to show the exact position where this insect should be pinned.

Name the order to which this insect belongs.







Name _____

Number of insects in collection _____

Number of orders in collection _____

Number of new specimens added this year _____

Improvements in my collection that I intend to make for next year

Cut on dashed line

[Type here]

4-H FASHION REVUE GARMENT DESCRIPTION SHEET

Sewing Wearable & Consumer Clothing

CONSUMER CLOTHING: BEGINNER _____ INTERMEDIATE _____ SENIOR _____

FASHION REVUE:
JUNIOR DIVISION: 3RD _____ 4TH _____ 5TH _____ 6TH _____ 7TH _____
SENIOR DIVISION: INFORMAL _____ DRESS-UP _____ SUITS/COATS _____
SEPARATES _____ FORMAL _____ FREE CHOICE _____

NAME: _____

PARENTS: _____

4-H CLUB: _____

SCHOOL ATTENDING: _____ GRADE(completed): _____

HOBBIES & SPECIAL INTERESTS:

SCRIPT FOR FASHION REVUE: *(Things to possibly include: Name of fabric, Color scheme used in costume. Describe accessories worn with costume, Interesting facts about your costume)*

SENIOR FASHION REVUE STATE FAIR OPTIONS:
If I am chosen as a champion/State Fair entry in both construction and Fashion Revue, I prefer to go to State Fair in:
FASHION REVUE: _____ SEWING CONSTRUCTION: _____

Floriculture Level A Record Sheet

4-H-966a-W

Name _____ Birthdate _____

Address _____ City _____ Zip _____

Township _____ 4-H Club _____

County _____ Years in project _____ Years in 4-H _____

4-H-er should review the Floriculture Manual Level A and record activities that were completed this year. 4-H Leader should check activity and initial on the line. Youth should complete at least 5 Try This or Dig Deeper activities per year.

“a” activities for 3rd grade	Date Completed Month/Day/Year	Helper Initials	“b” activities for 4th grade	Date Completed Month/Day/Year	Helper Initials
Chapter 1 Let’s Plan			Chapter 1		
1a Somewhere over the Rainbow...Garden	_/_/_/	_	1b A Cut Above the Rest	_/_/_/	_
Chapter 2 Dig In			Chapter 2		
2a Digging in...the Soil	_/_/_/	_	2b Transplants for a Speedy Start	_/_/_/	_
Chapter 3 While You Wait			Chapter 3		
3a Blooming Seeds	_/_/_/	_	3b Flower Power	_/_/_/	_
Chapter 4 Watch Out			Chapter 4		
4a Healthy Plant Parts	_/_/_/	_	4b What’s Buggin’ You?	_/_/_/	_
Chapter 5 Now What?			Chapter 5		
5a A Blooming Rainbow	_/_/_/	_	5b Blooms A-Round	_/_/_/	_
Chapter 6 Imagine That			Chapter 6		
6a An Introduction to Floriculture	_/_/_/	_	6b Plants Around the World	_/_/_/	_

Title of Action Demo _____

Location of Action Demo _____

4-H Member’s Signature _____

4-H Leader’s Signature _____

Floriculture Level B Record Sheet

4-H-967a-W

Name _____ Birthdate _____

Address _____ City _____ Zip _____

Township _____ 4-H Club _____

County _____ Years in project _____ Years in 4-H _____

4-H-er should review the Floriculture Manual Level B and record activities that were completed this year. 4-H Leader should check activity and initial on the line. Youth should complete at least 5 Try This or Dig Deeper activities per year.

"a" activities for 5th grade	Date Completed Month/Day/Year	Helper Initials	"b" activities for 6th grade	Date Completed Month/Day/Year	Helper Initials
Chapter 1 Let's Plan			Chapter 1		
1a Try a Theme Garden	___/___/___/	___	1b Happy Houseplants	___/___/___/	___
Chapter 2 Dig In			Chapter 2		
2a Start Your Own Seeds	___/___/___/	___	2b Add a Houseplant to Your Home	___/___/___/	___
Chapter 3 While You Wait			Chapter 3		
3a Soil? or Soilless Mix?	___/___/___/	___	3b Turning Light into New Leaves	___/___/___/	___
Chapter 4 Watch Out			Chapter 4		
4a Best Pest Control	___/___/___/	___	4b Water: How Much Do Plants Need?	___/___/___/	___
Chapter 5 Now What?			Chapter 5		
5a All Dried Up, But Beautiful	___/___/___/	___	5b Landscaping Indoors	___/___/___/	___
Chapter 6 Imagine That			Chapter 6		
6a A Gift of Flowers	___/___/___/	___	6b Sewing Seeds of Community Service	___/___/___/	___

Title of Action Demo _____

Location of Action Demo _____

4-H Member's Signature _____

4-H Leader's Signature _____

Floriculture Level C Record Sheet

4-H-968a-W

Name _____ Birthdate _____

Address _____ City _____ Zip _____

Township _____ 4-H Club _____

County _____ Years in project _____ Years in 4-H _____

4-H-er should review the Floriculture Manual Level C and record activities that were completed this year. 4-H Leader should check activity and initial on the line. Youth should complete at least 5 Try This or Dig Deeper activities per year.

“a” activities for 7th grade	“b” activities for 8th grade	“c” activities for 9th grade
Chapter 1 Let’s Plan 1a Garden in a Planter _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 1 1b Tools and Mechanics _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 1 1c Everlasting Beauties _____ / _____ / _____ / _____ <small>Date Completed Initials</small>
Chapter 2 Dig In 2a Garden in a Bottle _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 2 2b Basic Floral Design _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 2 2c Preserving Flowers _____ / _____ / _____ / _____ <small>Date Completed Initials</small>
Chapter 3 While You Wait 3a Plants from Cuttings _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 3 3b The Elements of Design _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 3 3c Drying with Dessicants _____ / _____ / _____ / _____ <small>Date Completed Initials</small>
Chapter 4 Watch Out 4a Checking pH _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 4 4b Keep ’Em Alive _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 4 4c More about Drying _____ / _____ / _____ / _____ <small>Date Completed Initials</small>
Chapter 5 Now What? 5a European Planters _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 5 5b Wearable Flowers _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 5 5c More Options for Everlasting Flowers _____ / _____ / _____ / _____ <small>Date Completed Initials</small>
Chapter 6 Imagine That 6a Find a Future in Flowers _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 6 6b Improving Your Community _____ / _____ / _____ / _____ <small>Date Completed Initials</small>	Chapter 6 6c An Introduction to Horticultural Therapy _____ / _____ / _____ / _____ <small>Date Completed Initials</small>

Title of Action Demo _____

Location of Action Demo _____

4-H Member’s Signature _____

4-H Leader’s Signature _____

Floriculture Level D Record Sheet

4-H-969a-W

Name _____ Birthdate _____

Address _____ City _____ Zip _____

Township _____ 4-H Club _____

County _____ Years in project _____ Years in 4-H _____

4-H-er should review the Floriculture Manual Level D and record activities that were completed this year. 4-H Leader should check activity and initial on the line. Youth should complete at least 4 Try This or Dig Deeper activities per year.

“a” activities for 10th grade	“b” activities for 11th grade	“c” activities for 12th grade
<p>Chapter 1 Let’s Plan</p> <p>1a An All-Seasons Garden _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 1</p> <p>1b Tracking Expenses _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 1</p> <p>1c Planning a Floral Business _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>
<p>Chapter 2 Dig In</p> <p>2a Forcing Flowers _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 2</p> <p>2b Year-Round Flowers _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 2</p> <p>2c Making a Market Plan _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>
<p>Chapter 3 While You Wait</p> <p>3a Try Out Tissue Culture _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 3</p> <p>3b Greenhouse Gardening _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 3</p> <p>3c The Big Event _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>
<p>Chapter 4 Now What?</p> <p>4a Designing by Season _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 4</p> <p>4b Contemporary Design _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 4</p> <p>4c Here Comes the Bride! _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>
<p>Chapter 5 Imagine That</p> <p>5a Carrers and Community _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 5</p> <p>5b Using Your Skills _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>	<p>Chapter 5</p> <p>5c Looking Further _____ / _____ / _____ / _____ <small>Date Completed Initials</small></p>

Title of Action Demo _____

Location of Action Demo _____

4-H Member’s Signature _____

4-H Leader’s Signature _____

4-H FOODS RECIPE CARD

Project Level (circle one) A B C D

Name _____

Dept./Section/Class: _____

County _____

Name of Product: _____

INGREDIENTS:

INSTRUCTIONS:

(continue on back if needed)

4-H FOODS RECIPE CARD

Project Level (circle one) A B C D

Name _____

Dept./Section/Class: _____

County _____

Name of Product: _____

INGREDIENTS:

INSTRUCTIONS:

(continue on back if needed)



Wabash County 4-H
Forestry
Record Sheet

Updated 8/2019

NAME: _____

CLUB: _____

Level 1: 3 4 5 **Level 2:** 6 7 8 **Level 3:** 9 10 11 12
(Circle grade level as of January 1 of current calendar year.)

1. List the activities you completed this year.

2. What was the most difficult part of preparing your Forestry project this year?

3. What was the most enjoyable part of preparing your Forestry project this year?

4. List two new things you learned while working on your Forestry project.

5. How will you use the knowledge you gained while studying forestry?

5. Did you give a demonstration about your Forestry project? _____ Yes _____ No

Name of demonstration _____

Indiana 4-H Genealogy Record Sheet



4-H 748A-W

Name _____

Year 20 _____

Grade _____

Name of Club _____

Year in Project _____

I have reviewed this project and record and made comments on its progress and completion.

Signature of Leader: _____ Date _____

1. How much time did you spend completing this project?

2. List the sources (books, records or persons) you used to do this project?

3. What did you learn from this project?

4. What did you enjoy the most in doing this project?

5. How did your family get involved with you on this project?

6. What did you learn about your community?

7. Did you attend any genealogical workshop(s)?

8. Additional comments:

Geology Level 1

Indiana 4-H Club Record

Name _____ Grade _____ Year _____

Name of Club _____ Year in Club Work _____

County _____ Township _____

1. What did you enjoy most about the geology project? Why?

2. What were the most interesting things that you learned by taking the geology project?

3. What activities did you enjoy doing? Why?

4. How will knowing about geology help you in other areas (school, home, etc.)?

Did you give an action demonstration about geology? ___yes ___no

If yes, where did you give the demonstration and what was the title?

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and project completion.

Signature of Helper/Leader _____ Date _____

Geology Level 2

Indiana 4-H Club Record

Name _____ Grade _____ Year _____

Name of Club _____ Year in Club Work _____

County _____ Township _____

1. What did you enjoy most about the geology project? Why?

2. What were the most interesting things that you learned by taking the geology project?

3. What activities did you enjoy doing? Why?

4. How will knowing about geology help you in other areas (school, home, etc.)?

Did you give an action demonstration about Geology? ____yes ____no

If yes, where did you give the demonstration and what was the title?

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and project completion.

Signature of Helper/Leader _____ Date _____

Geology Level 3

Indiana 4-H Club Record

Name _____ Grade _____ Year _____

Name of Club _____ Year in Club Work _____

County _____ Township _____

1. What did you enjoy most about the geology project this year? Why?

2. What were the most interesting things that you learned by taking the geology project?

3. How will knowing about geology help you in other areas (school, home, etc.)?

List the activities that you completed this year. Circle your favorite

Page	Title	What you learned

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and project completion.

Signature of Helper/Leader _____ Date _____

(You can copy or download this page from the 4-H Web site,
www.four-h.purdue.edu)



Wabash County 4-H

Health Record Sheet

NAME: _____

CLUB: _____

Level 1: 3 4 5 Level 2: 6 7 8 Level 3: 9 10 11 12

(Circle grade as of January 1 of current calendar year.)

1. What did you enjoy most about this project? Why?

Four horizontal lines for writing the answer to question 1.

2. What were the most interesting experiences you had with this project? Why? What did you learn?

Four horizontal lines for writing the answer to question 2.

3. What activities were hard to do? Why? What did you learn?

Four horizontal lines for writing the answer to question 3.

4. As a result of doing these activities, do you do anything differently? Do you think about anything differently? If yes, what? Describe.

Four horizontal lines for writing the answer to question 4.

5. List the activities you completed this year.

Four horizontal lines for listing activities completed this year.

6. Did you give an action demo or a demonstration on your Health project? yes _____ no _____

Name of Demonstration: _____



4-H HOME ENVIRONMENT RECORD

4-H 1011a-w
1/2010

Name: _____

Grade in School: _____

Exhibit Options: Check one or all that apply

Current Year: _____

____ Furniture: _____

____ Design Board Title: _____

____ Portfolio Subject: _____

PREPARING: List below what you want to do or learn this year.

Main Goal	Other Goals

DOING: Report the steps, from beginning to end, you used to complete your project.

Date	What I did	Money I spent	Who helped me	What I learned

SHARING: How did you share what you learned with others?
(Demonstrations, exhibits, talking to others, help other youth)

Date	What I did

REFLECTING:

The highlight of my project this year was..... I learned.....

What didn't go as planned? What I did about it.....what I learned as a result.....

What I learned about myself.....

How did this project fit into my goal(s) for the year.....

Skills I learned from this project that might help me as an adult.....



Wabash County 4-H

Horse Management Record Sheet

NAME: _____

CLUB: _____

GRADE: 3 4 5 6 7 8 9 10 11 12

(Circle grade as of January 1 of current calendar year.)

1. What did you enjoy most about this project? Why? _____

2. Tell about what you did to complete your project. List any articles you made.

3. Tell about the time and cost spent on this project? _____

4. What did you learn through completion of this project?

5. Did you give a demonstration on your project? _____ yes _____ no

Name of Demonstration _____



Wabash County 4-H

Poultry Poster Record Sheet

NAME: _____

CLUB: _____

LEVEL 1: 3 4 5 LEVEL 2: 6 7 8 LEVEL 3: 9 10 11 12

(Circle grade as of January 1 of current calendar year.)

1. What did you enjoy most about this project? Why? _____

2. Tell about what you did to complete your project. List any articles you made.

3. Tell about the time and cost spent on this project? _____

4. What did you learn through completion of this project?

5. Did you give a demonstration on your project? _____ yes _____ no

Name of Demonstration _____



Wabash County 4-H

Rabbit Poster
Record Sheet

NAME: _____

CLUB: _____

LEVEL 1: 3 4 5 LEVEL 2: 6 7 8 LEVEL 3: 9 10 11 12

(Circle grade as of January 1 of current calendar year.)

1. What did you enjoy most about this project? Why? _____

2. Tell about what you did to complete your project. List any articles you made.

3. Tell about the time and cost spent on this project? _____

4. What did you learn through completion of this project?

5. Did you give a demonstration on your project? _____ yes _____ no

Name of Demonstration _____

[Type here]

4-H FASHION REVUE GARMENT DESCRIPTION SHEET

Sewing Wearable & Consumer Clothing

CONSUMER CLOTHING: BEGINNER _____ INTERMEDIATE _____ SENIOR _____

FASHION REVUE:
JUNIOR DIVISION: 3RD _____ 4TH _____ 5TH _____ 6TH _____ 7TH _____
SENIOR DIVISION: INFORMAL _____ DRESS-UP _____ SUITS/COATS _____
SEPARATES _____ FORMAL _____ FREE CHOICE _____

NAME: _____

PARENTS: _____

4-H CLUB: _____

SCHOOL ATTENDING: _____ GRADE(completed): _____

HOBBIES & SPECIAL INTERESTS:

SCRIPT FOR FASHION REVUE: *(Things to possibly include: Name of fabric, Color scheme used in costume. Describe accessories worn with costume, Interesting facts about your costume)*

SENIOR FASHION REVUE STATE FAIR OPTIONS:
If I am chosen as a champion/State Fair entry in both construction and Fashion Revue, I prefer to go to State Fair in:
FASHION REVUE: _____ SEWING CONSTRUCTION: _____

SEWING PROJECT EXHIBIT CARD—Grade 3-4

4-H 925C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____ Use of item(s): _____

Mark skills included in your exhibit:

Grade 3 *Choose at least 2 skills:*

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

Grade 4 Seam finishes are recommended on all exposed seams.

Plus choose at least 2 skills:

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

SEWING PROJECT EXHIBIT CARD—Grade 3-4

4-H 925C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____ Use of item(s): _____

Mark skills included in your exhibit:

Grade 3 *Choose at least 2 skills:*

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

Grade 4 Seam finishes are recommended on all exposed seams.

Plus choose at least 2 skills:

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

SEWING PROJECT EXHIBIT CARD—Grade 5

4-H 926C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____ Use of item(s): _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. In addition, choose at least 3 of these skills:

- | | |
|--|--|
| <input type="checkbox"/> Sew a simple sleeve | <input type="checkbox"/> Do a machine blind hem |
| <input type="checkbox"/> Sew buttons | <input type="checkbox"/> Do a machine topstitched hem |
| <input type="checkbox"/> Sew with knit | <input type="checkbox"/> Apply machine topstitching |
| <input type="checkbox"/> Sew patch or inseam pockets | <input type="checkbox"/> Apply purchased trim or ribbing |
| <input type="checkbox"/> Insert elastic | <input type="checkbox"/> Apply binding |
| <input type="checkbox"/> Insert a zipper | <input type="checkbox"/> Apply facings |
| <input type="checkbox"/> Use a simple lining | <input type="checkbox"/> Hand stitch a hem |
| <input type="checkbox"/> Use a drawstring | <input type="checkbox"/> Gather fabric |
| <input type="checkbox"/> Use batting | <input type="checkbox"/> Match a fabric design |

SEWING PROJECT EXHIBIT CARD—Grade 5

4-H 926C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____ Use of item(s): _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. In addition, choose at least 3 of these skills:

- | | |
|--|--|
| <input type="checkbox"/> Sew a simple sleeve | <input type="checkbox"/> Do a machine blind hem |
| <input type="checkbox"/> Sew buttons | <input type="checkbox"/> Do a machine topstitched hem |
| <input type="checkbox"/> Sew with knit | <input type="checkbox"/> Apply machine topstitching |
| <input type="checkbox"/> Sew patch or inseam pockets | <input type="checkbox"/> Apply purchased trim or ribbing |
| <input type="checkbox"/> Insert elastic | <input type="checkbox"/> Apply binding |
| <input type="checkbox"/> Insert a zipper | <input type="checkbox"/> Apply facings |
| <input type="checkbox"/> Use a simple lining | <input type="checkbox"/> Hand stitch a hem |
| <input type="checkbox"/> Use a drawstring | <input type="checkbox"/> Gather fabric |
| <input type="checkbox"/> Use batting | <input type="checkbox"/> Match a fabric design |

SEWING PROJECT EXHIBIT CARD—Grade 6

4-H 926D-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____ Use of item(s): _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. *In addition, choose at least 4 of these skills:*

- | | | |
|--|--|--|
| <input type="checkbox"/> Sew facings | <input type="checkbox"/> Make buttonholes | <input type="checkbox"/> Hand sew buttons |
| <input type="checkbox"/> Sew a simple collar | <input type="checkbox"/> Make darts | <input type="checkbox"/> Hand-stitch a hem |
| <input type="checkbox"/> Sew with knit | <input type="checkbox"/> Insert piping | <input type="checkbox"/> Do a machine blind hem |
| <input type="checkbox"/> Sew tucks or pleats | <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Do a machine- |
| <input type="checkbox"/> Sew patch pockets | <input type="checkbox"/> Apply trim | topstitched hem |
| <input type="checkbox"/> Sew inseam pockets | <input type="checkbox"/> Apply ribbings | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Sew a simple lining | <input type="checkbox"/> Apply machine topstitch | <input type="checkbox"/> Use fiberfill |
| <input type="checkbox"/> Sew ruffles | <input type="checkbox"/> Apply bindings | <input type="checkbox"/> Construct with a serger |
| <input type="checkbox"/> Set in sleeves | <input type="checkbox"/> Apply machine appliqué | |

SEWING PROJECT EXHIBIT CARD—Grade 6

4-H 926D-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____ Use of item(s): _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. *In addition, choose at least 4 of these skills:*

- | | | |
|--|--|--|
| <input type="checkbox"/> Sew facings | <input type="checkbox"/> Make buttonholes | <input type="checkbox"/> Hand sew buttons |
| <input type="checkbox"/> Sew a simple collar | <input type="checkbox"/> Make darts | <input type="checkbox"/> Hand-stitch a hem |
| <input type="checkbox"/> Sew with knit | <input type="checkbox"/> Insert piping | <input type="checkbox"/> Do a machine blind hem |
| <input type="checkbox"/> Sew tucks or pleats | <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Do a machine- |
| <input type="checkbox"/> Sew patch pockets | <input type="checkbox"/> Apply trim | topstitched hem |
| <input type="checkbox"/> Sew inseam pockets | <input type="checkbox"/> Apply ribbings | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Sew a simple lining | <input type="checkbox"/> Apply machine topstitch | <input type="checkbox"/> Use fiberfill |
| <input type="checkbox"/> Sew ruffles | <input type="checkbox"/> Apply bindings | <input type="checkbox"/> Construct with a serger |
| <input type="checkbox"/> Set in sleeves | <input type="checkbox"/> Apply machine appliqué | |

SEWING PROJECT EXHIBIT CARD—Grade 7

4-H 927C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. *In addition, choose at least 5 of these skills:*

- | | | |
|--|---|---|
| <input type="checkbox"/> Make darts | <input type="checkbox"/> Apply inseam pockets | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Make buttonholes | <input type="checkbox"/> Apply patch pockets | <input type="checkbox"/> Insert piping |
| <input type="checkbox"/> Attach cuffs | <input type="checkbox"/> Apply front hip pockets | <input type="checkbox"/> Insert a lapped zipper |
| <input type="checkbox"/> Set-in sleeves | <input type="checkbox"/> Apply tucks/pleats | <input type="checkbox"/> Insert an invisible zipper |
| <input type="checkbox"/> Sew facing | <input type="checkbox"/> Apply binding | <input type="checkbox"/> Insert a separating zipper |
| <input type="checkbox"/> Sew lining | <input type="checkbox"/> Apply machine topstitching | <input type="checkbox"/> Insert a fly front zipper |
| <input type="checkbox"/> Sew on buttons | <input type="checkbox"/> Apply ribbing | <input type="checkbox"/> Do machine quilting |
| <input type="checkbox"/> Use doll joints | <input type="checkbox"/> Apply ruffles | <input type="checkbox"/> Do a hand-stitched hem |
| <input type="checkbox"/> Use fiberfill | <input type="checkbox"/> Apply a collar | <input type="checkbox"/> Do a machine blind hem |
| <input type="checkbox"/> Use a twin needle | <input type="checkbox"/> Apply trims | <input type="checkbox"/> Do a machine-topstitched hem |
| <input type="checkbox"/> Construct with a serger | <input type="checkbox"/> Apply machine or hand appliqué | |
| | <input type="checkbox"/> Apply machine embroidery | |

SEWING PROJECT EXHIBIT CARD—Grade 7

4-H 927C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate. *In addition, choose at least 5 of these skills:*

- | | | |
|--|---|---|
| <input type="checkbox"/> Make darts | <input type="checkbox"/> Apply inseam pockets | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Make buttonholes | <input type="checkbox"/> Apply patch pockets | <input type="checkbox"/> Insert piping |
| <input type="checkbox"/> Attach cuffs | <input type="checkbox"/> Apply front hip pockets | <input type="checkbox"/> Insert a lapped zipper |
| <input type="checkbox"/> Set-in sleeves | <input type="checkbox"/> Apply tucks/pleats | <input type="checkbox"/> Insert an invisible zipper |
| <input type="checkbox"/> Sew facing | <input type="checkbox"/> Apply binding | <input type="checkbox"/> Insert a separating zipper |
| <input type="checkbox"/> Sew lining | <input type="checkbox"/> Apply machine topstitching | <input type="checkbox"/> Insert a fly front zipper |
| <input type="checkbox"/> Sew on buttons | <input type="checkbox"/> Apply ribbing | <input type="checkbox"/> Do machine quilting |
| <input type="checkbox"/> Use doll joints | <input type="checkbox"/> Apply ruffles | <input type="checkbox"/> Do a hand-stitched hem |
| <input type="checkbox"/> Use fiberfill | <input type="checkbox"/> Apply a collar | <input type="checkbox"/> Do a machine blind hem |
| <input type="checkbox"/> Use a twin needle | <input type="checkbox"/> Apply trims | <input type="checkbox"/> Do a machine-topstitched hem |
| <input type="checkbox"/> Construct with a serger | <input type="checkbox"/> Apply machine or hand appliqué | |
| | <input type="checkbox"/> Apply machine embroidery | |

SEWING PROJECT EXHIBIT CARD—Grade 8 & Above

4-H 928C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits and non-raveling specialty fabrics). Interfacing, understitching, and trimming should be used when appropriate. *In addition, choose at least 6 of these skills:*

- | | | |
|--|---|---|
| <input type="checkbox"/> Make Darts | <input type="checkbox"/> Add facing | <input type="checkbox"/> Add inseam pockets |
| <input type="checkbox"/> Make a neckband | <input type="checkbox"/> Add lining | <input type="checkbox"/> Add patch pockets |
| <input type="checkbox"/> Make sleeves | <input type="checkbox"/> Add gathers | <input type="checkbox"/> Add front hip pockets |
| <input type="checkbox"/> Make self enclosed seams | <input type="checkbox"/> Add plackets | <input type="checkbox"/> Attach cuffs |
| <input type="checkbox"/> Make button loops | <input type="checkbox"/> Add boning | <input type="checkbox"/> Apply ribbing |
| <input type="checkbox"/> Make bound buttonholes | <input type="checkbox"/> Add lapels | <input type="checkbox"/> Apply trim |
| <input type="checkbox"/> Make machine buttonholes | <input type="checkbox"/> Add vents | <input type="checkbox"/> Apply machine or hand appliqué |
| <input type="checkbox"/> Make self-covered buttons | <input type="checkbox"/> Add a collar | <input type="checkbox"/> Apply machine topstitching |
| <input type="checkbox"/> Make pleats | <input type="checkbox"/> Add underlining | <input type="checkbox"/> Apply machine embroidery |
| <input type="checkbox"/> Make ruffles | <input type="checkbox"/> Add a drawstring | <input type="checkbox"/> Insert piping |
| <input type="checkbox"/> Make tucks | <input type="checkbox"/> Add welt pockets | <input type="checkbox"/> Insert elastic |
| <input type="checkbox"/> Make shoulder pads | <input type="checkbox"/> Add a waistband | <input type="checkbox"/> Insert an invisible zipper |
| <input type="checkbox"/> Insert a separating zipper | <input type="checkbox"/> Do a hand-stitched hem | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Do a machine-topstitch hem | <input type="checkbox"/> Sew on buttons |
| <input type="checkbox"/> Insert a fly front zipper | <input type="checkbox"/> Do a machine blind hem | <input type="checkbox"/> Sew with knits |
| <input type="checkbox"/> Insert a hand picked zipper | <input type="checkbox"/> Construct with a serger | <input type="checkbox"/> Sew with difficult fabric |
| <input type="checkbox"/> Do hand beading | <input type="checkbox"/> Use specialty thread | <input type="checkbox"/> Use twin needle |
| <input type="checkbox"/> Do machine or hand quilting | <input type="checkbox"/> Create bound edges | <input type="checkbox"/> Use fiberfill and/or batting |
| <input type="checkbox"/> Hand/machine beading | <input type="checkbox"/> Coordination of fabric for quilting item | <input type="checkbox"/> Use shaped seams |
| <input type="checkbox"/> Make a reversible item | <input type="checkbox"/> Piece quilted item | <input type="checkbox"/> Apply machine embroidery |
| | | <input type="checkbox"/> Other skills not listed |

SEWING PROJECT EXHIBIT CARD—Grade 8 & Above

4-H 928C-W

Fill out ONE card for each sewing exhibit, regardless of number of articles.

Attach completed card to your exhibit.

Name _____ County _____

Type of article(s) _____

Mark skills included in your exhibit: Seam finishes are recommended on all exposed seams (except knits and non-raveling specialty fabrics). Interfacing, understitching, and trimming should be used when appropriate. *In addition, choose at least 6 of these skills:*

- | | | |
|--|---|---|
| <input type="checkbox"/> Make Darts | <input type="checkbox"/> Add facing | <input type="checkbox"/> Add inseam pockets |
| <input type="checkbox"/> Make a neckband | <input type="checkbox"/> Add lining | <input type="checkbox"/> Add patch pockets |
| <input type="checkbox"/> Make sleeves | <input type="checkbox"/> Add gathers | <input type="checkbox"/> Add front hip pockets |
| <input type="checkbox"/> Make self enclosed seams | <input type="checkbox"/> Add plackets | <input type="checkbox"/> Attach cuffs |
| <input type="checkbox"/> Make button loops | <input type="checkbox"/> Add boning | <input type="checkbox"/> Apply ribbing |
| <input type="checkbox"/> Make bound buttonholes | <input type="checkbox"/> Add lapels | <input type="checkbox"/> Apply trim |
| <input type="checkbox"/> Make machine buttonholes | <input type="checkbox"/> Add vents | <input type="checkbox"/> Apply machine or hand appliqué |
| <input type="checkbox"/> Make self-covered buttons | <input type="checkbox"/> Add a collar | <input type="checkbox"/> Apply machine topstitching |
| <input type="checkbox"/> Make pleats | <input type="checkbox"/> Add underlining | <input type="checkbox"/> Apply machine embroidery |
| <input type="checkbox"/> Make ruffles | <input type="checkbox"/> Add a drawstring | <input type="checkbox"/> Insert piping |
| <input type="checkbox"/> Make tucks | <input type="checkbox"/> Add welt pockets | <input type="checkbox"/> Insert elastic |
| <input type="checkbox"/> Make shoulder pads | <input type="checkbox"/> Add a waistband | <input type="checkbox"/> Insert an invisible zipper |
| <input type="checkbox"/> Insert a separating zipper | <input type="checkbox"/> Do a hand-stitched hem | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Do a machine-topstitch hem | <input type="checkbox"/> Sew on buttons |
| <input type="checkbox"/> Insert a fly front zipper | <input type="checkbox"/> Do a machine blind hem | <input type="checkbox"/> Sew with knits |
| <input type="checkbox"/> Insert a hand picked zipper | <input type="checkbox"/> Construct with a serger | <input type="checkbox"/> Sew with difficult fabric |
| <input type="checkbox"/> Do hand beading | <input type="checkbox"/> Use specialty thread | <input type="checkbox"/> Use twin needle |
| <input type="checkbox"/> Do machine or hand quilting | <input type="checkbox"/> Create bound edges | <input type="checkbox"/> Use fiberfill and/or batting |
| <input type="checkbox"/> Hand/machine beading | <input type="checkbox"/> Coordination of fabric for quilting item | <input type="checkbox"/> Use shaped seams |
| <input type="checkbox"/> Make a reversible item | <input type="checkbox"/> Piece quilted item | <input type="checkbox"/> Apply machine embroidery |
| | | <input type="checkbox"/> Other skills not listed |

Sew Much Fun • Level A: Grade 3 Record Sheet

4-H-925A-W
New 8/01

Reflect

1. List two new things you learned about using a sewing machine.

- A. _____
B. _____

2. What sewn item(s) did you make this year? (List.) _____

3. Check the sewing skills you did this year. Insert elastic or drawstring
 Sew & trim a crotch curve
 Machine topstitch hems
 Use a simple seam finish
 Stitch in the ditch

4. List the learning activities (from page 2) you completed and briefly tell what you learned.

<i>Activity</i>	<i>What I learned</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Did you do an action demonstration? If so, on what? _____

Generalize

6. Sewing requires a step-by-step process. What three things would you tell a friend you should do every time you sew?

- A. _____
B. _____
C. _____

Apply

7. Describe something else that uses a step-by-step process and list the steps.

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and completion.

Signature of Helper/Leader _____ Date _____

Sew Much Fun • Level A: Grade 4 Record Sheet

4-H-925B-W
New 8/01

Reflect

1. List two new things you learned about using a sewing machine.

- A. _____
B. _____

2. What sewn item(s) did you make this year? (List.) _____

3. Check the sewing skills you did this year.

- | | |
|---|---|
| <input type="checkbox"/> Use interfacing | <input type="checkbox"/> Trim and grade seams |
| <input type="checkbox"/> Staystitch and understitch | <input type="checkbox"/> Work with fiberfill |
| <input type="checkbox"/> Apply a facing or binding | <input type="checkbox"/> Machine topstitch hems |
| <input type="checkbox"/> Stitch curved seams | |

4. List the learning activities (from page 7) you completed and briefly tell what you learned.

<i>Activity</i>	<i>What I learned</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Did you do an action demonstration? If so, on what? _____

Generalize

6. List three things you thought about when you went to purchase the supplies for your sewing project.

- A. _____
B. _____
C. _____

Apply

7. List three things you think about before you buy a new pair of shoes.

- A. _____
B. _____
C. _____

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and completion.

Signature of Helper/Leader _____ Date _____

Sew Much Fun • Level B: Grade 5 Record Sheet

4-H-926A-W
New 8/01

Reflect

1. How did you decide on an item to make this year? Did someone help you make this decision? If so, who?

2. What sewn item(s) did you make this year? (List.) _____

3. Check the three (or more) new skills you learned this year.

- | | | |
|--|--|---|
| <input type="checkbox"/> Match fabric design | <input type="checkbox"/> Apply purchased trim or ribbing | <input type="checkbox"/> Sew with knit |
| <input type="checkbox"/> Sew a simple sleeve | <input type="checkbox"/> Sew patch or inseam pockets | <input type="checkbox"/> Gather fabric |
| <input type="checkbox"/> Insert elastic | <input type="checkbox"/> Hand-stitch a hem | <input type="checkbox"/> Apply bindings |
| <input type="checkbox"/> Insert a zipper | <input type="checkbox"/> Do a machine blind hem | <input type="checkbox"/> Apply facings |
| <input type="checkbox"/> Use a simple lining | <input type="checkbox"/> Do a machine-topstitched hem | <input type="checkbox"/> Use batting |
| <input type="checkbox"/> Use a drawstring | <input type="checkbox"/> Apply machine topstitching | <input type="checkbox"/> Sew buttons |

4. List the learning activities (from page 2) you completed and briefly tell what you learned.

<i>Activity</i>	<i>What I learned</i>
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Did you do an action demonstration? If so, on what? _____

Generalize

6. How did you decide what sewn item you made this year?

7. List three things that you considered when purchasing fabric for this year's sewn project.

A. _____

B. _____

C. _____

Apply

8. How has this project helped you with other decisions you will need to make when shopping for school clothes?

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and completion.

Signature of Helper/Leader _____ Date _____

Reflect

1. How did you decide on an item to make this year? Did someone help you make this decision? _____
If so, who?

2. What sewn item(s) did you make this year? (List.) _____

3. Check the four (or more) new skills you learned this year.

- | | | |
|--|---|--|
| <input type="checkbox"/> Make darts | <input type="checkbox"/> Use fiberfill | <input type="checkbox"/> Hand-sew buttons |
| <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Insert piping | <input type="checkbox"/> Sew a simple lining |
| <input type="checkbox"/> Make buttonholes | <input type="checkbox"/> Set in sleeves | <input type="checkbox"/> Apply bindings |
| <input type="checkbox"/> Sew ruffles | <input type="checkbox"/> Hand-stitch a hem | <input type="checkbox"/> Apply ribbings |
| <input type="checkbox"/> Apply trim | <input type="checkbox"/> Do a machine-topstitched hem | <input type="checkbox"/> Sew with knit |
| <input type="checkbox"/> Sew facings | <input type="checkbox"/> Do a machine blind hem | <input type="checkbox"/> Sew inseam pockets |
| <input type="checkbox"/> Sew a simple collar | <input type="checkbox"/> Sew tucks or pleats | <input type="checkbox"/> Sew patch pockets |
| <input type="checkbox"/> Construct with a serger | <input type="checkbox"/> Match fabric design | |
| <input type="checkbox"/> Apply machine appliqué | <input type="checkbox"/> Apply machine topstitching | |

4. List the learning activities (from page 6) you completed and briefly tell what you learned.

Activity	What I learned
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

5. Did you do an action demonstration? If so, on what? _____

Generalize

6. Planning and organizing are necessary as you sew. List the steps you used in making this _____
year's sewn item(s).

Apply

7. During the school year you need to plan ahead and be organized. Describe how you organize _____
your time to be sure you complete homework on time and are ready for tests.

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and completion.

Signature of Helper/Leader _____ Date _____

Reflect

- 1. How did you decide on an item to make this year? How will you use the item(s) you have made? _____
- 2. Explain the sewing you did for community service this year. _____
- 3. What sewn item(s) did you make this year? _____
- 4. Check the 5 or more new skills you did this year.

- | | | |
|---|---|---|
| <input type="checkbox"/> Make darts | <input type="checkbox"/> Insert piping | <input type="checkbox"/> Sew on buttons |
| <input type="checkbox"/> Attach cuffs | <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Make buttonholes |
| <input type="checkbox"/> Set in sleeves | <input type="checkbox"/> Insert an invisible zipper | <input type="checkbox"/> Apply inseam pockets |
| <input type="checkbox"/> Apply binding | <input type="checkbox"/> Insert a separating zipper | <input type="checkbox"/> Apply patch pockets |
| <input type="checkbox"/> Sew facing | <input type="checkbox"/> Insert a fly front zipper | <input type="checkbox"/> Apply front hip pockets |
| <input type="checkbox"/> Sew lining | <input type="checkbox"/> Construct with a serger | <input type="checkbox"/> Use a twin needle |
| <input type="checkbox"/> Apply ribbing | <input type="checkbox"/> Do machine quilting | <input type="checkbox"/> Apply tucks/pleats |
| <input type="checkbox"/> Apply ruffles | <input type="checkbox"/> Do a hand-stitched hem | <input type="checkbox"/> Use doll joints |
| <input type="checkbox"/> Apply a collar | <input type="checkbox"/> Do a machine topstitched hem | <input type="checkbox"/> Use fiberfill |
| <input type="checkbox"/> Apply machine or hand appliqué | <input type="checkbox"/> Do a machine blind hem | <input type="checkbox"/> Apply trims |
| <input type="checkbox"/> Apply machine topstitching | <input type="checkbox"/> Match fabric design | <input type="checkbox"/> Apply machine embroidery |

- 5. List the learning activities (from page 2) you completed and briefly tell what you learned.

Activity	What I learned
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Generalize

- 6. You have used the life skills of decision-making, planning and organizing, and resource management as you have progressed through the sewing project. As you continue in this project, you will be asked each year to describe one of these life skills you have developed.

This year I will describe (check one).

- decision-making planning and organizing resource management

- 7. Describe in detail what you learned about the life skill you checked above. _____

Apply

- 8. How would you apply the life skill you checked above in your everyday life? _____

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and completion.

Signature of Helper/Leader _____ Date _____

Reflect

1. How did you decide on an item to make this year? How will you use the item(s) you have made? _____

2. Explain the sewing you did for community service this year. _____

3. What sewn item(s) did you make this year? _____

4. Check the 6 or more new skills you did this year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Make darts | <input type="checkbox"/> Create bound edges | <input type="checkbox"/> Do a hand-stitched hem |
| <input type="checkbox"/> Attach cuffs | <input type="checkbox"/> Apply trim | <input type="checkbox"/> Make self-covered buttons |
| <input type="checkbox"/> Make tucks | <input type="checkbox"/> Sew buttons | <input type="checkbox"/> Use specialty threads |
| <input type="checkbox"/> Make pleats | <input type="checkbox"/> Apply ribbing | <input type="checkbox"/> Make self-enclosed seams |
| <input type="checkbox"/> Add lining | <input type="checkbox"/> Add underlining | <input type="checkbox"/> Sew with difficult fabric |
| <input type="checkbox"/> Insert elastic | <input type="checkbox"/> Add a drawstring | <input type="checkbox"/> Construct with a serger |
| <input type="checkbox"/> Add facings | <input type="checkbox"/> Add ruffles | <input type="checkbox"/> Do hand beading |
| <input type="checkbox"/> Add boning | <input type="checkbox"/> Add a waistband | <input type="checkbox"/> Add patch pockets |
| <input type="checkbox"/> Add plackets | <input type="checkbox"/> Insert an invisible zipper | <input type="checkbox"/> Add inseam pockets |
| <input type="checkbox"/> Apply a collar | <input type="checkbox"/> Insert a separating zipper | <input type="checkbox"/> Add front hip pockets |
| <input type="checkbox"/> Add lapels | <input type="checkbox"/> Insert a fly front zipper | <input type="checkbox"/> Add welt pockets |
| <input type="checkbox"/> Insert piping | <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Make machine buttonholes |
| <input type="checkbox"/> Make sleeves | <input type="checkbox"/> Insert a hand-picked zipper | <input type="checkbox"/> Make bound buttonholes |
| <input type="checkbox"/> Do machine or hand quilting | <input type="checkbox"/> Use shaped seams | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Make a neckband | <input type="checkbox"/> Sew with knit | <input type="checkbox"/> Use twin needle |
| <input type="checkbox"/> Apply machine or hand appliqué | <input type="checkbox"/> Use fiberfill | <input type="checkbox"/> Make shoulder pads |
| <input type="checkbox"/> Add gathers | <input type="checkbox"/> Make button loops | <input type="checkbox"/> Apply machine embroidery |
| <input type="checkbox"/> Add vents | <input type="checkbox"/> Do a machine topstitched hem | |
| <input type="checkbox"/> Apply machine topstitching | <input type="checkbox"/> Do a machine blind hem | |

5. List the learning activities (from pages 5-6) you completed and briefly tell what you learned.

Activity	What I learned
_____	_____
_____	_____
_____	_____

Generalize

6. You have used the life skills of decision-making, planning and organizing, and resource management as you have progressed through the sewing project. As you continue in this project, you will be asked each year to describe one of these life skills you have developed.

(Select a different skill for each year.) This year I will describe (check one).

- decision-making planning and organizing resource management

7. Describe in detail what you learned about the life skill you checked above. _____

Apply

8. How would you apply the life skill you checked above in your everyday life? _____

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and completion.

Signature of Helper/Leader _____ Date _____

Reflect

1. How did you decide on an item to make this year? How will you use the item(s) you have made? _____

2. Explain the sewing you did for community service this year. _____

3. What sewn item(s) did you make this year? _____

4. Check the 6 or more new skills you did this year.

- | | | |
|---|---|--|
| <input type="checkbox"/> Make darts | <input type="checkbox"/> Create bound edges | <input type="checkbox"/> Do a hand-stitched hem |
| <input type="checkbox"/> Attach cuffs | <input type="checkbox"/> Apply trim | <input type="checkbox"/> Make self-covered buttons |
| <input type="checkbox"/> Make tucks | <input type="checkbox"/> Sew buttons | <input type="checkbox"/> Use specialty threads |
| <input type="checkbox"/> Make pleats | <input type="checkbox"/> Apply ribbing | <input type="checkbox"/> Make self-enclosed seams |
| <input type="checkbox"/> Add lining | <input type="checkbox"/> Add underlining | <input type="checkbox"/> Sew with difficult fabric |
| <input type="checkbox"/> Insert elastic | <input type="checkbox"/> Add a drawstring | <input type="checkbox"/> Construct with a serger |
| <input type="checkbox"/> Add facings | <input type="checkbox"/> Add ruffles | <input type="checkbox"/> Do hand beading |
| <input type="checkbox"/> Add boning | <input type="checkbox"/> Add a waistband | <input type="checkbox"/> Add patch pockets |
| <input type="checkbox"/> Add plackets | <input type="checkbox"/> Insert an invisible zipper | <input type="checkbox"/> Add inseam pockets |
| <input type="checkbox"/> Apply a collar | <input type="checkbox"/> Insert a separating zipper | <input type="checkbox"/> Add front hip pockets |
| <input type="checkbox"/> Add lapels | <input type="checkbox"/> Insert a fly front zipper | <input type="checkbox"/> Add welt pockets |
| <input type="checkbox"/> Insert piping | <input type="checkbox"/> Insert a lapped zipper | <input type="checkbox"/> Make machine buttonholes |
| <input type="checkbox"/> Make sleeves | <input type="checkbox"/> Insert a hand-picked zipper | <input type="checkbox"/> Make bound buttonholes |
| <input type="checkbox"/> Do machine or hand quilting | <input type="checkbox"/> Use shaped seams | <input type="checkbox"/> Match fabric design |
| <input type="checkbox"/> Make a neckband | <input type="checkbox"/> Sew with knit | <input type="checkbox"/> Use twin needle |
| <input type="checkbox"/> Apply machine or hand appliqué | <input type="checkbox"/> Use fiberfill | <input type="checkbox"/> Make shoulder pads |
| <input type="checkbox"/> Add gathers | <input type="checkbox"/> Make button loops | <input type="checkbox"/> Apply machine embroidery |
| <input type="checkbox"/> Add vents | <input type="checkbox"/> Do a machine topstitched hem | |
| <input type="checkbox"/> Apply machine topstitching | <input type="checkbox"/> Do a machine blind hem | |

5. List the learning activities (from pages 5-6) you completed and briefly tell what you learned.

Activity	What I learned
_____	_____
_____	_____
_____	_____

Generalize

6. You have used the life skills of decision-making, planning and organizing, and resource management as you have progressed through the sewing project. As you continue in this project, you will be asked each year to describe one of these life skills you have developed.

(Select a different skill for each year.) This year I will describe (check one).

- decision-making planning and organizing resource management

7. Describe in detail what you learned about the life skill you checked above. _____

Apply

8. How would you apply the life skill you checked above in your everyday life?

Signature of 4-H member _____ Date _____

I have reviewed this record and made comments about the individual's progress and completion.

Signature of Helper/Leader _____ Date _____



**Wabash County 4-H
Soil and Water Science
Record Sheet**

Updated 8/2019

NAME: _____

CLUB: _____

Level 1: 3 4 5 **Level 2:** 6 7 8 **Level 3:** 9 10 11 12
(Circle grade level as of January 1 of current calendar year.)

1. List the activities you completed this year.

2. What was the most difficult part of preparing your Soil and Water Science project this year?

3. What was the most enjoyable part of preparing your Soil and Water Science project this year?

4. List two new things you learned while working on your Soil and Water Science project.

5. How will you use the knowledge you gained while studying soil and water science?

5. Did you give a demonstration about your Soil and Water Science project? _____ Yes _____ No

Name of demonstration _____



Wabash County 4-H
Sport Fishing
Record Sheet

Updated 8/2019

NAME: _____

CLUB: _____

Level 1: 3 4 5 **Level 2:** 6 7 8 **Level 3:** 9 10 11 12
(Circle grade level as of January 1 of current calendar year.)

1. List the activities you completed this year.

2. What was the most difficult part of preparing your Sport Fishing project this year?

3. What was the most enjoyable part of preparing your Sport Fishing project this year?

4. List two new things you learned while working on your Sport Fishing project.

5. How will you use the knowledge you gained while studying sport fishing?

5. Did you give a demonstration about your Sport Fishing project? _____ Yes _____ No

Name of demonstration _____



Wabash County 4-H

Vet Science Record Sheet

NAME: _____

CLUB: _____

Beginning: 3 4 5 Intermediate: 6 7 8 Advanced: 9 10 11 12

(Circle grade as of January 1 of current calendar year.)

1. How did you become interested in vet science?

2. What activities have you completed in order to learn more about vet science this year?

3. What new things did you learn through the 4-H Vet Science project and/or club?

4. Describe the time and money spent in order to complete your vet science project.

5. Did you complete a vet science related demonstration this year? _____

If yes, write a brief description of your demonstration.

6. Is your main interest in veterinary science _____ large animals -or- _____ small animals?

7. List resources (people, books, magazines, videos, etc) you used to complete your proejct.

8. What new topics would you be interested in studying through the 4-H Vet Science Club next year?



Wabash County 4-H
**Weather and Climate
 Science Record Sheet**
 Updated 8/2019

NAME: _____

CLUB: _____

Level 1: 3 4 5 **Level 2:** 6 7 8 **Level 3:** 9 10 11 12
 (Circle grade level as of January 1 of current calendar year.)

1. List the activities you completed this year.

2. What was the most difficult part of preparing your Weather and Climate Science project this year?

3. What was the most enjoyable part of preparing your Weather and Climate Science project this year?

4. List two new things you learned while working on your Weather and Climate Science project.

5. How will you use the knowledge you gained while studying weather and climate science?

5. Did you give a demonstration about your Weather and Climate Science project? _____ Yes _____ No

Name of demonstration _____



Wabash County 4-H
Wildlife
Record Sheet

Updated 8/2019

NAME: _____

CLUB: _____

Level 1: 3 4 5 **Level 2:** 6 7 8 **Level 3:** 9 10 11 12
(Circle grade level as of January 1 of current calendar year.)

1. List the activities you completed this year.

2. What was the most difficult part of preparing your Wildlife project this year?

3. What was the most enjoyable part of preparing your Wildlife project this year?

4. List two new things you learned while working on your Wildlife project.

5. How will you use the knowledge you gained while studying wildlife science?

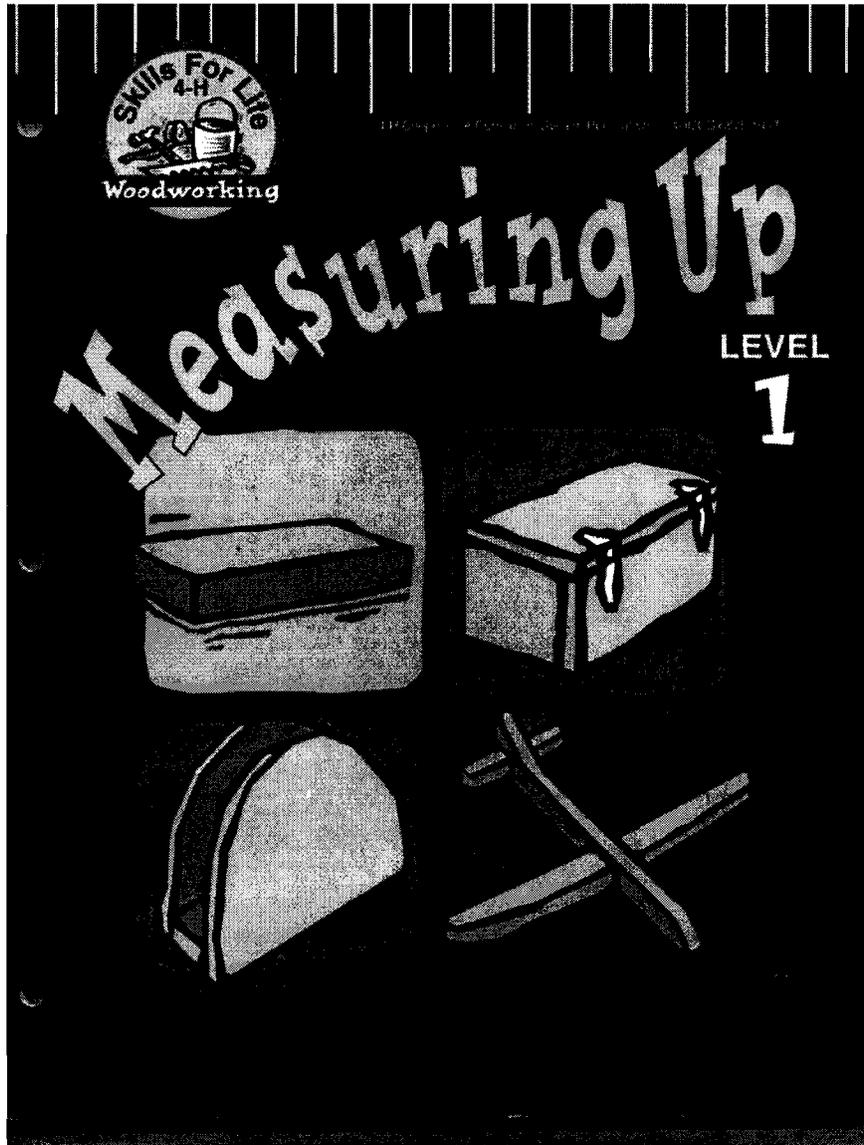
5. Did you give a demonstration about your Wildlife project? _____ Yes _____ No

Name of demonstration _____

Woodworking Plans

Measuring Up

Level 1



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

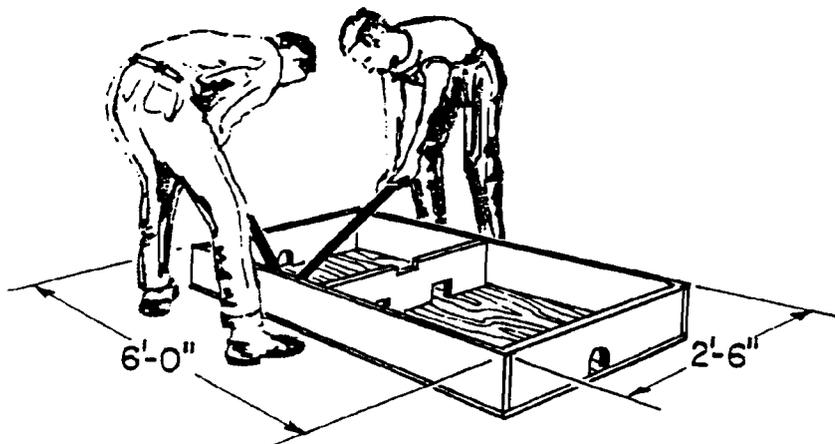
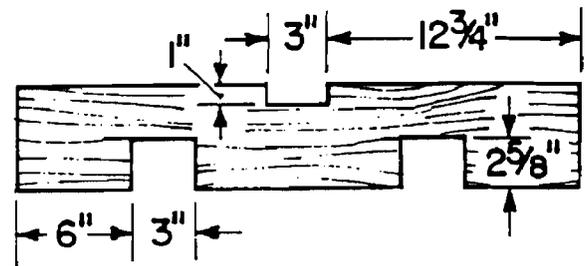
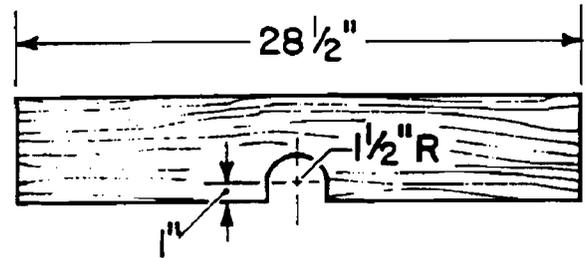
BOX HOCKEY

Materials Needed:

- 1 piece of 5/8" x 30" x 6 feet exterior-grade plywood for floor
- 1 piece lumber 2 x 6 (actual size 1 1/2" x 5 1/2") 8 feet long for ends and partition
- 2 pieces lumber 1 x 6 (actual size 3/4" x 5 1/2") 6 feet long for sides
- 2 pieces lumber 1 x 2 (actual size 3/4" x 1 1/2") 30" long for sticks
- 1 puck—1" thick, 2" diameter
- 12—No. 6, 1 1/4" flathead wood screws
- 36—1 1/2" finishing nails
- Sandpaper
- Paint or varnish

Tools Needed:

- Crosscut saw
- Coping saw
- Pencil compass
- Square
- Countersink
- Claw hammer
- Drill with 1/8" bit
- Paint brush



How to Play Box Hockey:

Players stand on opposite sides of box which is placed on the floor. Each player has a hockey stick and holds it at the end. The puck is placed in the notch in the center partition. To start the game, the players "shinny off." (i.e., They touch the bottom of the box and then each other's stick three times, counting 1-2-3 go.) The object of the game is to knock the puck out of the box through the end opening to the player's own left. When the puck goes through opening, the players start over. Best two out of three goals win.

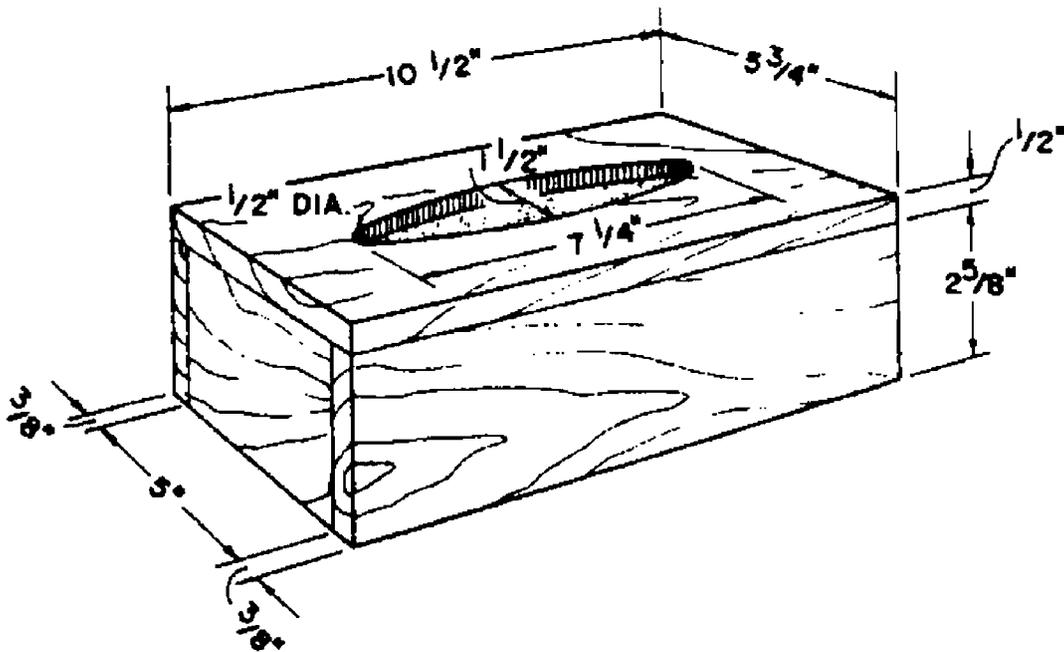
TISSUE DISPENSER

(Plan provided by Bill, Dan, and Bob Beaudreau of Fond du Lac County)

Use as a dispenser over a standard 200 count tissue box. Before building, measure the tissue box that will be used. The inside of the box should be at least $\frac{1}{8}$ " deeper, $\frac{1}{4}$ " wider, and $\frac{1}{4}$ " longer than the tissue box. The inside of this one is $2\frac{5}{8}$ " deep, 5" wide, and $9\frac{3}{4}$ " long.

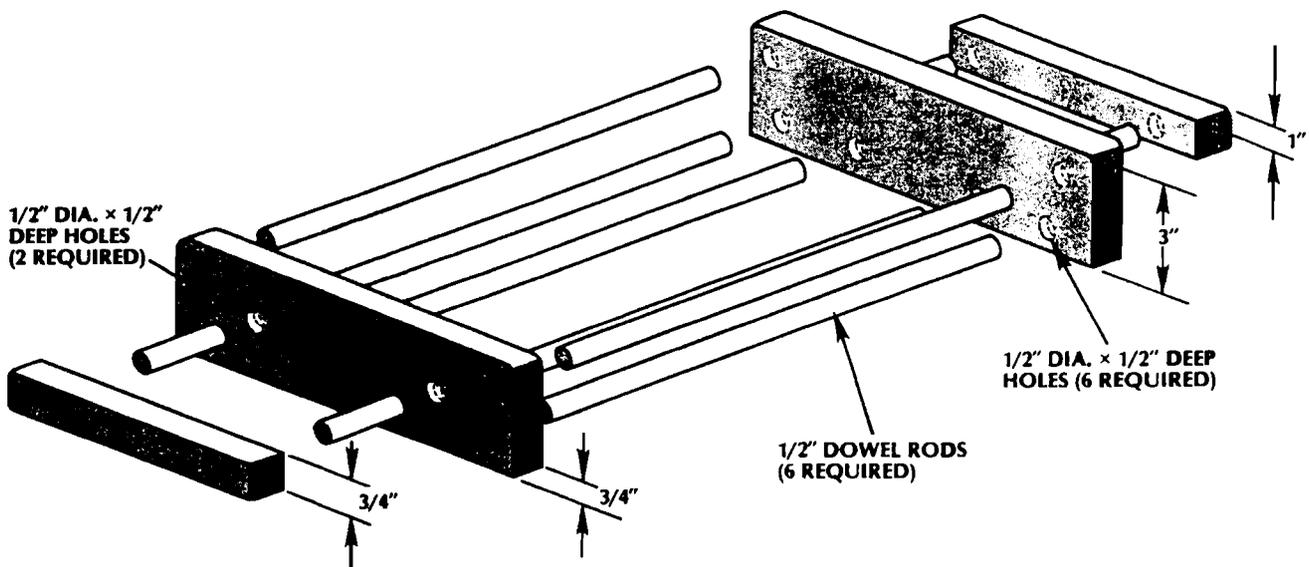
Materials Needed:

- $\frac{3}{8}$ " material to make:
 - 2 - $\frac{3}{8}$ " x $2\frac{5}{8}$ " x 5" (actual dimensions) for ends
 - 2 - $\frac{3}{8}$ " x $2\frac{5}{8}$ " x $10\frac{1}{2}$ " (actual dimensions) for sides (inside dimension, plus 2 times thickness of end piece)
- $\frac{1}{2}$ " material to make top ($\frac{3}{8}$ " will work)
- 1 - $\frac{1}{2}$ " x $5\frac{3}{4}$ " x $10\frac{1}{2}$ " (actual dimensions) for top
- $\frac{3}{4}$ " wire brads
- Glue
- Finish materials



CASSEROLE HOLDERS

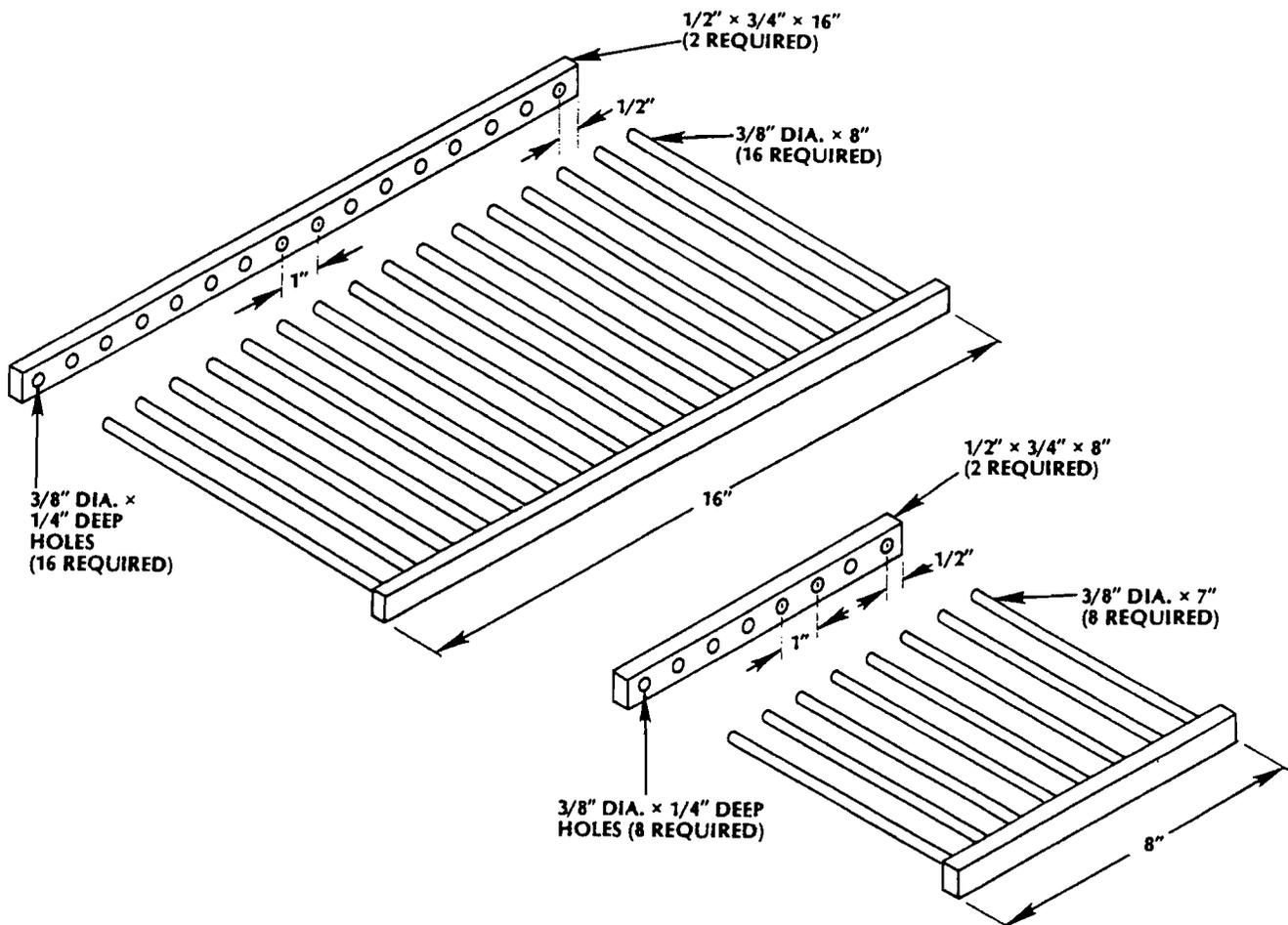
To make a casserole holder, use $\frac{3}{4}$ " hardwood stock for the ends and handles and $\frac{1}{2}$ " dowel rods for the rack. The ends are 3" high and should be 2" longer than the width of the baking dish. The handles measure 4" shorter than the ends and are 1" wide. On the inside of the ends, drill $\frac{1}{2}$ " diameter x $\frac{1}{2}$ " deep holes for six dowel rods (see diagram for approximate location). On the outside of the end pieces, drill $\frac{1}{2}$ " dowel rod holes for the handles. Round off all edges on the ends and handles using a rasp and sandpaper. Cut the dowel rods to the length required and assemble the project with glue and clamps.



COOLING RACKS

Here are some simple and beautiful cooling racks that you can make in the time it takes to bake a loaf or two.

Cut the sides to length using hardwood from your scrap pile. Drill the 3/8" diameter x 1/4" deep holes in the sides for the dowel rods. Sand the sides and round all the edges by sanding with sandpaper. Next, lightly sand dowel rods, then cut them to length using a hand saw. Assemble the rack with glue and clamp it with bar clamps. Apply a nontoxic finish or leave natural.



GARDEN TOOL BOX

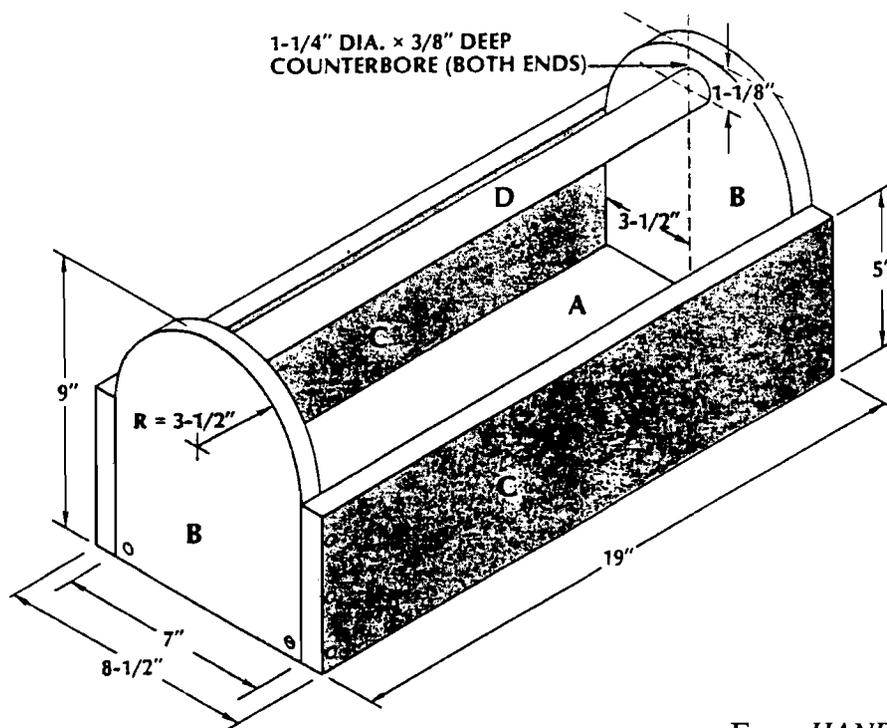
Here's a handy carrier for your garden tools that's a cinch to put together. The toolbox is equally useful for the plumber, electrician, or mechanic in your home.

List of Materials:

(finished dimensions in inches)

A	Bottom	1/4 x 7 x 17-1/2
B	Ends (2)	3/4 x 7 x 9
C	Sides (2)	3/4 x 5 x 19
D	Handle	1-1/4 dia. x 18-1/4
	Flathead wood screws (22)	#9 x 1-1/2

1. Select your stock. Pressure-treated or a suitable outdoor wood such as redwood or cedar is best, but any scrap wood will do. The handle is standard 1-1/4" closet pole stock—or you can use part of an old broomstick.
2. Prepare the stock. Rip the bottom (A), ends (B), and sides (C) to width using a hand saw, then crosscut all pieces to length. Cut the contours on the ends (B) with a coping saw, and sand.
3. Drill the holes for the handle (D). Use a 1-1/4" Forstner bit to drill these 3/8" deep holes. Next, drill pilot holes for the assembly screws.
4. Assemble the toolbox with #9 x 1-1/2" flathead wood screws. Attach the ends (B) to the bottom (A) and insert the handle (D). Attach the sides (C). Round off all sharp edges with a rasp or sandpaper.



From *HANDS ON* June/July/Aug 84

LETTER & PENCIL HOLDER

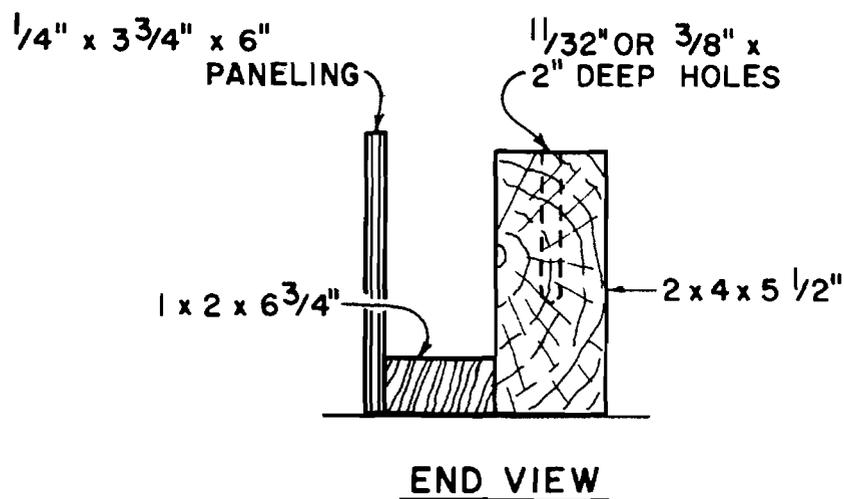
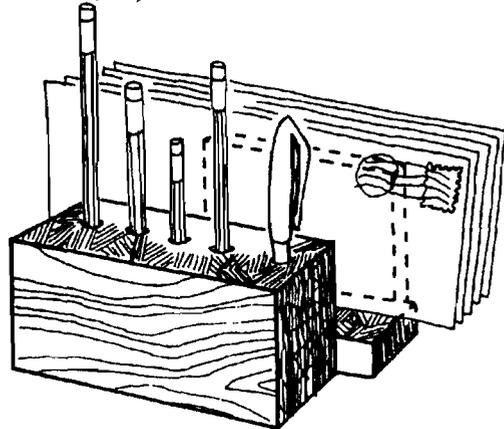
Use to store pencils and mail.

Materials Needed:

- 2 x 4 x 5 1/2" (actual dimensions about 1 1/2" x 3 1/2" x 5 1/2"). 5/4" material may be used as an alternate.
- 1 x 2 x 6 3/4" (actual dimensions about 3/4" x 1 1/2" x 6 3/4")
- 1/4" plywood or paneling 3 3/4" wide and 6" long
- 3 - 8 penny finishing nails
- 3/4" wire brads
- Glue
- Finish materials

Tools Needed:

- Pencil
- Saw
- Square
- Hammer
- Bit brace (or electric drill) with 11/32" or 3/8" bit
- Hand drill (or electric drill) and headless 8 penny finishing nail (or drill bit of that size)
- Nail set



Hints:

- Mark centers of pencil holes on 2 x 45, 7/8" apart.
- Attach the 1 x 2 to the 2 x 4 with two finishing nails and glue. (Drill pilot holes for nails.)
- Attach the paneling or plywood to the 1 x 2 with 3/4" wire brads and glue.

TURTLE PUZZLE

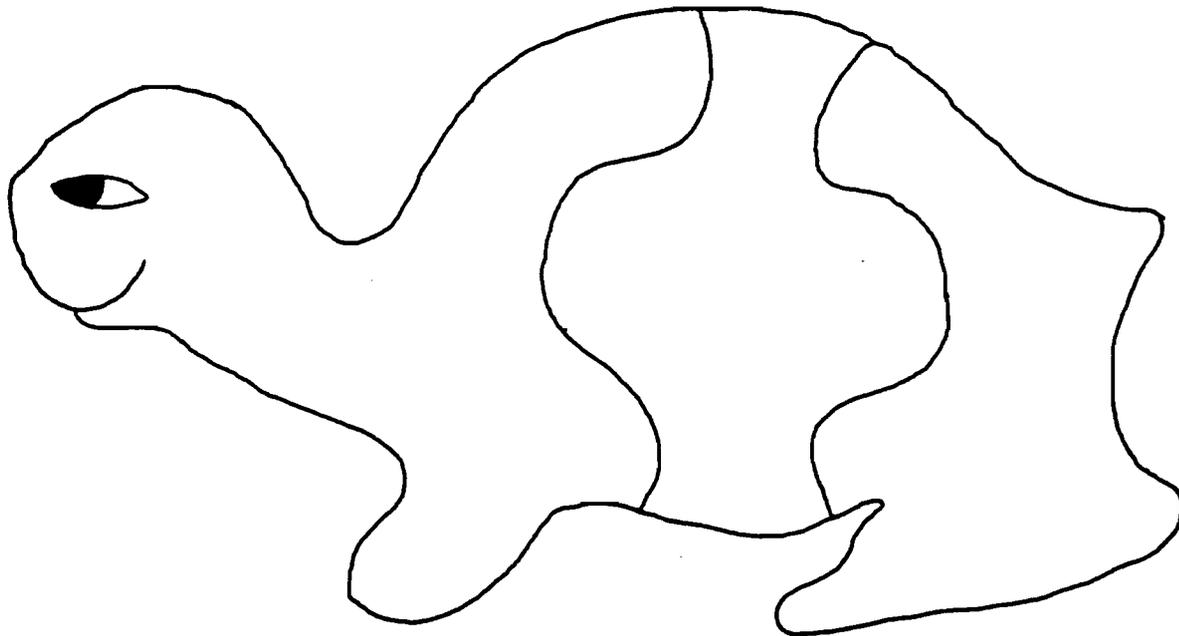
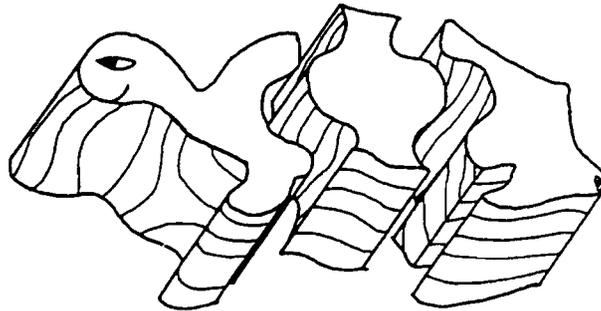
Can be used as a toy and puzzle for youngsters ranging in age from 3 to 6 years.

Materials Needed:

- A piece of 5/4 or 2 x 4 material about 7" long. The 5/4 material is about 1 1/16" thick and the 2 x 4 is about 1 1/2" thick.
- Finish materials you select.

Tools Needed:

- Pencil and carbon paper
- Coping saw with coarse teeth
- Sandpaper (80 grit for rough surfaces and 120 grit for smooth surfaces)



THE SHIFTING PYRAMID GAME

Materials Needed:

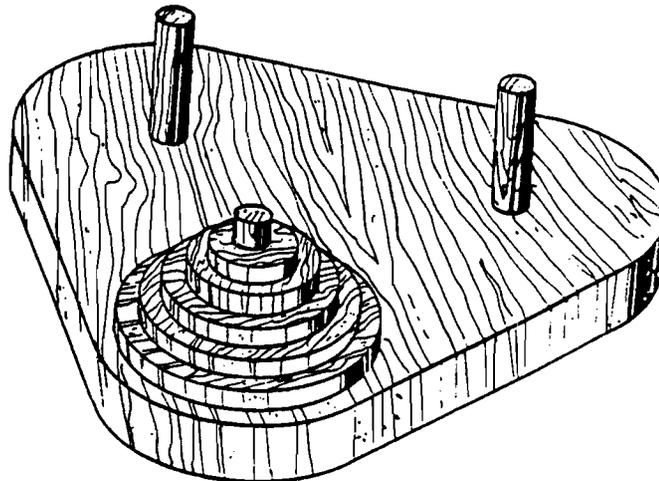
- 1 piece of 3/4" x 8" x 8" A-D or better plywood, or use a piece of lumber 1 x 10 (actual size 3/4" x 9 1/4") 8" long (base)
- 1 piece of 1/4" x 6" x 6" A-D or better plywood, or use a piece of lumber 1 x 8 (actual size 3/4" x 7 1/4") 6" long (game pieces)
- 1 piece of 1/4" dowel stock, 12" long (pegs)
- Glue
- Sandpaper (medium and fine grit)
- Finishing material (optional)

Tools Needed:

- Coping saw
- Boring tool with 1/4" and 3/8" bits

Instructions:

1. Trace the pattern for the base using carbon paper between your piece of wood and the pattern. Use the pattern on the next page.
NOTE: If your saw cuts on the pull stroke trace your pattern on the back side of your wood piece so that the front face of the piece does not get damaged during cutting.
2. Cut out the base using a saw.
3. Mark and drill 1/4" peg holes, 1/2" deep in the base at the locations marked with an X.
4. Sand the surfaces and edges of the base.
5. Cut three pieces of the 1/4" dowel stock, 3" in length.
6. Sand the dowel pegs rounding the top ends.
7. Apply glue to the sides of the holes with a small stick, then place the pegs in the holes.
8. Mark and cut the five movable pieces from the 1/4" plywood. Dimensions of the pieces are (3" x 3") (2 1/2" x 2 1/2") (2" x 2") (1 1/2" x 1 1/2") and (1" x 1"). These pieces can be cut round or square.
9. Mark the centers of each individual piece and drill a 3/8" hole completely through the piece.
10. Sand each piece and finish with a material of your choice. Painting the pieces different colors adds eye appeal.



How to Play:

Place five pieces on one peg in pyramid formation. The object is to shift the entire pyramid (5 pieces) to another peg moving one piece at a time and at no time having a larger piece above a smaller one. Can you do it in 31 move—that's perfect?

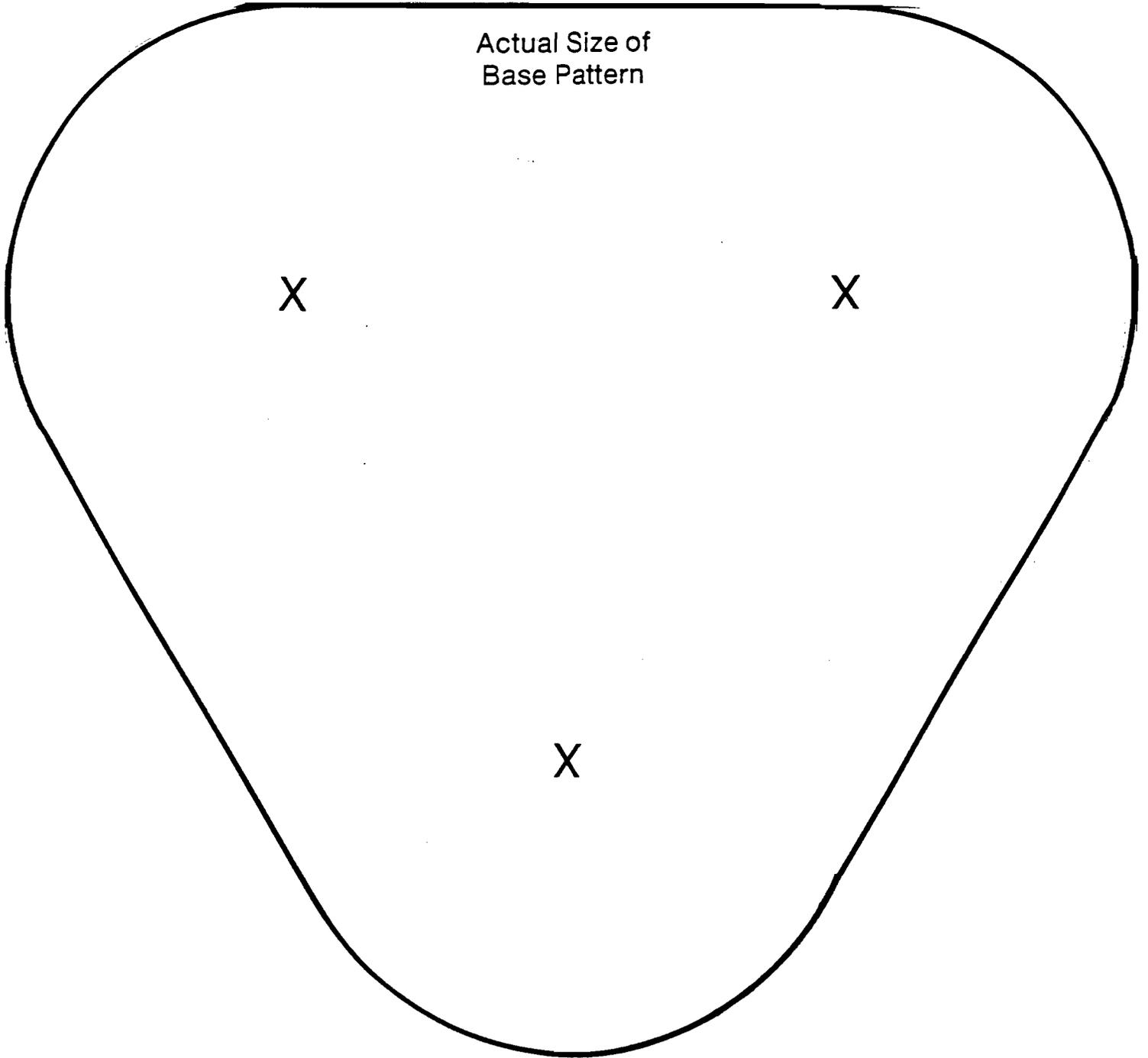
To make the puzzle more challenging use seven blocks instead of five.

Actual Size of
Base Pattern

X

X

X



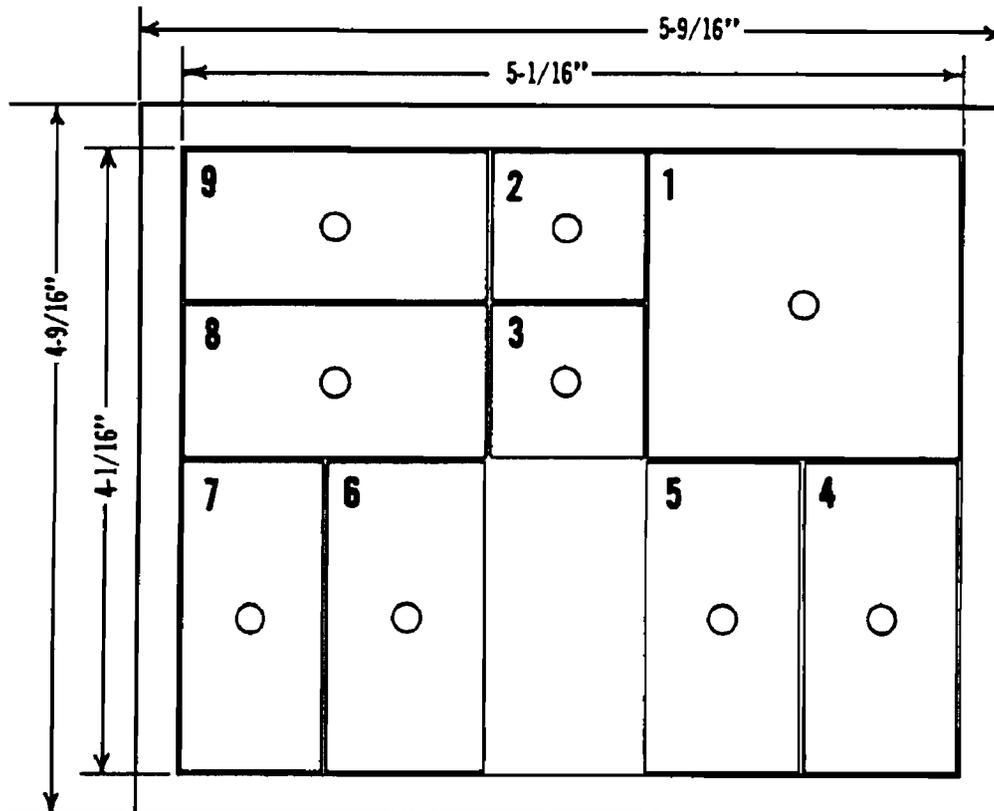
NINE BLOCK PUZZLE

Construct shallow box in proportion of 4 inches by 5 inches inside measurements with 1/4 inch trim around the edges. Entire puzzle may be built from 1/4 inch plywood. The model shown is: (1) 2 inches by 2 inches, (2-3) 1 inch by 1 inch, (4-5-6-7-8-9) 1 inch by 2 inches. An extra 1/16 inch is allowed on inside base for ease of moving blocks. Overall size is 4 9/16 inches by 5 9/16 inches with 1/4 inch trim.

Countersink holes in blocks at dots for easy moving.

Puzzle: Move large block (1) from upper right corner to position of (8) and (9).

Key to solution: Small blocks move around the board in clockwise fashion. Do not get the large block in either of the lower corners.



LETTER HOLDER

Materials Needed:

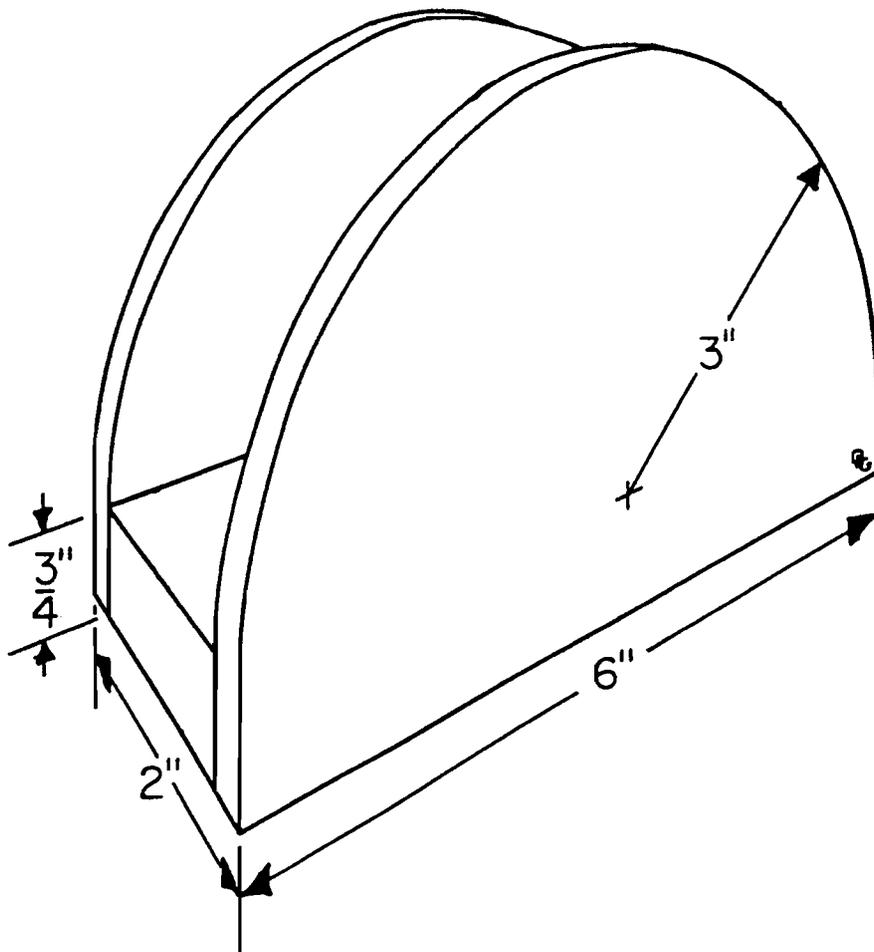
- One piece of 1 x 2 (actual dimensions approximately 3/4" x 1 1/2") 6" long
- Enough plywood or paneling to cut 2 pieces each 4" x 6"
- Eight - 1" wire brads
- Glue
- Finish materials

Tools Needed:

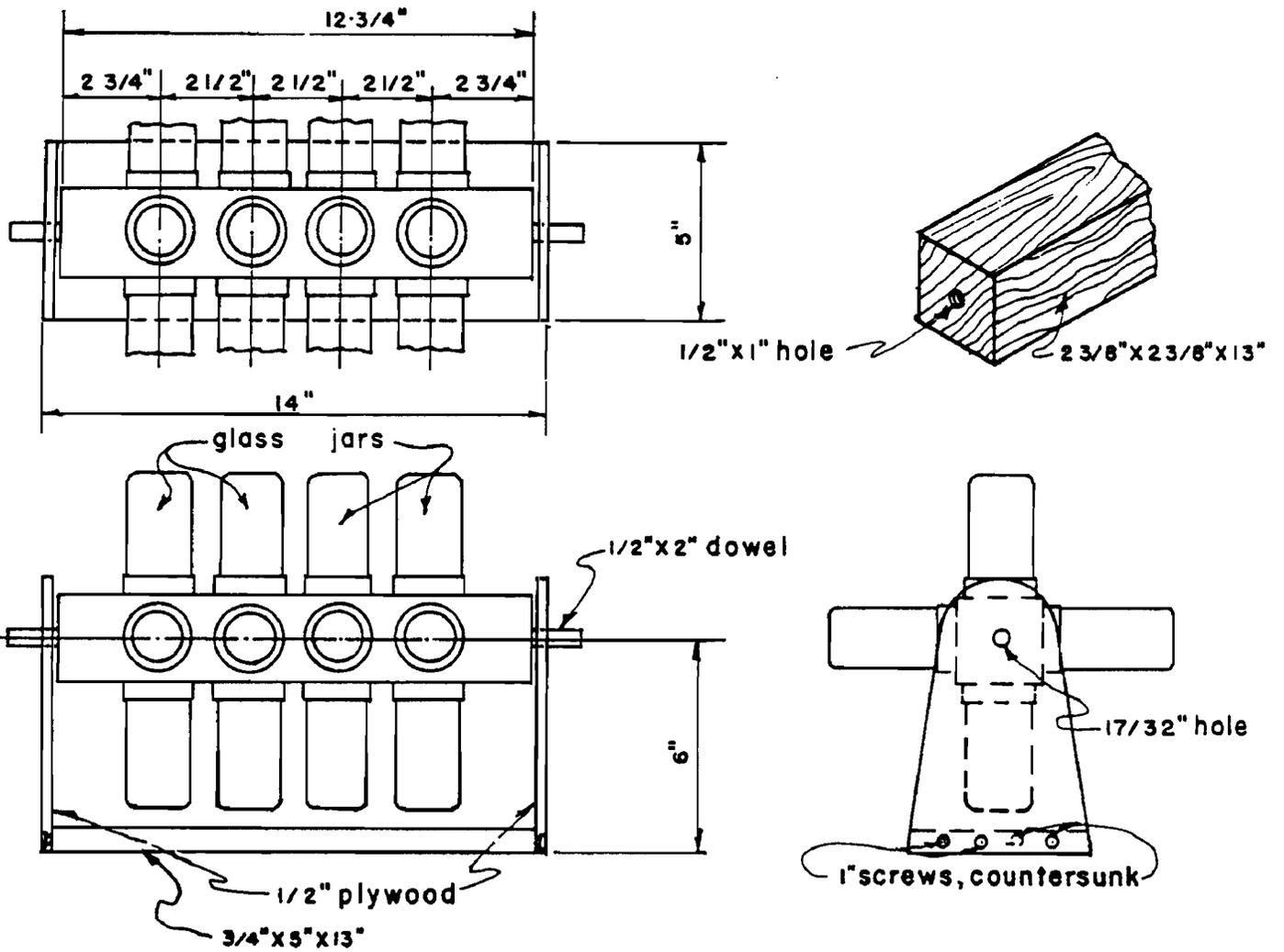
- Square
- Pencil
- A saw for square-cuts
- A coping saw for curve cuts
- Pencil compass
- Hammer
- Nail set
- Sandpaper (80 grit for rough wood and 120 grit for smooth wood)

Instructions:

1. Cut the center piece of the 6" length.
2. Mark the cutout lines for the side pieces. Remember, most plywood and paneling has one side better than the other side. Arrange your pieces so the best side of the plywood will be the outside of both the front and back piece. You may want to clamp both pieces together and cut both at the same time. *Other Ideas:* Add designs or decals to the side pieces. Use different material. Change the shape. Make it larger for a napkin holder.



NAIL AND SCREW HOLDER



NOTE: Screw the jar lids onto the block on all four sides.

HORSESHOE TIE RACK

Materials Needed:

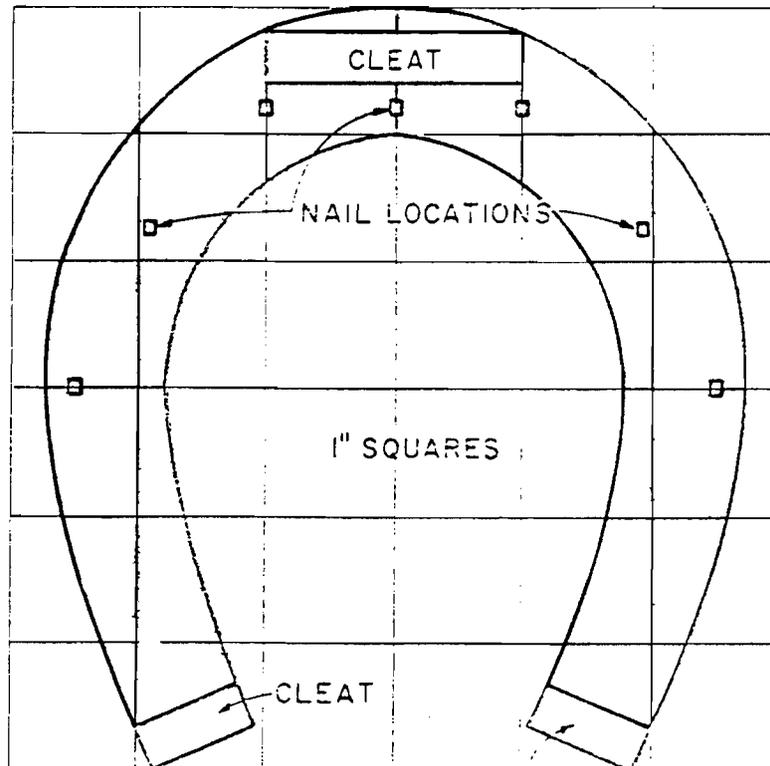
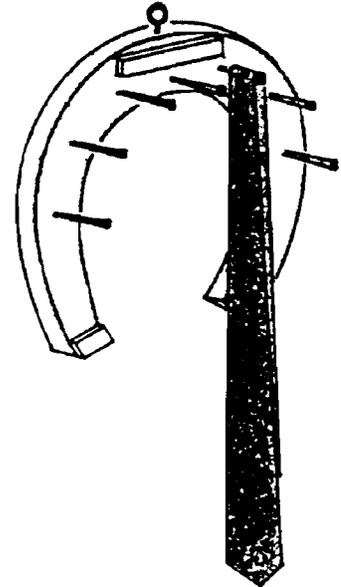
- One piece of lumber or plywood 6" x 6" about 3/4" thick
- One piece of wood 1/8" x 3/8" x 4"
- Seven 2" horseshoe or cut iron nails
- One small screw eye
- 1/2" wire brads
- Interior finish materials

Tools needed:

- Pencil
- Saw
- Drill
- Sandpaper
- Hammer
- Brush

Instructions:

1. Cut out the horseshoe and cleats.
2. Attach the cleats with glue and wire brads.
3. Drill pilot holes for the horseshoe or cut iron nails.
4. Sandpaper smooth.
5. Apply finish.
6. Drive in nails to equal height.



3/8" FIBERBOARD
OR WOOD CLEAT

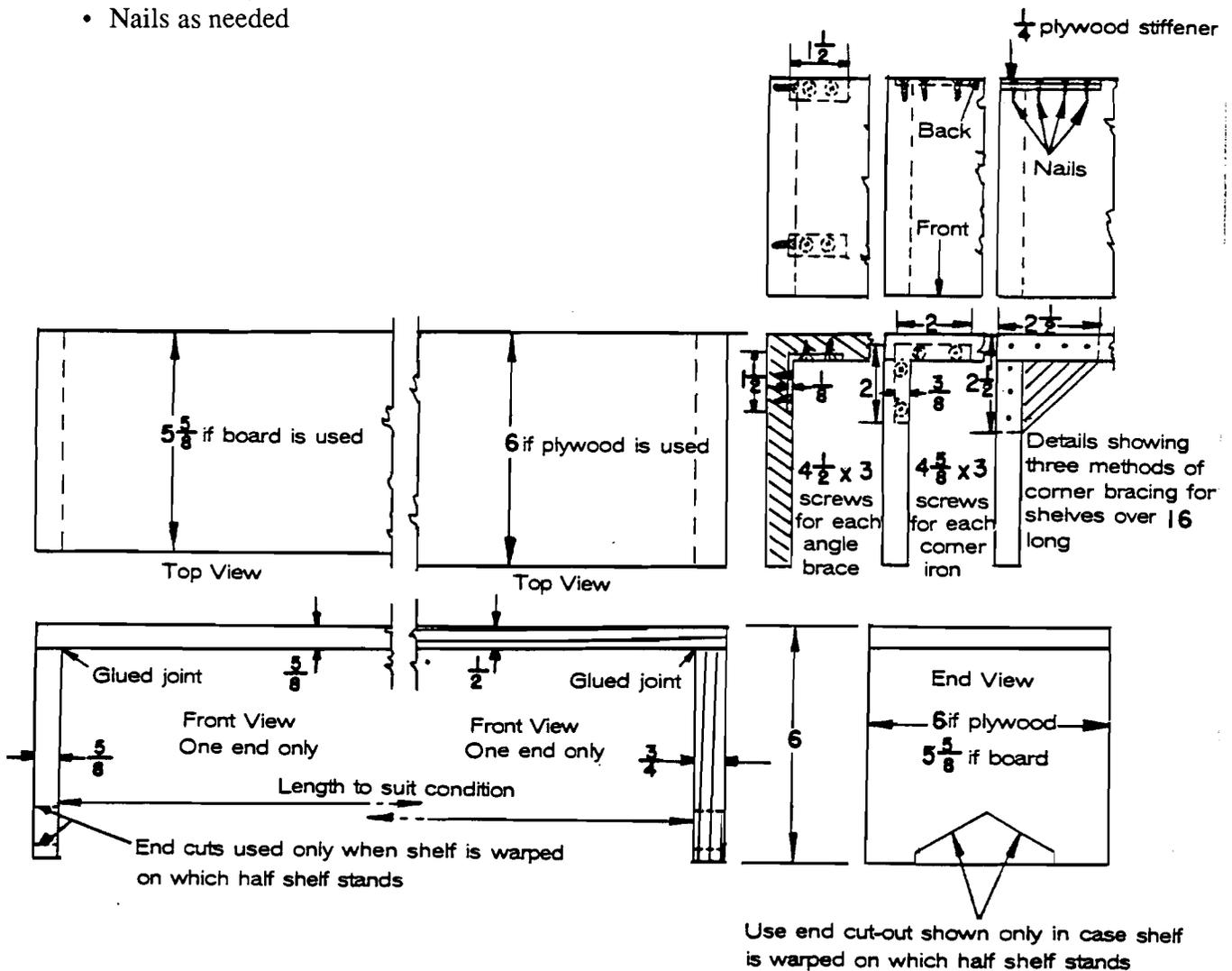
HALF SHELF

Materials Needed:

- 1—1 inch by 6 inches in length to suit conditions
Use 1/2 inch plywood with 3/4 inch uprights if paint or enamel is finishing material.

Hardware Needed:

- Short shelves do not need corner bracing
- Corner braces are needed if shelves are over 16 inches
- Glue for all joints
- Nails as needed



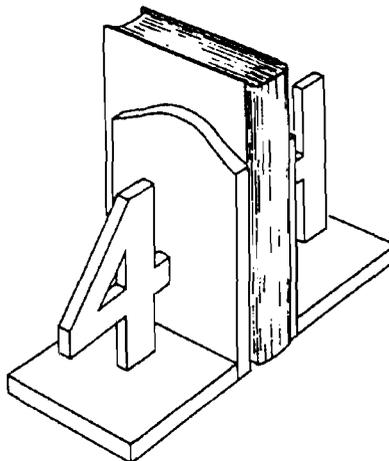
4-H BOOK ENDS

Materials Needed:

- 1 piece of 1 x 6 lumber (actual size 3/4" x 5 1/2") and 36" long or you can use interior type plywood (3/4" A-C grade or better)
- 10—1 1/2" finishing nails
- Sandpaper (medium and fine grit)
- Glue
- Paint and varnish, optional

Tools Needed:

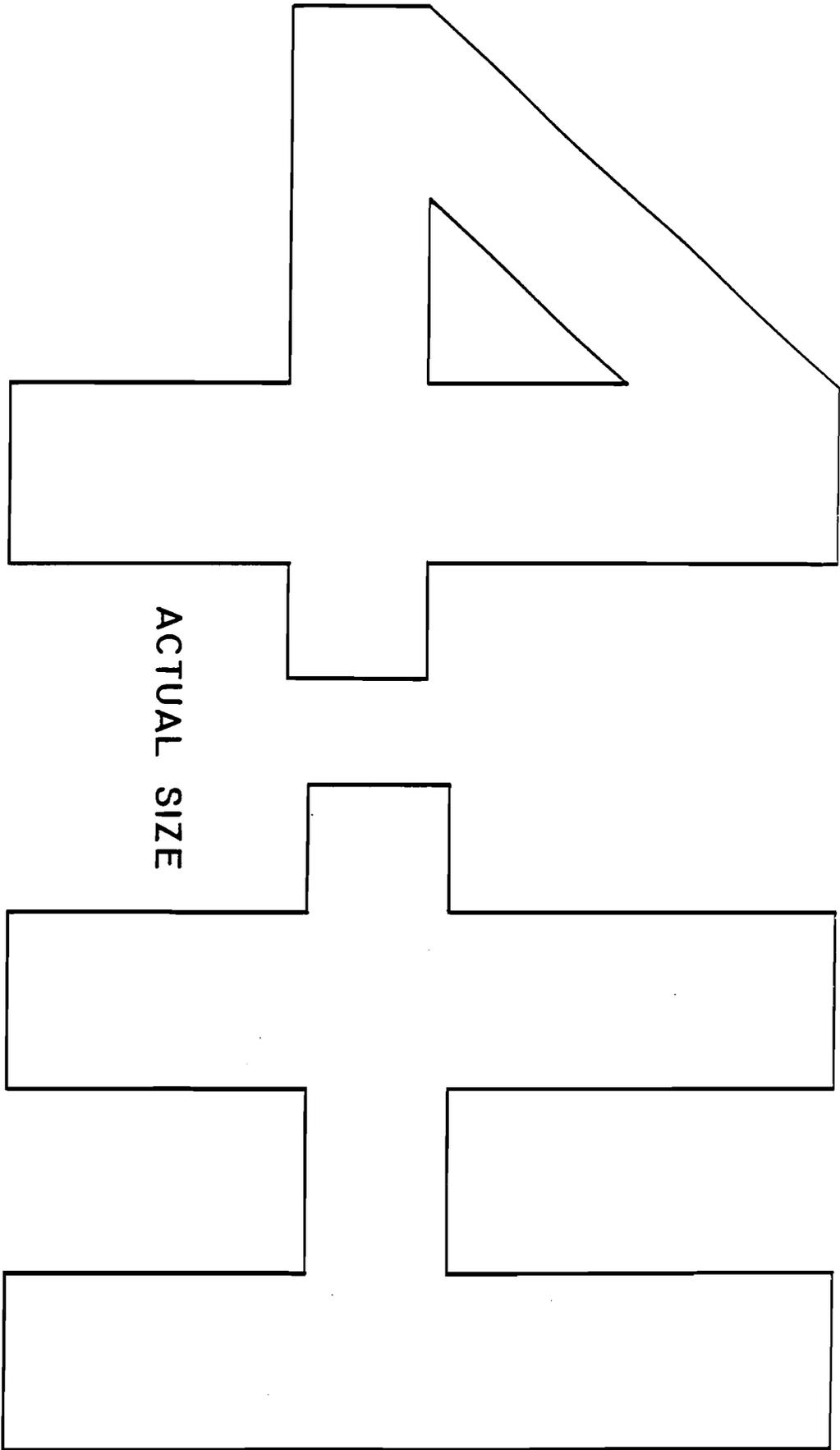
- Coping saw
- Hammer



Instructions:

1. Mark out two base pieces 5 1/4" long. Mark out the end pieces and the 4 and H. They can be traced with carbon paper and pencil.
2. Cut out the pieces and sandpaper smooth. Put together with 1 1/2" finishing nails and glue.
3. Apply finish.

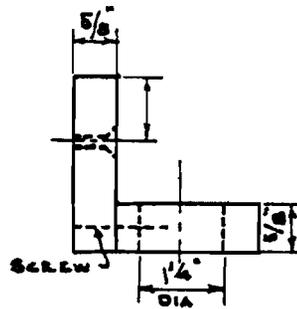
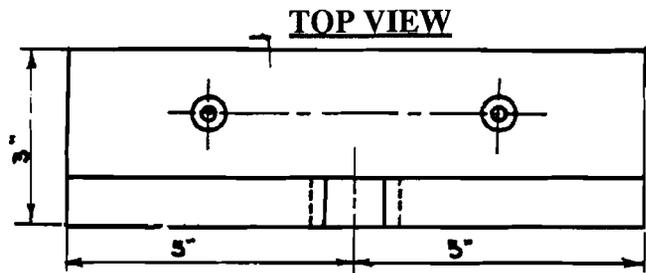
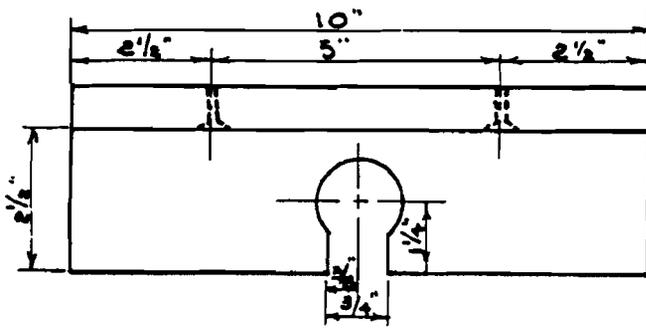
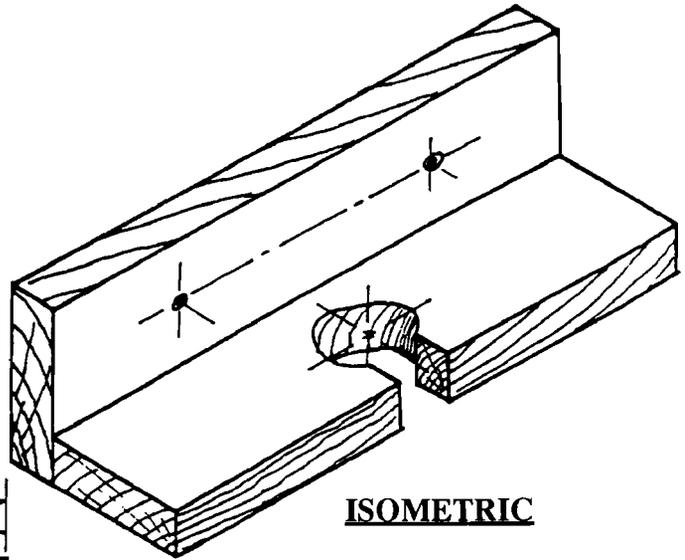
ACTUAL SIZE



BROOM HOLDER

Materials Needed:

- 2 pieces of lumber 1" x 4" x 10"
- 4—#5 flathead wood screws 1 1/4" long
- Enamel or varnish finish



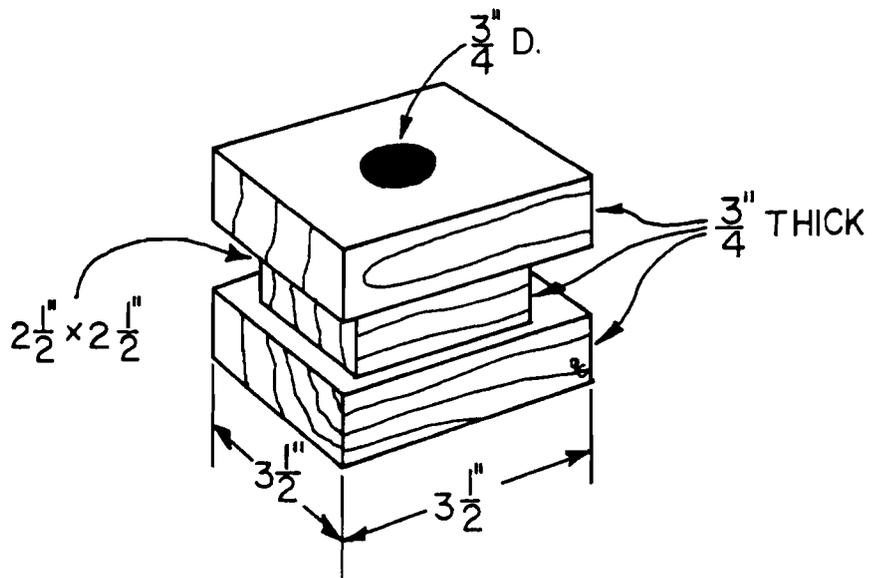
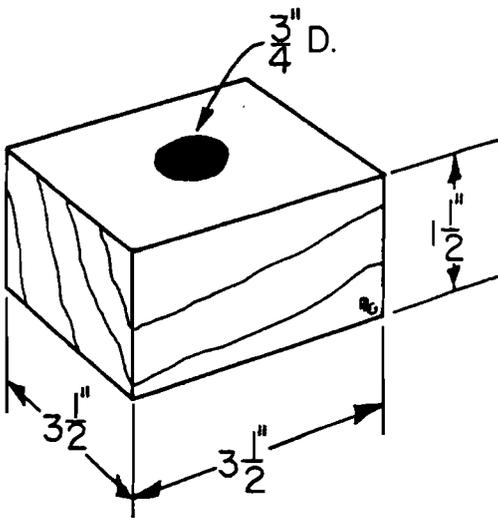
CANDLE HOLDERS

Materials Needed:

- 2 x 4 material for the single block 1 1/2" thick. Actual dimensions of the 2 x 4 is about 1 1/2" x 3 1/2".
- 1 x 4 material (actual dimensions about 3/4" x 3 1/2" for the multipiece unit)
- 1" wire brads and glue for the multi-piece unit
- Finish materials you select

Tools Needed:

- Square
- Pencil
- Saw
- Drill for 3/4" hole
- Sandpaper (80 grit for rough surfaces and 120 grit for smooth surfaces)



COPING SAW PUZZLE

Materials Needed:

- A piece of 1/4" plywood or paneling or 1/4" medium density hardboard about 6" x 8"
- One plastic or paper bag or large envelope to hold the completed puzzle

Tools Needed:

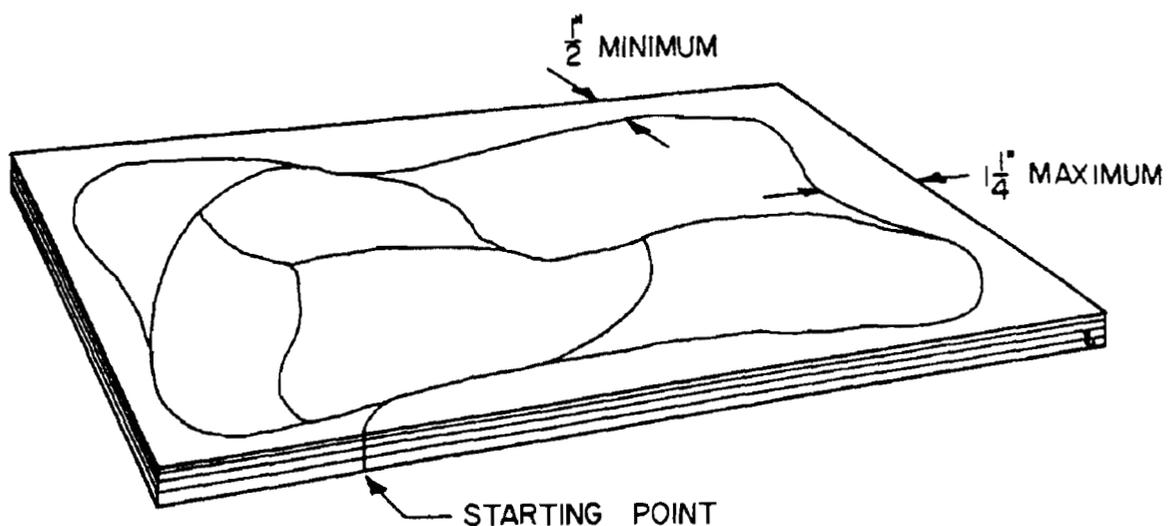
- Square
- Pencil
- Saw for square cuts
- A coping saw for curved cuts

Instructions:

1. Draw a wavy line around the piece near the edge. Keep the line at least 1 1/4" from the edge.
2. Cut along this line to cut out the center piece.
3. Draw more wavy lines on the center piece for the puzzle.
4. Cut along these lines to make your puzzle. Put each piece in the paper bag or envelope. Do not lose any of the puzzle.

Other Ideas:

- Use your imagination. Glue or cement a picture or drawing on the work-piece before cutting it.
- Cut a second board to the exact same size as the first board. Cut the outer piece of the puzzle from the first board and attach to the second board.



CUTTING BOARD

Materials Needed:

- 1 piece of 1 x 8 hardwood (actual size $3/4$ " x $7 1/4$ ") 15" long
- Sandpaper (medium and fine grit)
- Varnish

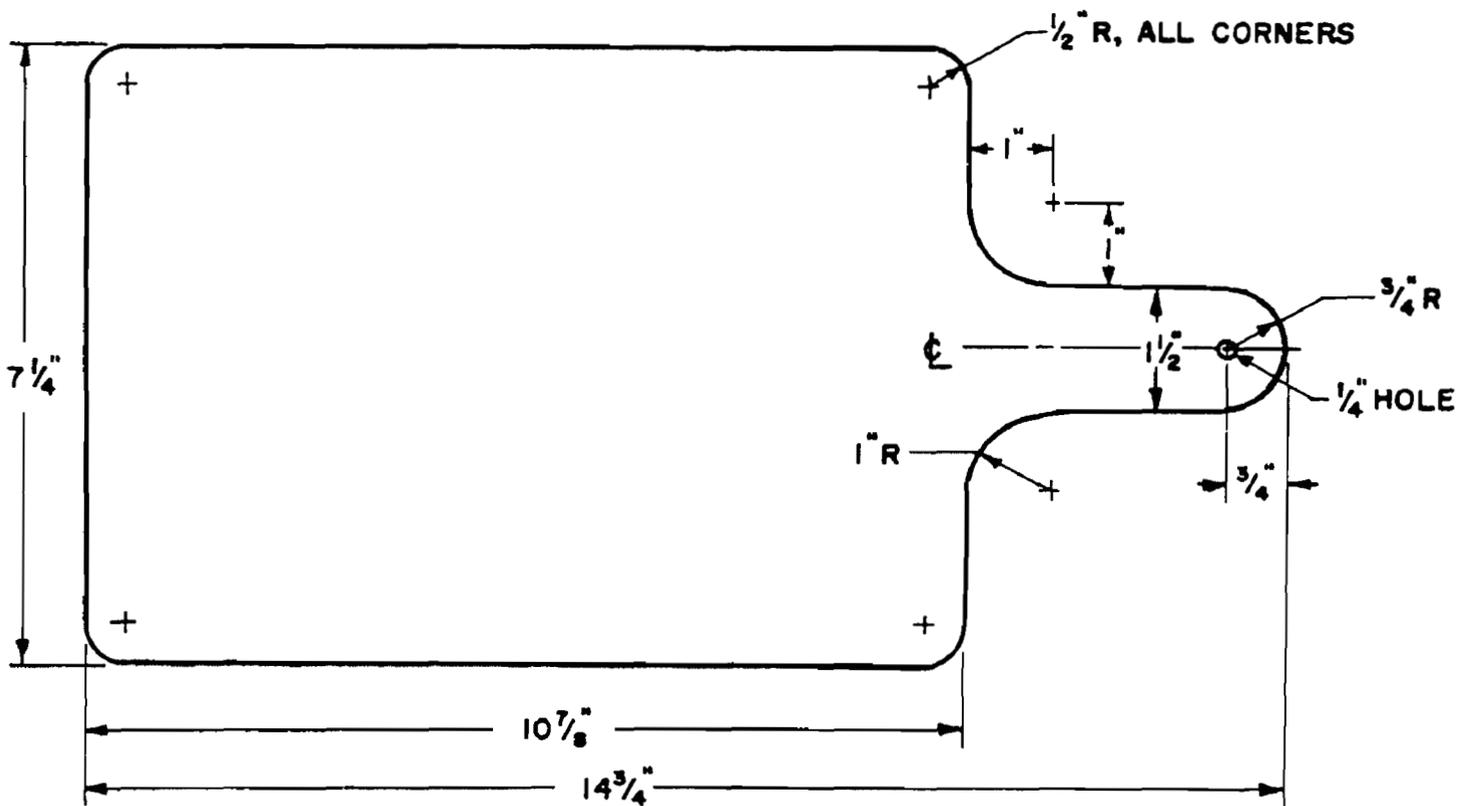
Tools Needed:

- Pencil compass
- Square
- Coping saw
- Boring tool with $1/4$ " bit

Instructions:

1. Using the pencil compass, lay out curves and hole in handle on your wood piece. Use the square to make straight lines on the sides and end.
2. Cut out the curves and drill hole.
3. Sand both sides.
4. Finish with two or three coats of varnish, one side only. This process is optional.

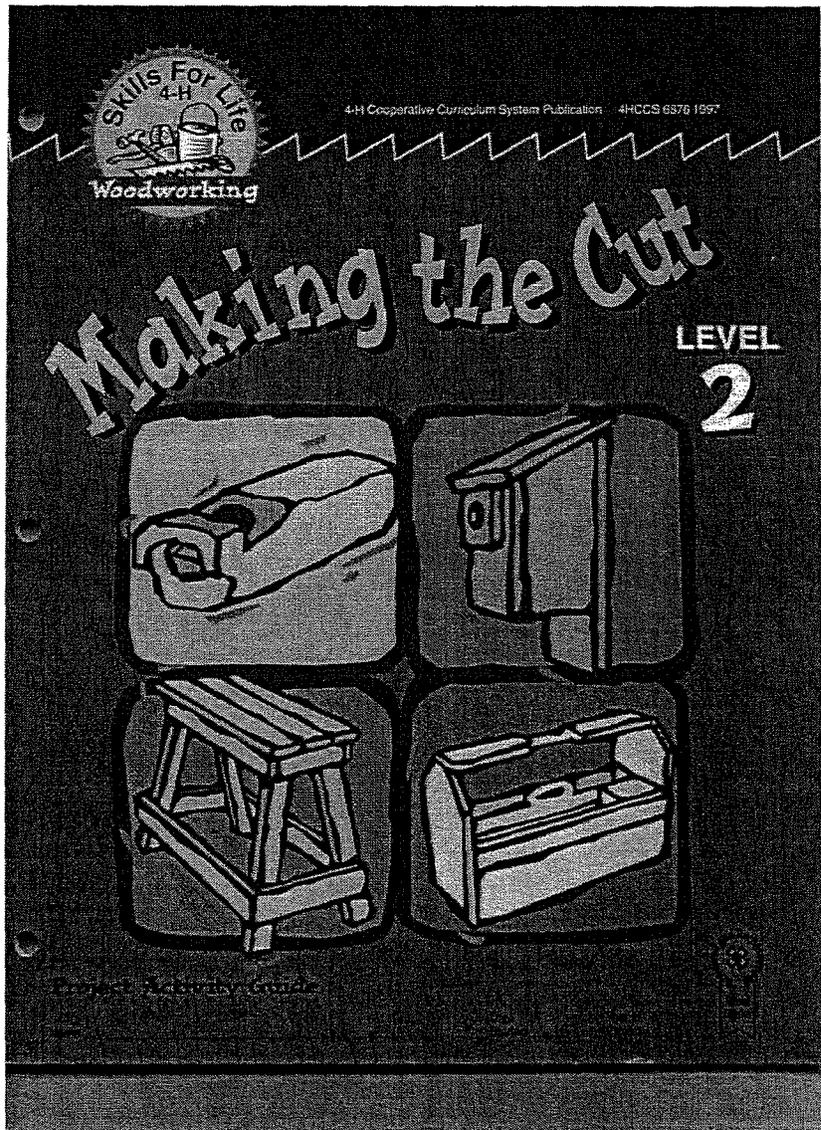
Note: After each coat of varnish, lightly sand before applying the next coat of varnish.



Woodworking Plans

Making the Cut

Level 2



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

CUTTING BOARD

The wood used to form the cutting board is cut into pairs. Thus you start with one center piece for the handle and glue each matching pair on both sides of the center piece. This results in a symmetrical pattern that balances the cutting board visually.

Materials Needed:

(Finished dimensions in inches)

A	Slat	3/4 x 3/4 x 9 hardwood	4
B	Slat	1/2 x 3/4 x 9 hardwood	4
C	Slat	1/4 x 3/4 x 9 hardwood	6
D	Slat	3/4 x 2 x 13 1/4 hardwood	1

Use the faced wood surface as the area to edge-glu. This forms a straight glue joint. Cut the strips to 3/4 inch width (cutting board thickness). Place the strips on edge and glue. If you cut the strips to correct cutting board thickness, these surfaces will be difficult to finish because they are so small.

Make an overall cutting board pattern out of paper or cardboard and lay and arrange the cut strips onto the pattern. When the arrangement suits you, prepare the workpieces for gluing.

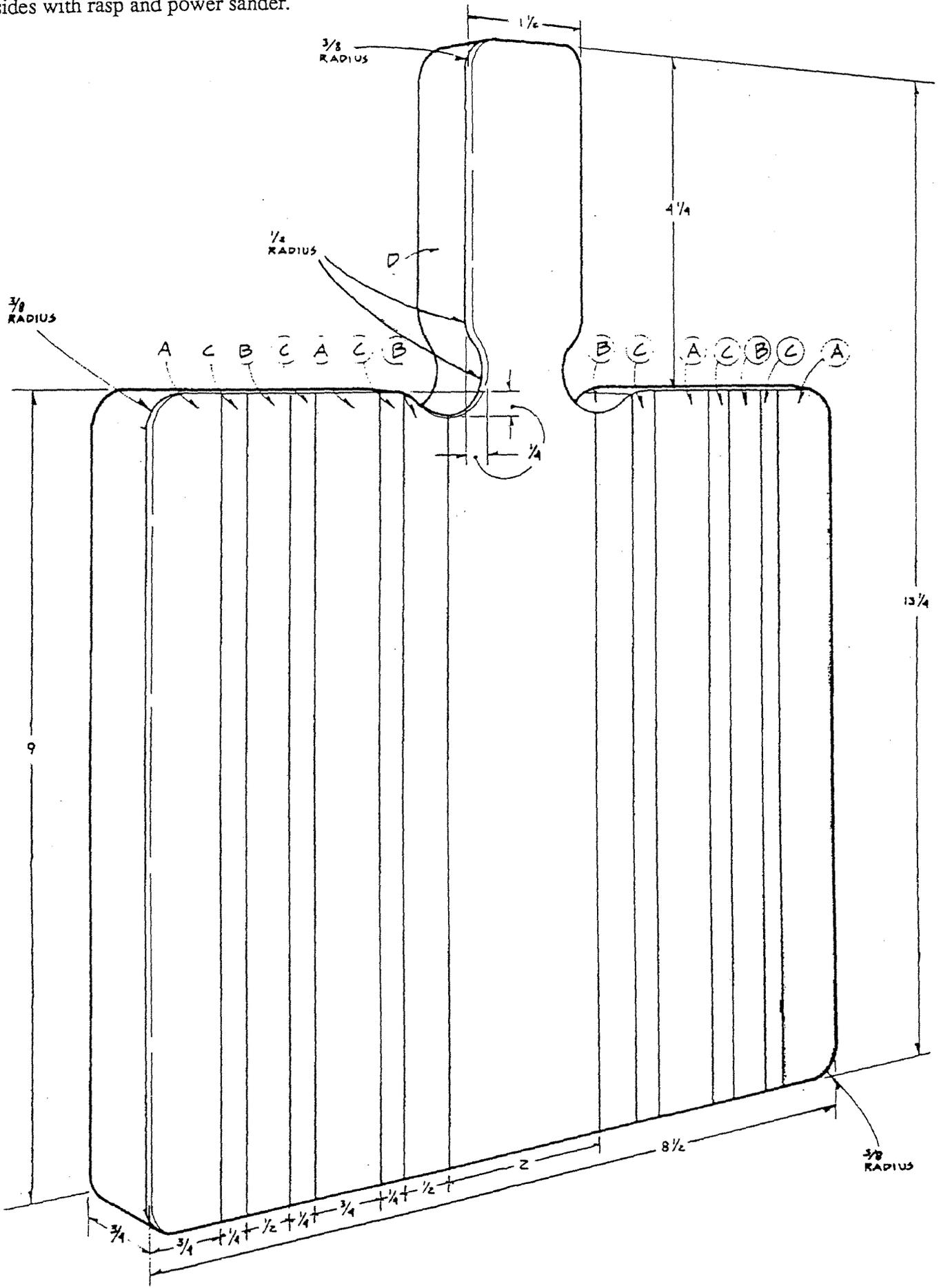
Place wax paper on a flat surface where you are to glue the cutting board. Carefully keep all workpieces in their correct order. Then brush on a *thin* coat of carpenter's glue to one mating surface. Join and rub each workpiece firmly as you proceed through the gluing process. Secure the assembly with bar clamps and with one cross beam placed across the assembly's middle. Place wax paper under the cross beam. Clamp this beam to prevent the strips from sliding up as you apply side clamping pressure. Do not apply too much clamping pressure. Make sure the strips sit flat on the work surface. Then allow the assembly to dry for 24 hours.

Once the glue has cured remove the glue that has squeezed up with an old wood chisel. This makes it easier to finish the wood surfaces. Use a belt sander to finish the board's surfaces. Then transfer the pattern's design to the assembly. Drill the two radii at the handle's base with a Forstner bit, positioned in a drill press or drill guide.

Next, cut the board's perimeter with a band saw, using a 1/4 in. or 3/8 in. blade. Carefully round the corner radii and sand all edges with an abrasive sander. Finally, with a rasp and power sander, round the edges.

Fine sand the cutting board and apply several coats of vegetable oil or some of the cutting board oils available at fine cutlery shops.

Round over all outside edges on both sides with rasp and power sander.



ADJUSTABLE BOOK RACK

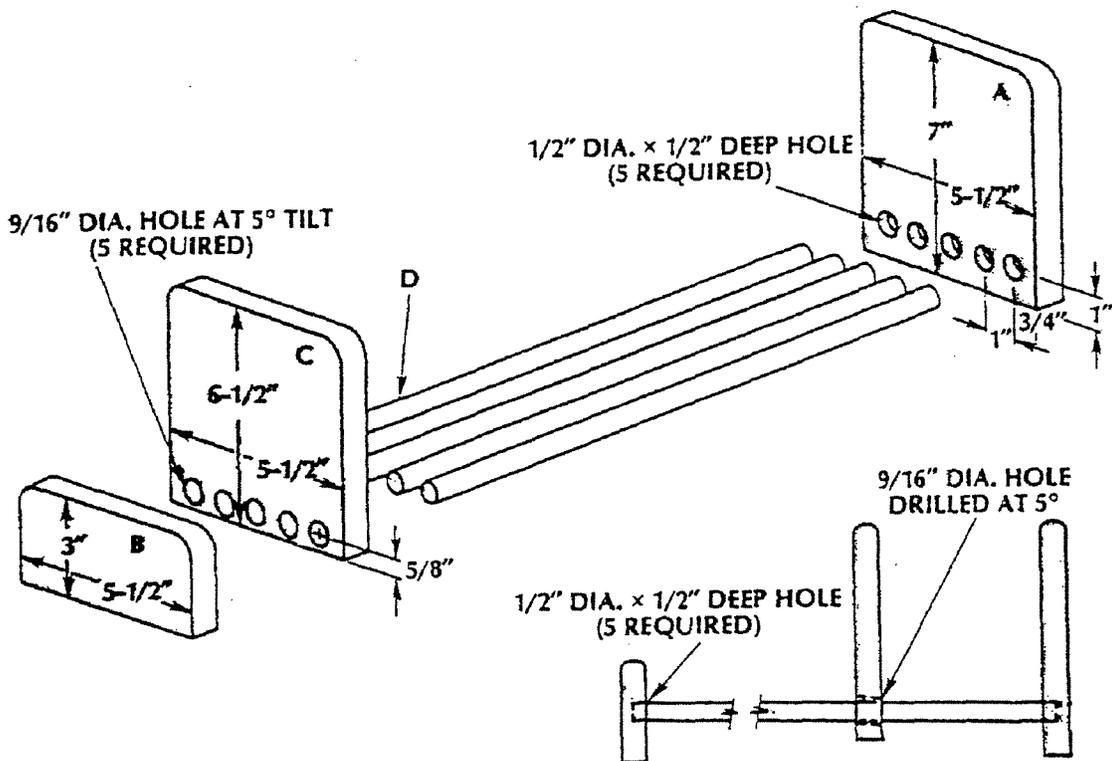
Materials Needed:

(finished dimensions in inches)

A	Large end	3/4 x 5-1/2 x 7
B	Small end	3/4 x 5-1/2 x 3
C	Adjustable end	3/4 x 5-1/2 x 6-1/2
D	Dowels (5)	1/2 dia. x 18

Instructions:

1. Cut all the stock to size according to the list of materials.
2. Drill the 1/2" diameter x 1/2" deep holes in the ends (A, B).
3. Using a T-bevel and drill, drill the 9/16" through-holes in the adjustable end at a 5° angle.
4. Round over the edges using a rasp and sandpaper.
5. Sand all the parts. Do not sand the ends of the dowels (D).
6. Assemble with glue and clamp securely. Be careful not to get any glue on part (C).
7. Apply the finish of your choice.



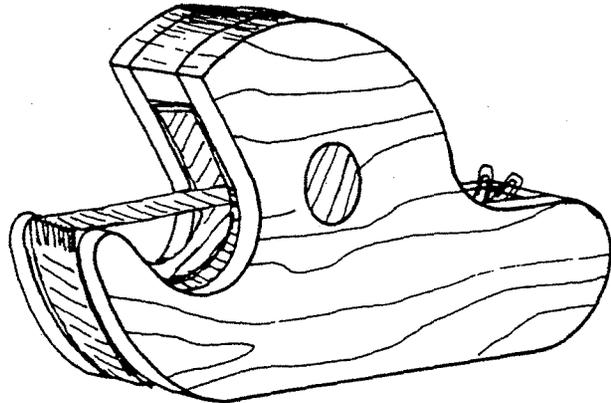
TAPE & PAPER CLIP DISPENSER

Materials Needed:

- 1 x 4 x 6" (Actual thickness of lumber is about 3/4".)
- 3/8" x 3 1/2" x 12" (actual dimensions for the two outside pieces)
- 3/4" dowel, as long as the dispenser is wide
- Glue
- 1" wire brads
- Finishing materials

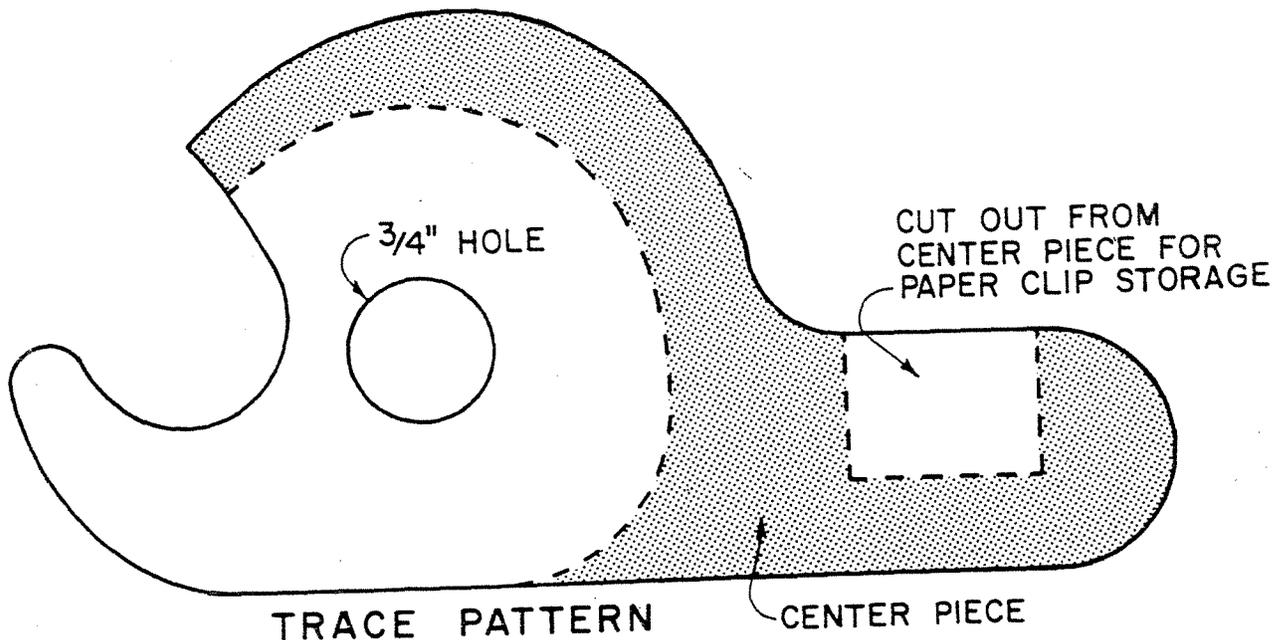
Tools Needed:

- Trace pattern materials
- Coping saw (or jig saw)
- Hammer
- Drill and 3/4" bit
- Nail set



Instructions:

1. Match the outlines of the plastic tape dispenser to the lines on the drawing. Adjust so the dispenser will slip in the hole cut out of the center piece.
2. Transfer the trace pattern to the 3 pieces of wood.
3. Cut out the 3 pieces. The center piece is shorter and has the paper clip storage hole cut out of it.
4. Hold the 3 pieces together and check that the plastic tape dispenser will slide in. If it is tight, partly sand off the plastic hub retainer knobs.
5. Drill the 3/4" hole.
6. Sand the inside curve and storage hole of the center piece.
7. Glue together. Then sand edges.



STEPLADDER PLANT STAND

Materials Needed:

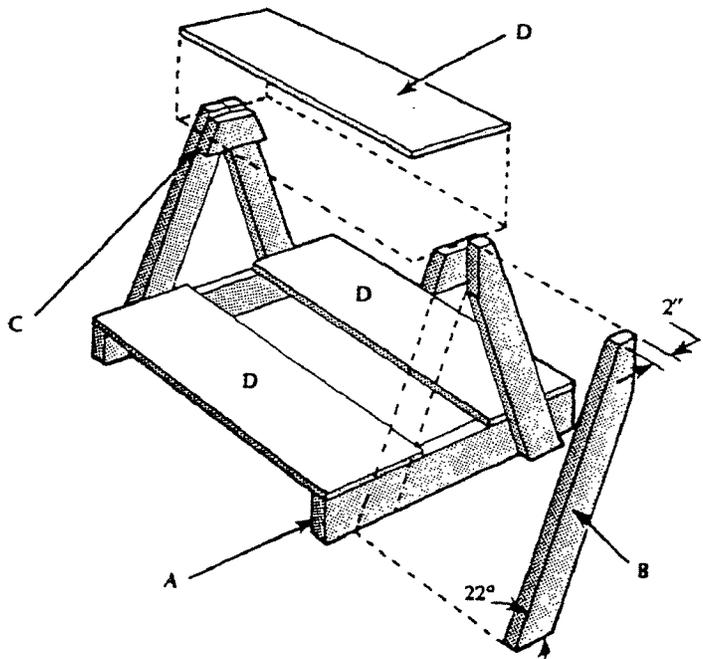
(finished dimensions in inches)

A	Base pieces (2)	1-1/2 x 3-1/2 x 22
B	Legs (4)	1-1/2 x 3-1/2 x 20
C	Braces (2)	1-1/2 x 3-1/2 x 7-1/2
D	Shelves (3)	3/4 x 7-1/4 x 30

10 d galvanized nails
Water-resistant wood glue

Instructions:

1. Cut all the pieces to size according to the dimensions given.
2. Cut a 22° bevel on each end of each leg (B) so that, when installed, the legs will slant in but their ends will remain parallel.
3. Measure from the outside edge 2" across the beveled end at the top of each leg and square a line down from that point. Cut along those lines to create the joints between legs shown in the drawing.
4. Place a pair of legs together on a flat surface and lay a brace (C) across their upper ends. Adjust the brace so that its upper edge is parallel to and 3/4" below the upper ends of the legs. Mark and trim the ends of the brace so they will be flush with the outside edges of the legs. Repeat with the other brace and pair of legs.
5. Begin the assembly of the stand by laying each pair of legs across its brace and base piece (A). Make sure the bottom edges of the legs and base are flush and that the base extends an equal distance to either side. Fasten the legs to the base and brace using water-resistant wood glue and 10d galvanized nails. If working with redwood, blunt the ends of the nails before using.
6. Set the two leg units upright and fit the shelves (D) between them. Make sure the outer edge of each lower shelf is flush with the ends of the base and that the upper shelf is centered over the braces. Fasten the shelves in place using water-resistant wood glue and 10d galvanized nails.
7. Blunt any penetrating nail ends and break over all sharp edges. Apply a water-resistant finish.



STEP STOOL/CHAIR

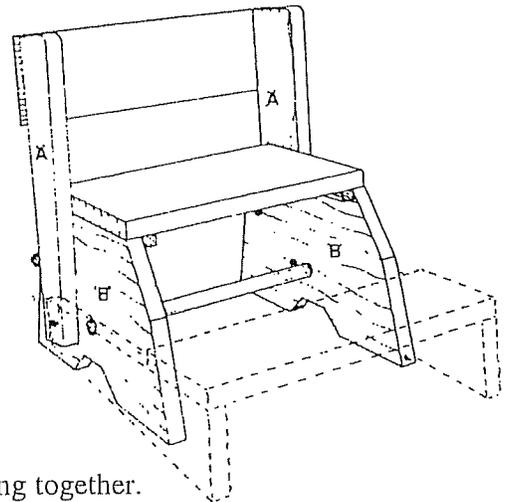
Materials Needed:

- 1 piece of lumber 1 x 8 (actual size 3/4" x 7 1/4") and 6 feet long.
- Out of this piece cut:
 - Two A pieces
 - Two B pieces
 - One seat, 7 1/4" x 12"
 - One back rest, 4 1/4" x 13 3/4"
 - Two corner blocks, each 3/4" x 1" x 6 1/2"
- 1 piece of 3/4" x 16" dowel stock.
- Out of this piece cut:
 - Two stops, 3/4" x 1 1/2"
 - One spacer, 3/4" x 12"
- 2—1/4" x 2" machine bolts
- 6—1/4" steel washers
- 6d finishing nails
- Glue
- Finish, optional

Tools Needed:

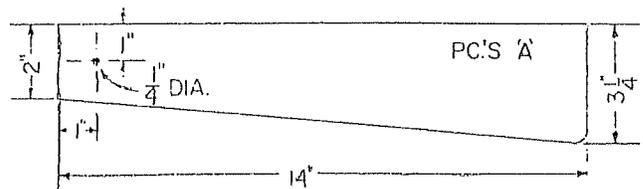
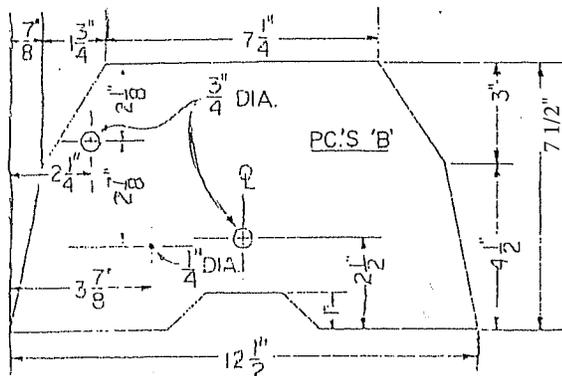
- Hand saw
- Hammer
- Drill press or boring tools with appropriate bits
- Coping saw
- Belt or oscillating sander (or sandpaper)
- Clamp (if gluing pieces together)

NOTE: Place a steel washer between piece A and piece B, as well as at each end of the bolt.



Instructions:

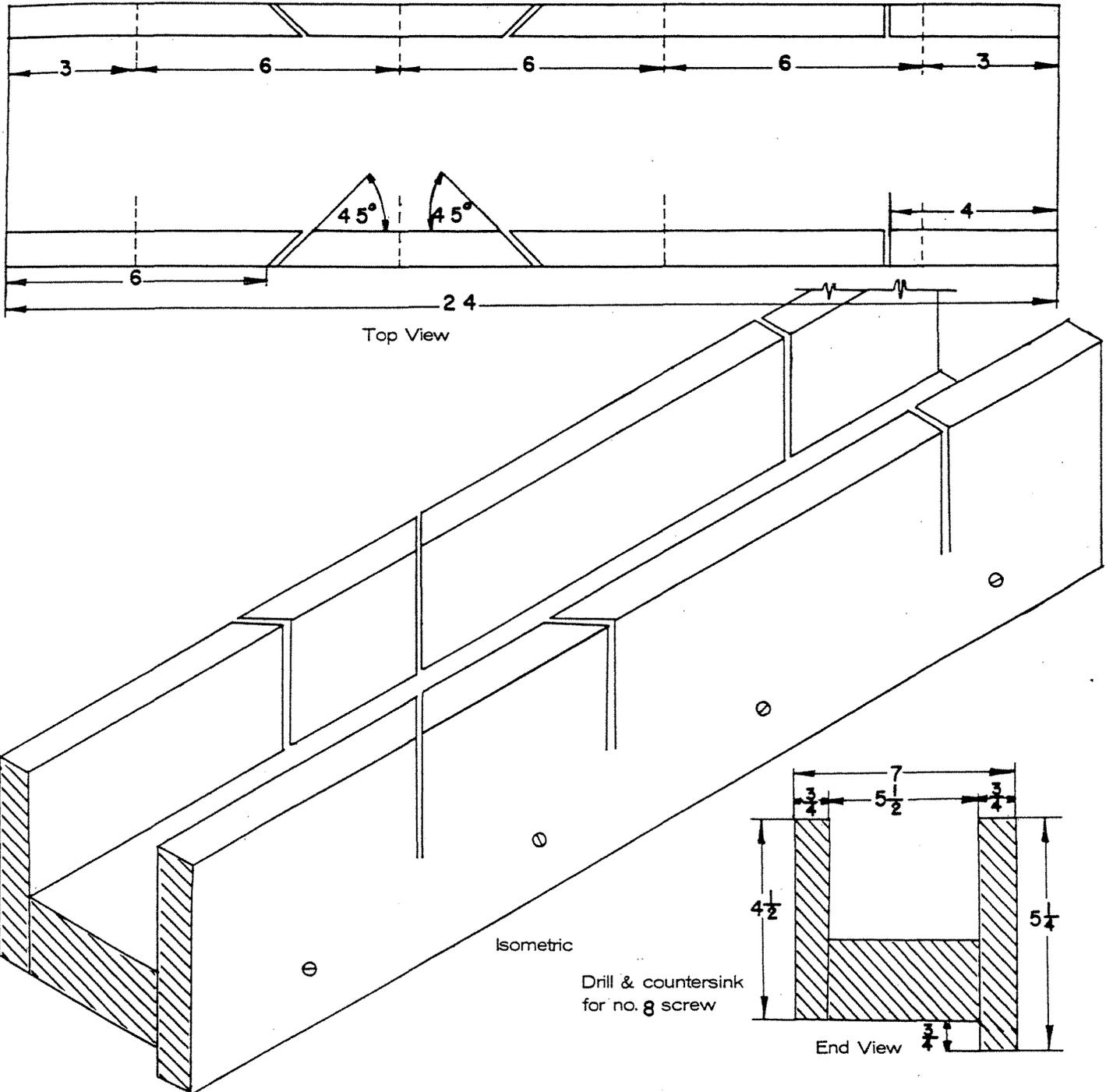
1. Cut all pieces to size as illustrated.
2. Drill 1/4" and 3/4" holes in B pieces as illustrated.
3. Nail the corner blocks to B pieces.
4. Place dowels for stops and spacer through B pieces, gluing together.
5. Attach seat to B pieces.
6. Drill holes in A pieces as illustrated.
7. Attach A pieces to backrest.
8. Attach A pieces to B pieces using machine bolts and washers on each end of B pieces.
9. Finish as desired.



MITER BOX

Materials Needed:

- 2—1 inch by 6 inches by 24 inches (Make sure to use a hardwood for the side pieces.)
- 1—2 inches by 6 inches by 24 inches (Softwood is okay for the base.)
- 8—Number 8 flathead screws



BOOK HOLDER

Materials Needed:

- 1—1 inch by 6 inches by 32 inches piece
- 4—Number 3 by 1 inch flathead wood screw
- 1—5 5/8 inches by 16 inches felt
- Finish materials you select

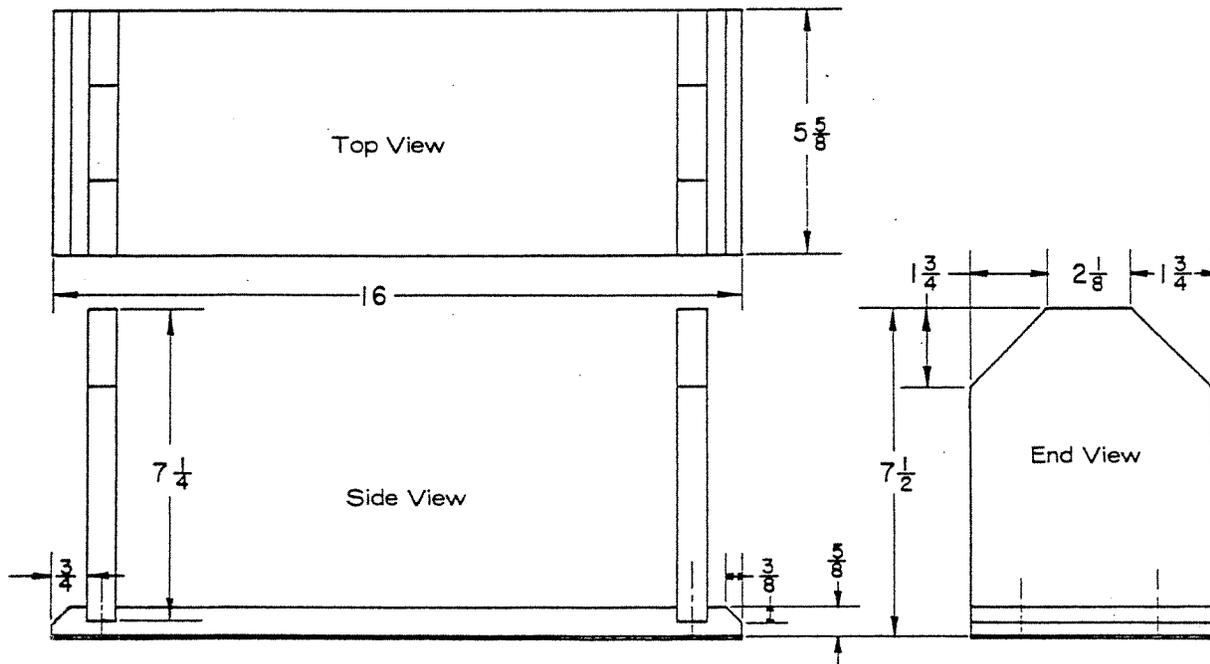
Tools Needed:

- Saw
- Wood chisel (See note below.)

- NOTES:**
- Felt glued to underside of bookholder.
 - A saw and wood chisel may be used to cut the grooves in the base piece where the sides sit.

Instructions:

1. Cut material to proper size.
2. Assemble.
3. Glue all joints and felt to bottom.

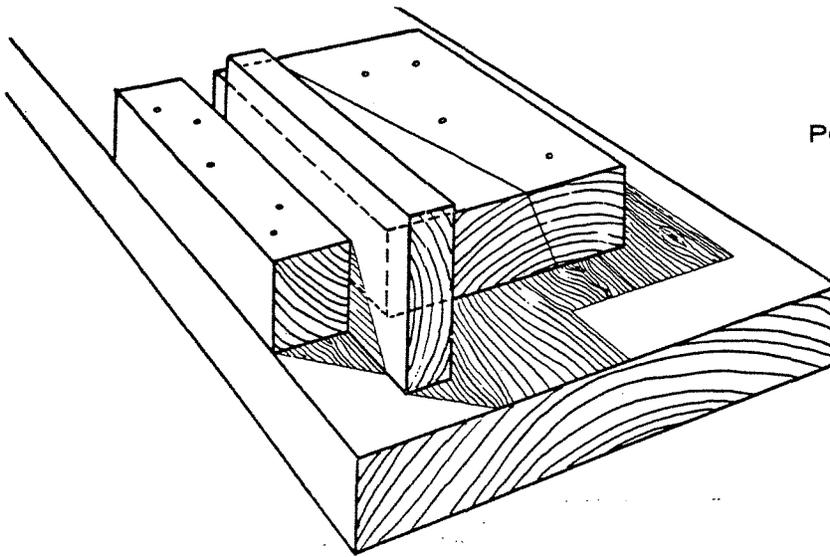


BENCH VISE

Materials Needed:

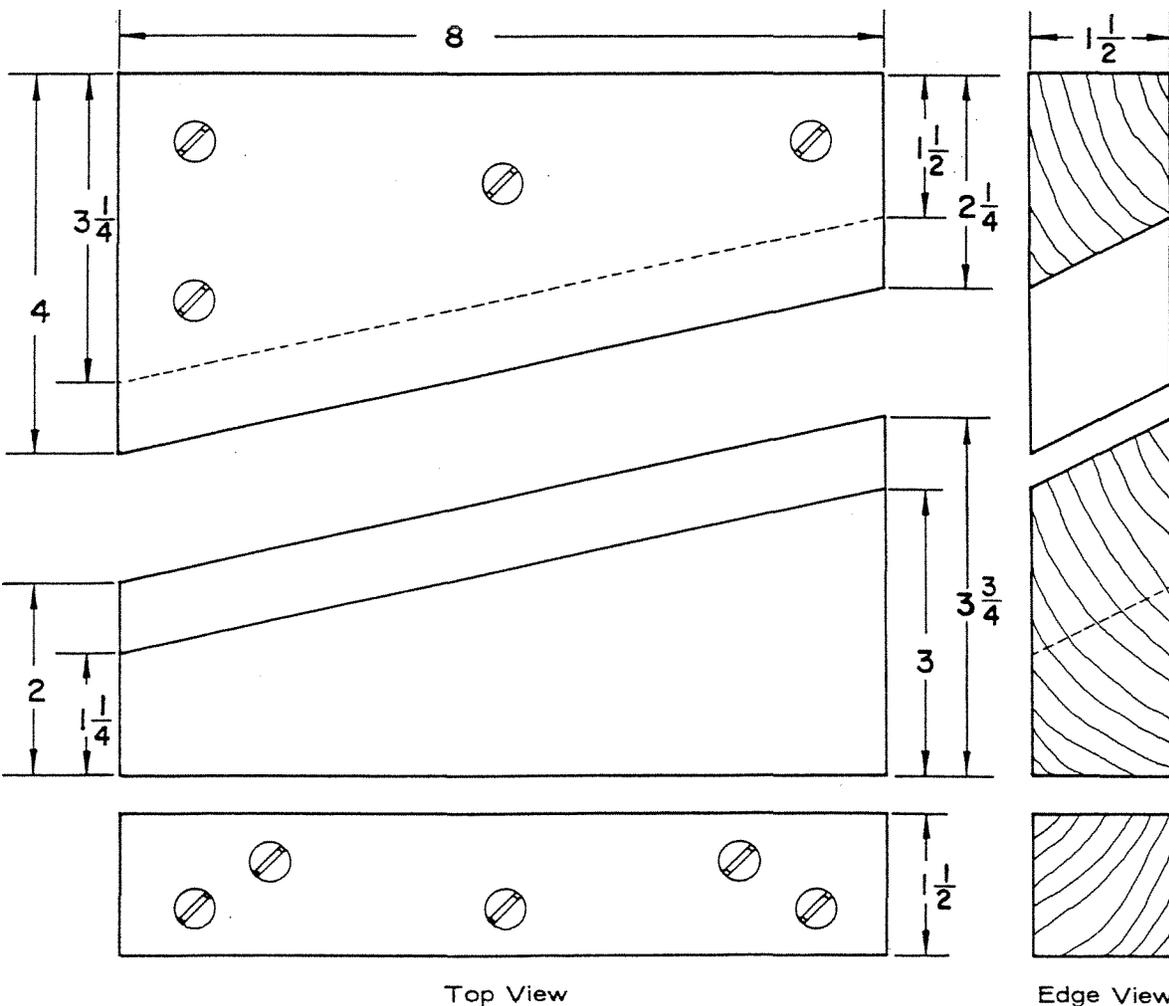
- 1—2 inches by 6 inches by 10 inches
- 1—2 inches by 2 inches by 10 inches
- Number 8 or number 10 flathead screws for mounting

NOTE: A simpler but less satisfactory vise can be made by making the wedge-cut square.



Perspective View

Note: A simpler but less satisfactory vise can be made by making the wedge-cut square



Top View

Edge View

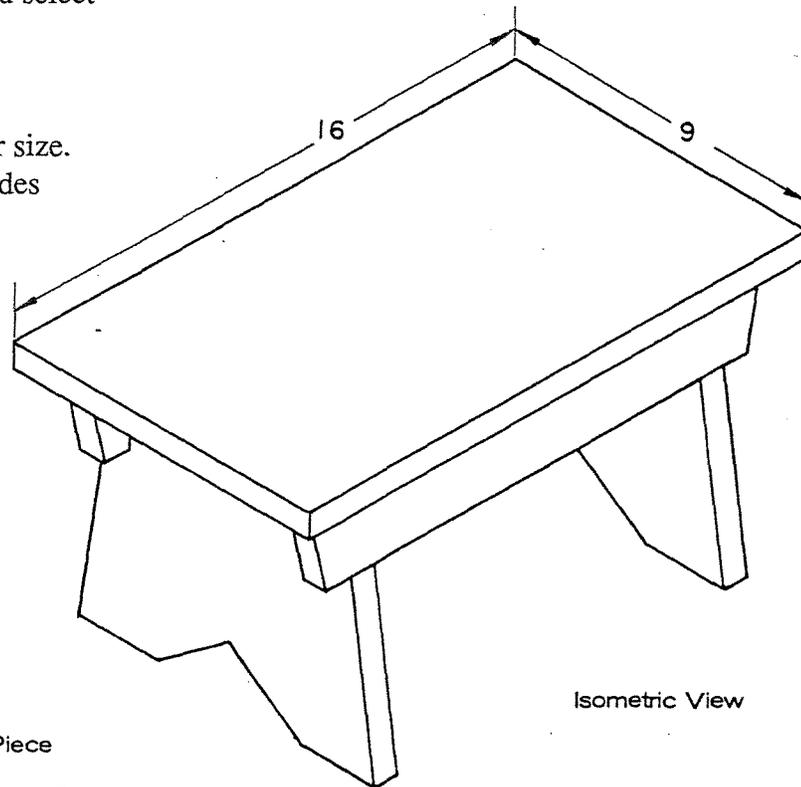
FOOT STOOL

Materials Needed:

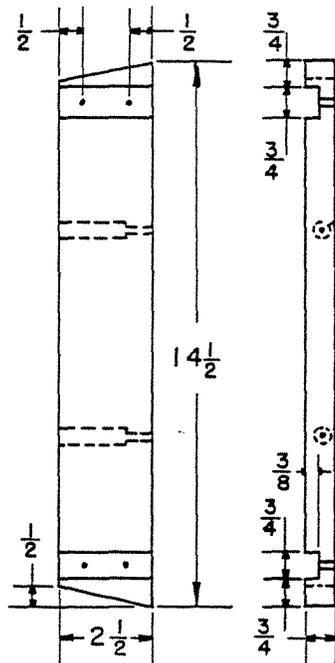
- 2—1 inch by 3 inches by 14 1/2 inches
- 2—1 inch by 10 inches by 8 inches
- 1—1 inch by 10 inches by 16 inches
- 8—Number 10 by 1 1/2 inches round head wood screws
- 4—Number 10 by 1 1/4 inches round head wood screws
- Finish materials you select

Instructions:

1. Cut material to proper size.
2. Assemble ends and sides and then attach top.

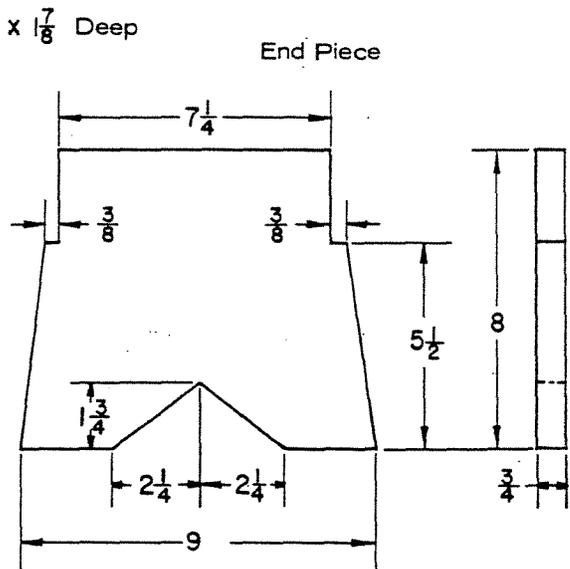


Side Piece



Isometric View

End Piece



GARDENING BENCH

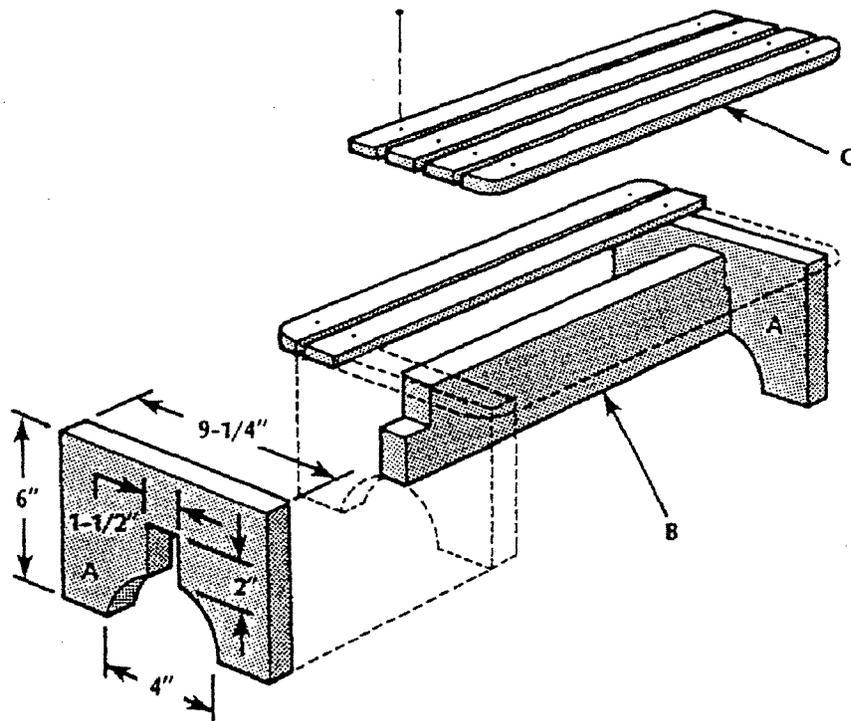
Materials Needed

(finished dimensions in inches)

A	Legs (2)	1-1/2 x 9-1/4 x 6
B	Cross brace	1-1/2 x 3-1/2 x 12
C	Top (6)	3/4 x 1-1/2 x 15
	Galvanized nails	
	Wood glue	

Instructions:

1. After cutting all of the pieces to size, round off the ends of the two outside top pieces (C).
2. Cut a 1-1/2" x 1-1/2" notch on each end of the cross brace (B) as shown to accommodate the legs (A).
3. Cut a 4" diameter opening and 1-1/2" x 2" slot in the bottom of each leg as shown.
4. Glue and nail the legs to the cross brace. If working with redwood, blunt the ends of the nails before using.
5. Evenly space the top pieces on the legs, and secure them with glue and nails.
6. Sand and apply the water-resistant finish of your choice.



SAW HORSE

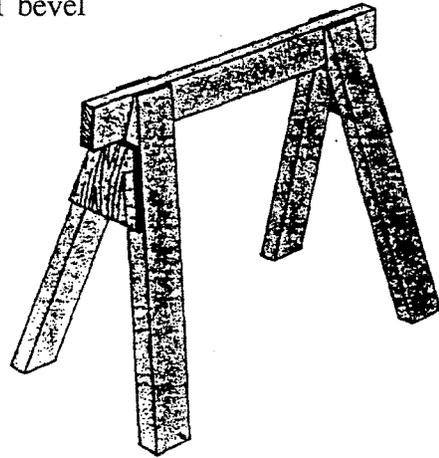
Materials Needed:

(for horse with 24" legs)

- 1 piece 2 x 4 lumber (actual size 1 1/2" x 3 1/2") 12 feet long, sound wood, free from cross grain, shakes or other defects which will reduce the strength
- 1 piece 1 x 6 lumber (actual size 3/4" x 5 1/2") 2 feet long
- 8—No. 14, 3" flathead wood screws
- 20—No. 12, 2" flathead wood screws
- 20—4d finishing nails
- Colorless penetrating wood finish, such as boiled linseed oil or varnish with paint thinner or commercial wood weal

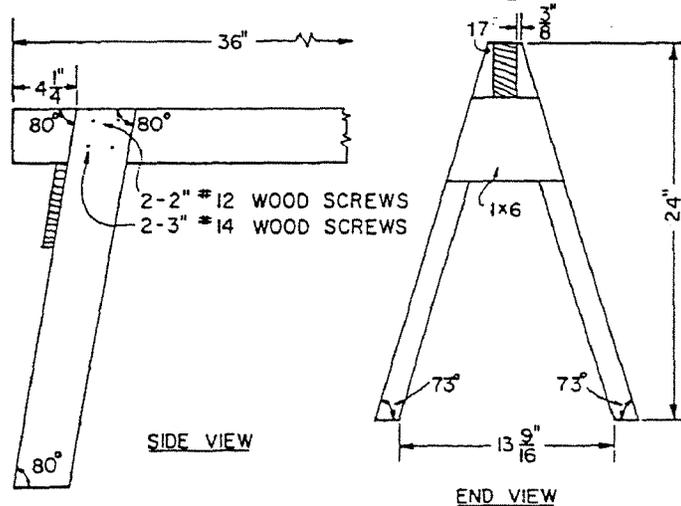
Tools Needed:

- Hammer
- Crosscut saw
- Screwdriver
- Countersink
- Combination square
- Sandpaper
- Tape rule
- T bevel



Instructions:

1. Lay out and cut all pieces.
2. Assemble saw horse as shown with nails.
3. Drill pilot holes and install screws.
4. After the legs are marked and cut out, 1 1/2" is cut off the tapered end to give a narrow, flat end section. The flat end section will be flush with the top of the beam.



Suggested Construction Dimensions:

Horse height	Leg distance (top from beam end)	Layout leg length	Trimmed leg length
18"	3 1/8"	20 5/8"	19 3/8"
20"	3 1/2"	22 5/8"	21 3/8"
24"	4 1/4"	26 3/4"	25 1/2"

PLANT STAND

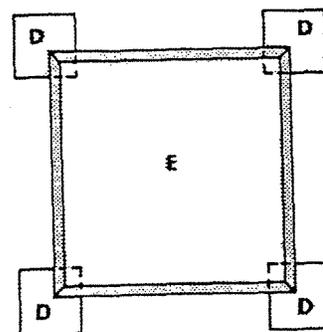
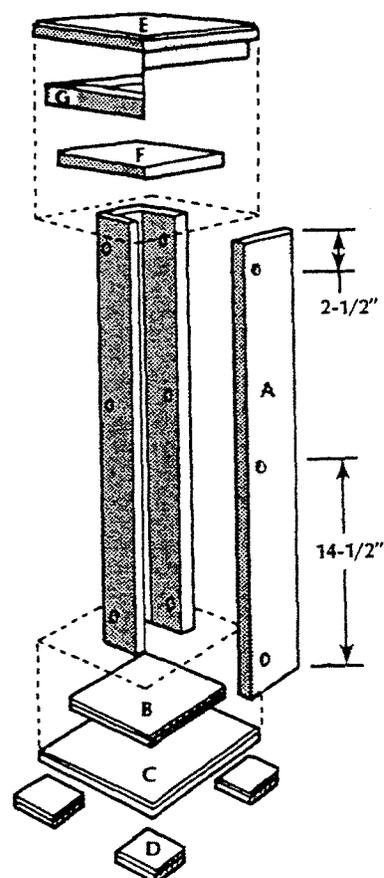
Materials Needed:

(finished dimensions in inches)

A	Column sides (4)	3/4 x 4 x 29
B	Base piece	3/4 x 7-1/2 x 7-1/2
C	Base piece	3/4 x 9-1/2 x 9-1/2
D	Feet (4)	3/4 x 3 x 3
E	Top	3/4 x 11-1/2 x 11-1/2
F	Bracket	3/4 x 7 x 7
G	Apron pieces (4)	3/4 x 3/4 x 10-1/2
	Flathead wood screws	#6 x 1-1/4
	Wood plugs	3/8 dia.
	Wood glue	

Instructions:

1. Cut all of the pieces to size according to the dimensions given.
2. Cut three plug holes in each column side (A) as shown. Locate the holes 2-1/2" from each end, with the remaining hole in between. All of the holes should be centered 3/8" from one edge of the piece.
3. Drill pilot holes for the wood screws in the center of the plug holes.
4. Assemble the column by gluing and screwing one corner at a time. Be sure that the assembly is square.
5. Round the edges of the column by sanding.
6. Make 90° butt joints at the corners of the apron pieces (G).
7. Round the upper edges of the top (E), then center the apron pieces on the underside of the top. Glue and screw through the apron into the top.
8. Center the bracket (F) on the column; then glue and screw it in place. Center the top/apron assembly on the bracket; glue and screw through the bracket into the apron.
9. Round the upper edges of the base pieces (B, C) and feet (D); then sand.
10. Center the small base piece on the bottom of the column. Glue and screw it in place from underneath. Repeat with the large base piece.
11. Position the feet so they extend beyond the corners of the base as shown; secure with glue and screws.
12. Sand the completed plant stand; finish as desired.



FOOT DETAIL



Indiana 4-H Club Record

WOODWORKING PROJECT Levels A, B, C, D

Name _____

Year 20_____

Name of Club _____

Year in project _____

Age _____

Grade _____

Divison _____

List hand tools which you have for your project:

List hand tools you used in this project:

List repair work you have done during your project work this year:

Demonstrations you gave pertaining to your woodworking project:

Title of demonstration _____

Where given? _____

How many times given? _____

What new things did you learn in your woodworking project this year?

RECORD OF ARTICLES MADE

Name of Article	Estimated Hours of Labor	Lumber Items Cost	Hardware Items Cost	Paint, Stain, Varnish Costs	Other Items Costs	Total Cost
Number Made		Totals				

RECORD OF ARTICLES REPAIRED

Name of Article	Estimated Hours of Labor	Lumber Items Cost	Hardware Items Cost	Paint, Stain, Varnish Costs	Other Items Costs	Total Cost
Number Repaired		Totals				
Value of Articles Repaired						

