

# 2018

# Switzerland County

# 4-H Program Handbook

(Revised 10/17)



For more information, contact  
Switzerland County Purdue Extension office  
427-3152

## 4-H Pledge

I pledge:

My HEAD to clearer thinking,  
My HEART to greater loyalty,  
My HANDS to larger service,  
And my HEALTH to better living,  
For my club, my community, my country and my world.



## 4-H Motto

To Make The Best Better



## 4-H Emblem

The official 4-H emblem is a four leaf clover with the letter “H” on each leaflet, representing the development of HEAD, HEART, HANDS AND HEALTH.



## 4-H Trail Song

Over hill, over dale, we will hit the 4-H trail,  
As we club folk come swingin' along.  
Let it rain, let it shine, we will keep a steady line,  
As we club folk come swingin' along.  
With a HI, HI, HEE, it's the 4-H trail for me.  
Shout out your number loud and strong, 4-H!!  
Where'ver we go, you will always know  
That we club folk keep swingin' along,  
As we club folk keep swingin' along.

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# The Indiana 4-H Program Philosophy

The Indiana 4-H program serves the youth of Indiana by providing a strong educational youth development program. This program delivers educational experiences in a variety of settings. Caring, capable, and contributing adults assist in the 4-H program as models for young people. We treasure the rich heritage of 4-H and want to ensure that 4-H is available to future generations of Indiana youth.

This document sets out certain standards and guidelines to be used to assure that 4-H is good for our youth. County 4-H policy is guided by the county 4-H policy-making or governing board as provided by the County Extension Board. Legal authority for the 4-H program rests with the Director of Cooperative Extension, Purdue University. No county 4-H policy may conflict with state 4-H policy or federal requirements.

It is the policy of 4-H to include as many youth as possible. No county policy or practice should be used to arbitrarily exclude youth from membership. Youth should participate in 4-H youth development opportunities at levels and times that best suit the youth's development and support family involvement.

**Residence:** Indiana youth typically enroll in 4-H in the county or state in which they reside. However, individuals living in one county may join 4-H in another county. There may be educational or social reasons for an individual joining 4-H in a different county than that of their primary residence. During a single calendar year, a 4-H member enrolled in a given project is expected to enroll and exhibit that project only in one county of enrollment.

In the event that a project is not offered in the county of primary 4-H enrollment, a 4-H member may enroll in that specific project in a different county. Approval of this special exception rests with the county 4-H policy-making or governing board (i.e. 4-H council) and/or the Extension Board of the receiving county. Participation in 4-H related activities and event (i.e., judging; share-the-fun) must be in the county of primary 4-H enrollment.

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

Note: In a statement from our federal partner in Washington, DC, the following statement appears: *"Anytime there are procedures for exclusion of individuals from events which use the 4-H name there are potential challenges to enforcement of the exclusions. The challenges have a substantial potential to prevail and they frequently result in negative publicity for the organization. Therefore, before choosing a policy of exclusion it is wise to evaluate the exclusion being considered, to be sure there is an overwhelming educationally based need for the exclusion".*

## Important Dates

- 2018 Switzerland county 4-H Fair is July 7-14
- Area 1 4-H Camp is June 5-8.
- Fairgrounds Clean Up Day is Saturday, June 23 from 9-11 am.

## Switzerland County 4-H Program

**Membership:** Youth may become 4-H members when they enter the third grade and may continue their membership through the completion of grade 12. A member may continue membership for a maximum of ten (10) years.

Requirements to join Mini 4-H are that you have to be in **Kindergarten through (2nd) grade** in the calendar year of the fair.

An individual's 4-H grade is determined by the school grade in which he or she is classified regardless of the time of year he or she enrolls in 4-H. A member does not advance in 4-H grade until he or she enrolls in 4-H for the subsequent school year. Each member should enroll in the division of a project that would best suit his/her interest and potential for personal growth and would enhance their family involvement.

Opportunities in the 4-H program are available to all Indiana youth as defined regardless of race, religion, color, sex, national origin or disability. Married young men and women of 4-H age may participate in any of the 4-H projects and activities. Membership in 4-H is gained by annually enrolling through a Purdue University Cooperative Extension Service Office located in each of Indiana's 92 counties. The 4-H club year usually extends from one annual 4-H exhibit to the next.

**Enrollment:** The Switzerland County 4-H enrollment deadline is January 15 each year. Enrollment must be reinstated annually through the National 4H online system at ***in.4honline.com***. All youth in the same household will create and submit individual member profiles from a family account. After your youth member information has been submitted, you will receive an email notifying you of the enrollment status. Paper enrollment forms are available at the Extension office for those who do not have internet access.

There is a state fee of \$15 per 4-H member in grades 3-12, with a maximum of 3 fees per family, this fee can be paid online or in the office. There is also a \$5 fee per mini 4-H member in **grades K - 2** and a \$5 fee for those taking the shooting sports project. The mini 4-H fee and the shooting sports fee can only be paid in the Extension office. Project manuals and materials will be picked up in the Extension office.

You may also visit our website and click on the online enrollment link:

<https://extension.purdue.edu/Switzerland>

Like us on facebook: <https://www.facebook.com/purdueextensionswitzerlandcounty/>

**Deadlines:** The proper compliance with established, stated and published final dates and deadlines is considered an appropriate expectation of 4-H membership. Submitting things on time and following the rules are part of the 4-H learning experience and is considered a reasonable thing to do. Individuals not complying with these expectations may lose awards and privileges. This is especially true in animal projects where animal ownership, raising and identification have a specific time period as part of the project requirements. Members not complying with established and published dates and deadlines for exhibition may be denied exhibition privileges as well as premiums or awards for that project.

**Participation:** Attendance and participation at 4-H meetings is highly encouraged as a part of the overall educational experience. However, attendance or participation at club meetings cannot be required as criteria for project completion. 4-H meetings should be of the quality that 4-H members should want to attend, participate and learn something beneficial. Also, rewarding 4-H clubs, 4-H members and 4-H volunteers for attendance and participation in meetings, tours, workshops, local and county exhibits, etc. is encouraged. The rewards for participation in 4-H meetings, tours, and activities should be significant enough to cause the 4-H member to see the advantage of reacting positively. 4-H volunteers and members of local clubs may establish goals for attendance, exhibits, completion, etc. to meet the criteria established for awards and recognition as long as they do not conflict with stated county, area/or state policies.

**Exhibition:** Exhibition of 4-H projects in local, county, or state exhibits/fairs is considered a privilege and is voluntary on the part of the exhibitor. The exhibition of 4-H projects provides 4-H members an opportunity to display their 4-H projects, entertain wholesome competition, and enjoy an educational/social environment with their peers. With the privilege of exhibition also comes the responsibility for abiding by all of the terms and conditions pertaining to the respective 4-H project. Not following the established terms and conditions of the projects will be grounds for exclusion from the competition/exhibition or the project itself.

**Completion:** The completion of a 4-H project must not be misinterpreted as exhibition of said project at a local county or state fair. 4-H members are considered complete in their project work for that year when they have (1) completed an "official" 4-H member enrollment form prior to the established and published date for enrolling (2) turned in a completed 4-H project record sheet prior to the established and published date and (3) had an officially recognized 4-H leader/Extension Educator verify existence of the completed project. Though exhibiting in local/county and state exhibits/fairs is not required for project completion, as it does not necessarily directly relate to learning received in development of a 4-H project, project exhibition should be encouraged as a continuation of the educational experience.

**Behavioral Criteria:** 4-H Members, Leaders, Parents and the Public: When attending, participating, or acting in behalf of the 4-H program, all persons are expected to conduct themselves in accordance with accepted standards of social behavior, to respect rights of others, and to refrain from any conduct which may be injurious to the 4-H program. The following actions constitute misconduct for which persons may be subject to disciplinary penalties:

- Dishonesty in connection with any 4-H activity by cheating or knowingly furnishing false information.
- Alteration or unauthorized use of 4-H records.
- Obstruction or disruption of any 4-H activity or aiding and encouraging other persons to engage in such conduct.
- Failure to comply or aiding or encouraging other persons not to comply with specific rules of a given project, contest or activity.
- Failure to comply with directions of 4-H officials acting in the proper performance of their duties.

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

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

When violations occur at out-of-county, district, area, and/or state, and/or national 4-H events, the following procedures will be followed:

- The parents/legal guardians will be contacted to arrange transportation home for the violator(s) and
- The local Extension Educator will be notified.

**Special Note:** When infractions in regulations and/or policies take place in animal projects, special penalties will be enacted. In addition to state penalties, animals unethically fitted or altered for show and sold at 4-H auctions will have all premiums associated as a 4-H reward removed from the sale price of the animal.

**Parent/Legal Guardian Statement:** I (we) understand, agree to abide by, follow, and comply with the rules, policies and expectations of the 4-H program and will conduct myself (ourselves) in a courteous and respectful manner by exhibiting good sportsmanship and being a positive role model for youth. I (we) also understand that failing to do so will constitute grounds for sanctions and/or dismissal of the member from the program. I as parent, guardian, custodian of this 4-H'er consent to my child being included in filming (video or photograph) which will be limited to 4-H activities in Switzerland County. The photograph or video with his/her name may be used for educational purposes or promotion of 4-H and/or Purdue Extension.

**Member Statement:** I agree to follow the rules, policies, and expectations of the 4-H program and will conduct myself in a courteous and respectful manner by exhibiting good sportsmanship and good behavior. I understand that failing to do so will result in sanctions, discipline, and/or dismissal from the program. I understand and consent to being included in filming (video or photograph) which will be limited to 4-H activities in Switzerland County. The photograph or video with my name may be used for educational purposes or promotion of 4-H and/or Purdue Extension.

**Drinking and Illegal use of drugs during any 4-H program activity:** Not only are the consumption of alcohol by minors and the use of illegal drugs violations of Indiana law, they are also serious concerns of many communities. Therefore, they cannot be condoned in association with any 4-H program activity.

**Equal Opportunity/Affirmative Action:** The Switzerland County 4-H program in cooperation with the Purdue Extension Service and the Switzerland County Fair Board is an equal opportunity/affirmative action program. Current regulations prohibit discrimination in programs with respect to race, color, national origin, sex, religion, age, or disability. The goal of anti-discrimination is to make sure programs are fairly and equally delivered to the people who have funded them: *the public*.



## Indiana 4-H Grievance/Appeal Form

**WARNING: You must read and initial this section before proceeding to complete this document.**

- \_\_\_ 1. I understand and agree that filing a grievance that alleges  
    A. facts that are not true, or  
    B. facts that I know are not true, or  
    C. facts I should know are not true:  
    will be considered a violation of the 4-H behavioral expectations.
- \_\_\_ 2. I understand and agree that all statements made herein by me are subject to the pains and penalties of perjury and I hereby affirm that my statements herein are true.
- \_\_\_ 3. I understand that perjury is a crime in Indiana.

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I, the undersigned, allege that the following term(s) and condition(s) have been violated:

The facts which support this allegation are set out as follows:  
(If needed, additional sheets may be attached.)

I swear or affirm under the penalties of perjury <sup>(1)(2)</sup> that I have read, understand, and accept the above statements to be true, accurate, and complete.

Signed: \_\_\_\_\_ Date: \_\_\_\_\_ Time submitted: \_\_\_\_\_

Print your name: \_\_\_\_\_

Address: \_\_\_\_\_

Phone: \_\_\_\_\_

### Oath <sup>(3)</sup>

Before me, \_\_\_\_\_ A Notary Public in and for \_\_\_\_\_ County, State of Indiana, personally appeared \_\_\_\_\_ and he/she being first duly sworn by me upon his/her oath, says that the facts alleged in the foregoing instrument are true.

(signed) \_\_\_\_\_ My commission expires: \_\_\_\_\_

(SEAL)

1. Perjury –making a false, material statement under oath or affirmation, knowing the statement to be false or not believing it to be true. In Indiana, a person who commits perjury commits a Level 6 felony, <sup>(4)</sup> which may be punishable by imprisonment, fine, or restitution (Indiana Code 35-44.1-2-1 and 35-50-2-1)
2. Prosecution for violations of Indiana law will be referred to the proper authorities.
3. Oath – An affirmation of truth of a statement before an authorized person.
4. Felony – A crime of graver or more serious nature than those designated as misdemeanors.





**CLUB MEETING APPROVAL FORM**

\_\_\_\_\_ attended the \_\_\_\_\_  
(4-H members name) (name of club)

meeting on \_\_\_\_\_  
(Date of meeting)

\_\_\_\_\_  
Signature (attending club leader)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature (4-H members' leader)

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature (Extension Educator)

\_\_\_\_\_  
Date

Form must be turned in to the office within two weeks of the meeting date. No forms will be accepted after the Monday before fair.

## **FASHION REVUE**

Pre-Registration for Fashion Revue is required. Registration forms will be mailed in June. Fashion Revue consists of modeling your projects and an interview with the judge.

Fashion Revue is divided into 5 Shows:

- **Consumer Clothing** – Required for completion of project. Notebooks only eligible for State Fair.
- **Frugal Fashions** – Required for completion of project. Not a State Fair project.
- **Sewing for Fun** – Participation required for completion of project. Not a State Fair Project.
- **Wearable Art** – Participation optional. Not a State Fair project.
- **Sewing Construction** – Participation optional. State Fair project. Only senior division members are eligible for State Fair Fashion Revue. Members must choose between State Fair Fashion Revue and Sewing Construction project.

**Note:** Please see project requirement for above listed projects in exhibit hall section of this handbook.

### **Sewing Construction Divisions:**

- **Junior Revue:** (be prepared to discuss with the judge the fabric content, reason for choosing the pattern/material and care of the finished garment).
  - grades 3 - 5
  - grades 6 – 8 (if age 14 on January 1<sup>st</sup> of fair year, you will be in Senior Revue)
- **Senior Revue:** (be prepared to discuss with the judge the fabric content, reason for choosing the pattern/material and care of the finished garment).
  - grades 9-12 (or up to 19 years of age).

### **Senior Revue will be judged in the following classes:**

- Dress Up
- Formal Wear
- Free Choice
- Informal or Casual Wear
- Separates
- Suit or Coat

Participation ribbons will be awarded to all models at the Revue.

A Champion and Reserve Champion winner will be selected in all classes of the Fashion Revue, including the six classes in the Senior Revue. The Grand Champion and Reserve Grand Champion winners will be selected from the Champions of each class. The Champion winner in each class of the Senior Revue will have the option to show at the State Fair. If the Grand Champion Fashion Revue is also Grand Champion Clothing, the 4-H member can show in only one category at the State Fair.

Interpretation Statements: Handcrafted garments should be modeled in the appropriate class. If a 4-H member has a wrap (cape, coat, shawl, etc.) that is to be worn only to and from the occasion, the total outfit can be modeled in "Free Choice". However, if the formal or wrap is to be judged on its own merit, it should be placed in the appropriate category. If a wedding outfit is considered a formal by the participant, it may be worn in the formal category. However, consider the outfit to be a costume, it may be worn in "Free Choice".

## **TRACTOR'S OPERATOR'S CONTEST**

Note: Tractors and wagons will be furnished for both contests.

All participants must attend one safety meeting/practice session. Participants will be notified by phone call or mail of the meeting times and location.

The top three from each division in each contest will qualify for the Area 1 Contest.

Divisions: Junior Division (Grades 3-7)

Senior Division (Grades 8-12)

### **Ag Tractor Operator's Contest:**

Project requirements:

- Participants must complete the Ag Tractor project and at least 3 activities in the project manual.
- Record sheet required

Contest rules:

- All participants will be scored on a written exam and parts identification exam prior to contest. All participants will also be scored on time, safety and proper tractor operation on the course while at the contest.
- Junior contestants will pull a 2-wheel trailer approximately 8 feet wide and 10-12 feet long. Tongue length will be approximately 4 feet, as measured from the tongue's tip to the edge of the trailer's bed. Wheel location will be near the center of the bed.
- Senior contestants will pull a 4-wheel wagon with knuckle-type radius rods (auto type) steering, approximately 10 feet long between axles, an 8 foot x 14 foot bed and a 52 inch stub tongue.

### **Lawn & Garden Tractor Operator's Contest:**

Contest rules:

- All participants will be scored on a written exam and parts identification exam prior to contest. All participants will also be scored on time, safety and proper tractor operation on the course while at the contest.
- Contest will be operating a lawn & garden tractor on an obstacle course.

### **Zero Turn Lawn & Garden Tractor Operator's Contest:**

Contest rules:

- All participants will be scored on a written exam and parts identification exam prior to contest. All participants will also be scored on time, safety and proper tractor operation on the course while at the contest.
- Contest will be operating a zero turn lawn & garden tractor on an obstacle course.

County, Area & State Fair Contest.

## Exhibit Hall Project Rules

### Revised 2018

1. Check in time for all exhibit hall projects is 8 a.m. - 12:00 noon on Saturday July 7, 2018.  
NO EXCEPTIONS.
2. A 4-H project is not complete until the record sheet for that project has been completed and signed by the 4-H member and their leader. This record sheet must accompany the exhibit (and possibly the manual) when presented to the judge. Each 4-H member must pick up the Record of Achievement at the community building on project check-in day. The Record of Achievement will be completed by the judge or assistant. When all projects have been entered, the Record of Achievement and all completed record sheets must be turned in to the fair office by noon on project check-in day.
3. The green Indiana 4-H Members Club Record Book should be updated yearly with graded project record sheets. These records will be used for personal reference (ex. scholarships.)
4. All exhibits shall be made or owned by the 4-H club member. Partnership is possible with livestock.
5. 4-H members may not repeat a completed project. You must advance to the next division offered in that project unless stated otherwise.
6. Exhibits must meet ALL requirements of the 4-H division in which the member is enrolled. In case of doubt, the 4-H Project Handbook will be used as the official guide. An exhibit not meeting its division requirements will get a participation ribbon.
7. Any member wanting to go to State Fair must comply with State Fair rules as well as Switzerland County requirements. It is the 4-H member's responsibility to meet these requirements.
8. Group placing will be used for all exhibit hall projects. **Premium money will be paid in 2018 as follows: Blue-\$3; Red-\$2; White-\$1.**
9. Where more than one article is required in an exhibit, (Example: Woodworking - Bookends) items will be judged as a unit and not separately.
10. Judging system will be the Danish system. Decisions made by the Judges are FINAL. In classes with only one exhibitor, the judge will indicate the award to be given.
11. Not all divisions of all projects will have a Reserve Champion or greater placing. Only one entry in a project does not necessarily justify a champion.
12. Champion winners will be chosen from the blue ribbon placing's ONLY of a division.
13. The following is a description of possible Champion placing's:
  - Grand Champion -- Best of project.
  - Reserve Grand Champion -- 2nd best of project.
  - Champion -- Best of Division.
  - Reserve Champion -- 2nd best of Division.
14. Ribbons will be awarded at the time of judging. Ribbons on Exhibit Hall projects will be displayed on the project throughout the fair.
15. The Exhibit Hall will be closed to the public until ribbon placement has been completed.

16. All exhibits will be under the control of the project superintendents and every precaution will be taken for safekeeping. However, the 4-H Fair Board, Superintendents, and Extension Staff will not be held responsible for any loss or damage that might occur.
17. Exhibit Hall superintendent will be responsible for arranging the exhibits. Questions will be brought to the exhibit hall superintendent first.
18. Display during the Switzerland County 4-H Fair will be at the discretion of Exhibit Hall Superintendent.
19. Any article removed from the grounds before released time will forfeit any premiums and/or ribbons for that exhibit.
20. All exhibit hall projects will be **released at a time to be determined on Saturday night**. If you are unable to pick up your project(s) at either time, please make arrangements for someone to do it for you.

**Open Judging:** Open judging gives you the opportunity to hear the comments made by the judge. 4-H members are encouraged to be present for this judging, but it is not required for completion. ONLY 4-H members are allowed to be present at judging, no parents, family members or friends.

#### **Poster Rules:**

1. All 4-H posters must be made horizontally on 22" x 28" poster board. Poster board may be any color.
2. All posters should be stiff backed. To make a poster with a stiff back, glue your completed poster on cardboard or lightweight wood. Foam core board that does not need backing is available at the Extension Office. Follow these steps for backing regular poster board:
  - a. Make your horizontal poster on 22"x28" poster board.
  - b. Cut a piece of cardboard or lightweight wood with a maximum of 3/8" thickness the exact size of your poster, 22" x 28".
  - c. Put glue on the cardboard or wood and then carefully place the completed poster on the glued board; the poster and cardboard or wood become one project.
  - d. Be sure to glue close to the edges so the poster does not come loose.
  - e. Let the completed poster dry overnight.
3. Attach a label according to instructions for that exhibit from the manual. Pre-printed labels are also available at the Extension office at no charge.
1. All posters should be covered with clear plastic. You may buy the plastic at a discount store, hardware store, or a lumber yard. Cut the plastic slightly larger than the poster. Tape the plastic to the back. Poster sleeves are now available at the Extension office.

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

## **AEROSPACE EDUCATION**

Refer to poster rules on page 11 of this handbook.

Rockets may be exhibited with a base, but launch pads are not permitted. All rockets must weigh less than 3.3 pounds and considered an amateur rocket according to FAA regulations.

**No “Ready to Fly” or E2X rockets are acceptable in the 4-H Aerospace project.**

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

Project Completion Recommendations:  
Complete the activities as indicated in the manual.

State Fair Exhibit Requirements:  
Rocket of your choice, Estes Skills Level 1, 2, or comparable difficulty  
OR

A poster, display board on any topic in the manual (i.e., construct a paper airplane with a poster board explaining why you designed it the way you did). Cluster engine rockets and rockets that take an engine D or above are not permitted in this level.

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

Project Completion Recommendations:  
Complete the activities as indicated in the manual.

State Fair Exhibit Requirements:  
Rocket or other aerodynamic object of your choice, Estes Skills Level 2, 3, 4, or comparable difficulty  
OR

Poster display board on any topic in the manual (i.e., glider plane (page 18) with poster explaining design.) Cluster engine rockets and rockets that take an engine D or above are not permitted in this level.

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

Project Completion Recommendations:  
Complete the activities as indicated in the manual.

State Fair Exhibit Requirements:  
Rocket of your choice, Estes Skills Level 3 or above, a Box kite or other aerodynamic object of your choice which illustrates principles of flight.  
OR

Poster, display board on any topic in the manual (i.e., box kite (page 20) with poster explanation). Rockets that take an engine G or above are not permitted.

General Record Sheet Required.

State Fair Exhibit.



## AG TRACTOR

**Note: Participation in the tractor operators contest is not required for completion of this project.**

**Choose one of the following to exhibit at the fair:**

- Poster (refer to poster rules on page 11 in this handbook.)
- Notebook
- Display Board: display boards differ from posters in that real objects are normally used rather than drawings or pictures. Three-dimensional items are attached to the board.
- Action Demonstration

**Level A (grades 3-4):** The subject matter content for the exhibit must correspond to the subject matter content found in the Level A manual.

**Level B (grades 5-6):** The subject matter content for the exhibit must correspond to the subject matter content found in the Level A or B manuals.

**Level C (grades 7-9):** The subject matter content for the exhibit must correspond to the subject matter content found in the Level A, B or C manuals.

**Level D (grades 10-12):** The subject matter content for the exhibit must correspond to the subject matter content found in the Level A, B, C or D manuals.

Record Sheet Required.

State Fair Project.

## AQUATIC SCIENCE

**Note:** Please have your picture taken with fish during project check-in for exhibit purposes.

**Beginner: (first year only)**

Exhibit: one pair of fish with plain one gallon glass bowl with at least one flat side (2 fish if unable to sex), if live bears, you will need 3 fish (2 females and 1 male) that you have cared for at least 4 weeks. No decoration other than gravel is allowed. Water must be clean and clear. You may use aerator or live aquatic plant. **OR** a poster showing the care of your fish.

**Advanced:**

Exhibit: a 3-prong folder or notebook with completed planned program records from the back of your manual and your aquarium. The aquarium must include the appropriate fish (2 different species) for your program and plants or live food. Water must be clean and clear. Decorations appropriate for your aquarium are allowed as well as aerator or live aquatic plants. Sometimes it is not possible to exhibit your live fish. 4-H'er's in the Aquatic Science project will then exhibit a poster with completed planned program records from the back of your manual.

General Record Sheet required.

Your project **MUST** be taken home after judging.

NOT a State Fair Project.

**ARTS & CRAFTS**  
**Revised 2018**

**A MEMBER MAY ENTER MULTIPLE CRAFTS, BUT THEY MUST NOT BE IN THE SAME CATEGORY.**

Note: All pictures that are exhibited must be prepared for hanging.

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

Each category will be judged in the following divisions determined by grade:

Grades 3-5

Grades 6-8

Grades 9-12

**Fine Arts**

Grand Champion and Reserve Grand Champion will go to State Fair. Oil, charcoal, pastels, pencil, ink, acrylic, or water colors on canvas, canvas board, or paper, framed as a picture and prepared for hanging. Canvas art on a wooden frame is considered prepared for hanging provided that frame has a hanger.

**Needlecraft**

Grand Champion and Reserve Grand Champion will go to State Fair. Knitting, embroidery, crocheting, needlepoint, crewel, hand quilting, tatting, huck weaving, hemstitching. Also, pulled drawn and counted thread work and punched needle work. Does not include latch hook, plastic canvas, machine knitting, machine quilting or arm knitting/crocheting.

**Models**

Grand Champion and Reserve Grand Champion will go to State Fair.

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

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

**Other Crafts**

Grand Champion and Reserve Grand Champion, plus four entries chosen by the judge will go to State Fair. May exhibit a craft from the following:

Ceramics	Metals	Duplo Blocks
Spatter Painting	Hair Pin Lace	Legos
Candle Making	Tube Painting	K-nex
Homemade Puzzles	Enameling	Construx
Glass Etching	Silk Screen	Erector Sets
Pottery	Leather Craft	Lincoln Logs

Kits are allowed. If you have questions about possible projects call the Extension office at 427-3152.

Craft Record Sheet Required.

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

State Fair Project.

## **BEEKEEPING**

Create an exhibit that shows the public what you learned in the beekeeping project this year (refer to poster rules on page 11 of this handbook.) Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

Notes:

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

### **Division 1: (may do 1 to 2 years)**

Exhibit: Present one of the following topics on a poster

1. Flowers Used to Make Honey- display pressed flowers of 10 different Indiana plants that bees use for making honey.
2. Uses of Honey and Beeswax
3. Setting up a Bee Hive
4. Safe Handling of Bees

### **Division 2: (may do 1 to 2 years)**

Exhibit One of the Following:

1. Extracted honey – 2 one-pound jars, shown in glass or clear plastic, screw-top jars holding 1 pound of honey each.
2. Chunk honey (comb in jar)- 2 one-pound jars (wide-mouth glass or clear plastic).
3. Cut-comb honey – 2 one-pound boxes (These are usually 4 ½ ” x 4 ½ ” in size).
4. Working with Honey Bees – Present a topic from your manual to teach fair goers about working with honey bees. Use your knowledge and creativity to display this information on a poster or in a notebook.

### **Division 3 and Above: (may do multiple years)**

Exhibit : Two of the four kinds of honey listed below or, prepare an educational display. (option #5)

1. Extracted Honey - 2 one-pound jars (glass or clear plastic).
2. Chunk Honey (comb in jar) - 2 one-pound jars (wide-mouth glass or clear plastic) of chunk honey (comb in jar).
3. Cut-comb Honey - 2 one-pound boxes. Boxes are usually 4 ½ ”x4 ½ ”
4. Comb Honey - 2 sections (honey built by bees in frames of wood commonly called “sections” Boxes are usually 4 ½ ”x 4 ½ ”.
5. Prepare an educational display about honey bees or beekeeping.

### **Division: Independent Study: (Grades 9-12)**

Exhibit:

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

Record Sheet Required.

State Fair Project.

## BICYCLE

### **Level 1 (Grades 3-5):**

#### **Project Completion Recommendations**

1. Read the manual the suggested activities.

Learn about the bicycle:

- history
- bicycle fit
- parts and maintenance
- safety and skills
- hiking and games

2. Report results in the spaces after each activity. Complete record sheet. Be sure to have your 4-H leader sign it to show that you have completed the bicycle project.

**Exhibit:** A poster based on one of the activities you completed in your manual. (Refer to poster rules on page 11 in this handbook.)

### **Level 2 (Grades 6-8):**

#### **Project Completion Recommendations**

1. Read the manual and the suggested activities.

Learn about the bicycle:

- parts and maintenance
- safety
- skills
- hiking
- games

2. Report results in the spaces after each activity. Complete the record sheet at the back of the manual. Be sure to have your 4-H leader sign it to show that you have completed the bicycle project.

**Exhibit:** A poster based on one of the activities you completed in your manual. (Refer to poster rules on page 11 in this handbook.)

Record sheet required.

NOT a State Fair Project.

# **CAKE DECORATING**

**Revised 2018**

## **Exhibit Introduction**

The cake decorating subject provides skills-based educational experiences that provide an opportunity for mastery before building on that experience to develop more advanced skills. This subject area is divided into three levels: Beginner (Grades 3-5), Intermediate (Grades 6-8), and Advanced (Grades 9-12). While the defined grades are intended to be a guide, older youth enrolled in this subject for the first time may start in a lower grade skill level with permission by the county extension educator. The Wilton Method of Cake Decorating student guides and their supporting materials will be used as the educational framework.

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

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

Cakes must be on a cake board approximately 3/8" thick and 3" larger than the cake. For example, if the cake is 8" round, then the cake board must be 11" round. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the beginner level are to be a single layer and may be round, square, or rectangular and the cake board is to be no more than 12"x12". Tips and skills demonstrated are limited to those explained in The Wilton Method of Cake Decorating Student Guide 1. A minimum of five skills are to be demonstrated. NOTE – While nail flower creation is explained in student guide 1, the difficulty level may be too high and not educational for some beginner level youth.

### **Intermediate Level (Grads 6-8)**

Cakes must be on a cake board approximately 3/8" thick and 3" larger than the cake. For example, if the cake is 9"x13" rectangular, then the cake board must be 12"x16" rectangular. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the intermediate level are to be a single or double layer and may be any shape. Youth may choose to decorate an inverted (upside down) character pan, create a 3-dimensional cake. It is also permissible to cut-up pieces of Styrofoam, foam, or other solid material to create a new shape, like a butterfly or castle for example. The cake board is to be no more than 24"x24". Tips and skills demonstrated are limited to those explained in The Wilton Method of Cake Decorating Student Guide 1 and 2. A minimum of five skills from student guide 2 are to be demonstrated. NOTE – While applique creation is explained in student guide 2, the difficulty level may be too high and not educational for some intermediate level youth.

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

Cakes must be on a cake a cake board approximately 1/2" thick and 4" larger than the base cake. For example, if the cake is 26" round, then the cake board must be 30" round. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the advanced level may be multiple layer and/or tiered and may include multiple cakes, like a wedding cake. Youth may choose to create a character or 3-dimensional cake by cutting-up pieces of Styrofoam, foam, or other solid material to create a new shape. Dowel rods, plates, etc. should be used to support multiple layers and tiers. Fondant icing and gum paste is permissible. Cakes may be any shape and the cake board is to be no more than 36"x36". Tips and skills demonstrated are limited to those explained in The Wilton Method of Cake Decorating Student Guide 1, 2 and 3. A minimum of five skills from student guide 3 are to be demonstrated.

Cake Decorating Record Sheet Required.  
State Fair Project

## CAT POSTER

To promote the 4-H Cat program, each 4-H'er showing a cat is to complete a Cat Poster. Refer to poster rules on page 11 of this hand book.

### **Exhibit topics:**

The following suggestions are ideas for development of educational cat posters. 4-H'ers need not be limited by or to just these mentioned topics.

Level 1 (Junior) – For 4-H'ers grade 3, 4 and 5.

Level 2 (Intermediate) - For 4-H'ers grade 6, 7 and 8.

Level 3 (Senior) – For 4-H'ers grade 9 and up.

Junior – cat care, cat breeds, litter-training, treating my cat with care and respect, cat responsibilities, grooming skills, training my cat, declawing good or not, neutering/spaying, I lost my cat, determining cat costs, traveling with my cat, my cat's safety.

Intermediate – national cat fancier associations, a cat clinic, here comes the judge, training with extra praise, let's decide for my cat, careers related to cats, should my cat have kittens?, types of cat food, feeding my cat, things I've learned, insect pests, cat tails talk, symptoms of ill health, my visiting pet therapy program, cats get old too!, saying good-bye

Senior - understanding a cat show, planning a cat business, am I a role model?, cat genetics, cat organs and systems, exploring careers, learning about leadership, my cat quiz bowl, teaching others, having fun learning, it's the law!, protecting our environment, issues of animal welfare/rights

### **Additional ideas and topics:**

Your cat's breed and/or color are the most prevalent color showing in your 4-H cat show. Place a picture of you and your cat on the poster. You may use a brief history of the breed, the characteristics, the accepted standard, etc., which most pertains to your pet. First aid kit for a cat. What is involved, why and how each item is used. The diet and nutrition of raising a healthy cat from a kitten to an adult. General history of the cat family, Felis Catus. How it began to the present day animal.

Record Sheet Required.

State Fair Project.

## **CHILD DEVELOPMENT**

**Requirements:** 4-H members should complete at least three activities, each from a different chapter. Within the two-year period for each level, they should have completed at least six activities, and at least one activity from each of the five chapters.

### **Level A (Grades 3-4): Exhibit one of the following:**

1. Choose one activity that you completed in this level. Design a poster (refer to poster rules on page 11 of this handbook) or binder notebook that shows or tells what you did with this activity.
2. Create a display no larger than 36 x 36 inches using one of the activities from your project manual. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40 in your project manual. Use a 5 x 8 index card or larger cardstock to create your card.
3. Action Demonstration – You may present an action demonstration for your project completion requirement.

### **Level B (grades 5-6): Exhibit one of the following:**

1. Choose one activity that you completed in this level. Design a poster (refer to poster rules on page 11 of this handbook) or binder notebook that shows or tells what you did with this activity.
2. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40 in your project manual. Use a 5 x 8 index card or larger cardstock to create your card.
3. Action Demonstration – you may present an action demonstration for your project completion requirement.

### **Level C (grades 7, 8, 9) Exhibit one of the following:**

1. Design a poster (refer to poster rules on page 11 of this handbook) based on one activity you completed in your manual or one that promotes physical, emotional or cognitive skills.
2. Display a binder notebook that includes the information from the three activities you completed this year.
3. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual or one that promotes physical, emotional or cognitive skills. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40 in your project manual. Use a 5 x 8 index card or larger cardstock to create your card.
4. Action Demonstration – You may present an action demonstration for your project requirement.

### **Level D (grades 10, 11, 12) Exhibit one of the following:**

1. Design a poster (refer to poster rules on page 11 of this handbook) based on one activity you completed in your manual or one that promotes physical, emotional or cognitive skills.
2. Display a binder notebook that includes the information from the three activities you completed this year.
3. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual or one that promotes physical, emotional or cognitive skills. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40 in your project manual. Use a 5 x 8 index card or larger cardstock to create your card.
4. Action Demonstration - You may present an action demonstration for your project completion requirement.

**Here are details for each exhibit option:**

**Binder Notebook:**

1. Identification label on front of binder giving name of 4-H'er, club, grade, and year in project.
2. Title page inside binder naming activity (levels C & D)
3. Pages of activity and explanation to follow title page.
4. Photographs are helpful to show the activity being used or assembled.
5. Optional: Plastic sheet protectors, page decorations, binder cover decoration, etc...

**Display:**

1. May be table top or floor style, not to exceed 36 x 36 x36 (display may include Item(s) made in the activities you completed this year.)
2. Must be self-supporting to be viewed by the public.

Record Sheet Required.

State Fair Project.





## COLLECTIONS

**Please Note:** If exhibited in a box, the box or container must be able to support the weight of the collections.

**Objectives:** All young people collect items from time to time. The objectives of this project are to help the 4-H'ers to:

1. Learn to appreciate the fun of collecting items and showing them to family and friends.
2. Learn to keep complete and accurate records.
3. Learn how to care for and store items in their collections.
4. Learn to appreciate the historic, scientific or economic value of the item collected.
5. Help develop a lifelong interest.

**Note:** In all grade categories, if the collection is too large or valuable to exhibit it may be taken home after judging. A notebook containing photos and descriptions of your collection can be exhibited in place of the collection. As with the items, the photos should be labeled.

**Exhibit requirements** are the same for all divisions. Exhibit a representative sample of 20 items or less of your collection. A poster (refer to Poster Rules on page 11 of this handbook), or in a notebook, displayed attractively. Labels should be attached to each item to explain the item to the public. Items should be secured on display for protection.

### **Division 1 (Grades 3, 4, 5)**

1. Select a place in your home to store and display your collection.
2. Show and explain your collection to at least two (2) friends, your 4-H club or another group of people.
3. Keep the "Collector's Record" up to date and complete.
4. Each year the collection is exhibited it should show change and growth. The same exhibit may not be used more than one time.

### **Division 2 (Grades 6, 7, 8)**

1. Expand your collection or begin a new collection.
2. Show and explain your collection to at least two (2) friends, your 4-H club or another group of people.
3. Continue the "Collector's Record" or start a new one for new members to this project.
4. Each year the collection is exhibited it should show change and growth. The same exhibit may not be used more than one year.

### **Division 3 (Grades 9 and up)**

1. Expand your collection or begin a new collection.
2. Explore the historical, aesthetic or commercial value of your collection.
3. Continue and expand the "Collector's Record" or start a new one for new members to this project.
4. Each year the collection is exhibited it should show change and growth. The same exhibit may not be used more than one year.

Record sheet required.

NOT a State Fair Project.

## COMPUTER

Refer to poster rules on page 11 of this handbook.

There are three exhibit grade level divisions; Grades 3-5, Beginner; Grades 6-8, Intermediate; and Grades 9-12, Advanced. Exhibits are to be skill appropriate for the member's grade level.

Youth enrolled in the computer project will select one of the below subject categories to study, regardless of grade. Youth may choose to create an exhibit demonstrating skills learned during the year. Check with your county Purdue Extension Office to determine if a computer will be available during judging and if there will be an opportunity to explain your exhibit to the judge. Exhibits qualifying for state fair are to be submitted on a thumb drive securely attached to a notebook/portfolio describing accomplishments, skills learned, design ideas, budget, a summary of what was done, etc. as the exhibitor will not be able to discuss their work with a judge. Youth may continue in the same subject category in subsequent years expand on the previous year's topic, or choose a new topic. Subject categories are:

- Hardware and Networking Design/Installation/Repair
- Software or Smartphone App Programming and Development
- Website Development
- GPS or Software Utilization
- Computer Entrepreneurship
- Computer Forensics (identity theft, online bullying, ethical use of technology, responsible social media use, etc.)
- Independent Study - A topic of your choice that does not fit in any other category

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

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

Record Sheet Required.

State Fair Project

## CONSUMER CLOTHING Revised 2018

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

Exhibit Requirements:

- Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity. This will help you talk to the judge easily.
- Help purchase an item of clothing that you'll wear with other clothes in your wardrobe. Examples might be slacks, blouse, jeans, shirt, sweater or sweatshirt. Choose an accessory to go with your purchase. You might buy shoes, sweatband, belt, jewelry or socks.
- Model your purchases in the Fashion Revue. Tell the judge about them, what you learned and about the activities you completed. Take your manual and notebook with you because they will help you talk with the judge.

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

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

### **Advanced**

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

**All divisions:** Include a picture of yourself in your outfit in the notebook.

**NOTE:** If a 4-H member does not participate in the Fashion Revue they will be taken down one ribbon placing.

General 4-H Record Sheet Required.

All three divisions of Consumer Clothing will have exhibits at State Fair. The exhibit sent to State Fair will be the notebook ONLY.

State Fair Project.

## CROPS

### **Alfalfa**

Exhibit: Two beats from a bale of alfalfa hay; tied and ready for display. Do not put hay in a plastic bag for exhibit. Attach a label stating the following information:

- Date planted
- Variety
- Fertilizer used
- Harvest date

### **Corn**

Exhibit: Three (3) corn plants, dug and dirt washed off the roots. For a better exhibit, plant should be free of insects and mechanical damage. Roots must be attached to the plant. Attach a label with the following information:

- Date planted
- Variety
- Fertilizer used

### **Mixed Hay**

Exhibit: Two (2) beats from a bale of mixed hay. Must be tied with string. DO NOT exhibit in a plastic bag. Must have a label stating:

- Date Planted
- Variety
- Fertilizer Used
- Harvest Dates

### **Soybeans**

Exhibit: Five (5) soybean plants, dug and dirt washed off the roots. Plant should be free of insects and mechanical damage. Include with exhibit a label stating:

- Date Planted
- Variety
- Fertilizer Used

### **Tobacco**

Exhibit: Three (3) stalks from the field. They MUST be previously transplanted tobacco. Cut the stalks day of judging even with the ground. Spray lightly to clean mud from leaves, being careful not to bruise or damage the plants. Select plants that are insect and mechanical damage-free. Wrapping plants loosely in paper towels or newspaper is a good way to keep from damaging the plants while transporting them.

Crops record sheet required for all crop projects.

Crops are NOT State Fair Projects.

## **DOG POSTER**

To promote the 4-H Dog program, each 4-H'er in the Dog Project is to complete a Dog Poster. Refer to poster rules on page 11 of this handbook.

Level 1 (Novice) - For 4-H'ers in grades 3, 4, & 5.

Level 2 (Junior) - For 4-H'ers in grades 6, 7, & 8.

Level 3 (Senior) - For 4-H'ers in grades 9 and up.

### **Exhibit Topics**

The following suggestions are ideas for development of educational Dog Posters.

4-H'ers need not be limited to these mentioned topics.

*Novice:* dog care, dog breeds, me and my dog, helping the handicapped

*Junior:* Purposes of dogs, responsible dog ownership, uses of dogs, disease/parasite prevention, careers with dogs

*Senior:* learning life skills with the Dog project, your dog and the law, food, a dog's sense of smell, dog over-population problems, animal health, animal welfare

Each county may send one (1) educational poster exhibit to State Fair in each class for judging and display.

Record Sheet Required.

State Fair Project.

## **ELECTRIC**

**Note:** All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H members exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the manner in which references are listed. For poster refer to poster rules on page 11 of this handbook.

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

1. Make a circuit board.
2. Conduct a Hazard Hunt.

Exhibit a circuit board, label parallel, or series circuit. Division I kits are available in the Extension Office for a small fee. "What I Have Done and Learned" is required for county only.

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

1. Make a magnetic powered flashlight or exhibit a poster on a topic described in the manual.

Exhibit one of the following:

1. A magnetic powered flashlight.
2. A poster as outlined in the project manual or project CD.

### **Division III (3<sup>rd</sup> year in electric project)**

1. Make & exhibit one of the following:
  - a. Build an extension cord using all new parts.
  - b. Build an incandescent trouble light using all new parts.
  - c. Build a fluorescent trouble light using all new parts.
  - d. Repair an extension cord or trouble light by replacing the cord, plug, connector body or socket handle with a new part(s).
  - e. Create a poster about (refer to poster rules on page 11).
    - Wire size.
    - Wire type.
    - Current carrying capacity.
    - The parts of an extension cord or trouble light.
    - An important safety-related topic.
    - Any topic covered in the Division III manual.

Exhibit at your local or county fair either: Extension cord, trouble light or a poster as outlined in the project manual.

### **Division IV (4<sup>th</sup> year in electric project)**

1. Complete the activities presented in the manual.
2. Make or remake a lamp, or make a poster or display board on any topic covered in the manual.

Exhibit one of the following at your local or county fair:

- a. Made or remade lamp.
- b. Display board on any topic covered in manual.
- c. Poster on any topic covered in this manual.

**Advanced Divisions (Years 5-10) - Electricity & Electronics** (This book is being updated and you may find other resources at your local library, electricians, instructors, internet, etc. to provide guidance for your project.)

The Advanced Division is split into two different categories. One area is “Advanced Electric 5-10” and the second is “Advanced Electronics 5-10.” You may choose one category for your Advanced 5-10 exhibit

Exhibit ONE of the following:

1. An article made in the area of heating and cooling
2. An article made in the area of lighting
3. An article made in the area of electronics (advanced division electronic projects may contain and use molded plugs if they are part of the electronic kit)
4. An article made in the area of power
5. A written report on: consumer buying, better electrical methods, or electrical careers.
6. A written notebook report with photos of individual steps (close-up) and overall work, illustrations, explanation of each step performed, explanation of overall work done, reasons for performing work, reasons for selecting materials used, list of materials used and prices (budget), schematics, etc. of electric project. This option allows you to use your imagination and complete any electrical project that you cannot physically bring to the fair to exhibit. You could wire a room in a house, the barn, outdoor lighting, indoor lighting, control systems, alarm systems, etc.
7. Display board (no larger than 36”x36”x36”) showing home wiring (3-way switch, 4-way switch, GFCI Grounding, Circuit Protection, etc.) or any topic covered in the Advanced Division manual.

Attach to the exhibit any kit instructions or book/manuals if you feel they will help explain the operation of the exhibit. This may be important for advanced electronic projects.

Record sheet required for all divisions.

State Fair Project.

## ENTOMOLOGY Revised 2018

Create an exhibit that shows the public what you learned in the entomology project this year. State Fair Exhibits – each county may send one Insect Collection and one Poster for each level (grades 3-5, grades 6-8, grades 9 & up) for a maximum of 6 exhibits per county. Follow the “Notes” under each section (Insect Collection and Poster).

### Important Notes:

- **References:** one of the following:
  - 4-H 764, How to Study, Collect, Preserve and Identify Insects.
  - How to Make an Awesome Insect Collection, ID-401 (available online, [extension.entm.purdue.edu/401Book/default.php?page=home](http://extension.entm.purdue.edu/401Book/default.php?page=home), or through The Education Store).
- **Title:**  
**Collection** – Insect Collection, Grade X (where X= your grade in school)  
**Poster** – Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title.  
**Orders:**  
Use the orders listed in the reference material (above), which are found on page 57 in ID-401 and the Table of Contents in 4-H-764.

- **Display:**  
Collect, mount (pins or vials), and identify insects personally collected in the U.S. only.

Display your best specimens in an 18 x 24 inch box(es), orientated horizontally. When multiple boxes are used: list the box order (i.e. "box 1 of 3 boxes") and include your name in each box.

ID 401 A-F cards (for grades 3-8) and ID 401 I cards (for grades 9-12) are to be placed inside the display box in an attractive manner.

- **Identification:**  
Collection display boxes are expected to contain the specified number of insects, families, and orders specified (see chart below).

All insects must be in the adult stage and be properly mounted on insect pins or be contained in vials as directed.

**Pin Labels:** Each pin or vial must contain two labels:

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

**Box Labels:** Box labels (computer generated or neatly printed) are used for orders and families as required (see chart below) and are to be placed flat against the bottom of the box. Insects must be properly grouped directly under the correct order and family box label. For example, all insects belonging to a particular order must be placed under that order label. Orders to be used are listed in the reference book ID- 401. If family level identification is required, the insects should be further grouped together under that family label.

- **Educational Box:**

One additional box (educational), based on the specific theme (see chart below), is required for grades 9-12, in addition to the insect collection boxes. This box can be created in any manner chosen (without the mounting, pinning or identifying restrictions specified above). This box should be created in such a way as to teach something about the assigned theme to the general public.

<b>Grade</b>	Manual	<b>Display</b>	<b>Max. # Boxes*</b>
3	Level 1	10 insects, identified, and pinned on cards (ID 401A)	1
4	Level 1	20 insects, mounted (pins or vials). Identify all insects by common name and identify five (5) to order. Include card ID 401B.	1
5	Level 1	30 insects, mounted (pins or vials). Identify all insects by common name and identify fifteen (15) to order. Include card ID 401C.	1
6	Level 2	40 insects, exhibit a minimum of 6 orders, mounted (pins or vials). Identify all insects by common name and order. Include card ID 401D.	2
7	Level 2	50 insects, exhibit a minimum of 8 orders, mounted (pins or vials). Identify all insects by common name and order. Identify ten (10) to family. Include card ID 401E.	2
8	Level 2	60 insects, exhibit a minimum of 10 orders, mounted (pins or vials). Identify all insects by common name and order. Identify thirty (30) to family. Include card ID 401F.	2
9	Level 3	70 insects, exhibit a minimum of 12 orders, mounted (pins or vials) Identify all insects by common name, order, and family. One educational box, theme: insect behavior. Include card ID 401I. 1-3 collection boxes plus 1 educational box*). Place 401I I first collection box only.	4
10	Level 3	80 insects, exhibit a minimum of 14 orders, mounted (pins or vials) Identify all insects by common name, order, and family. One educational box, theme: <b>insect pest management</b> . Include card ID 401I. 1-3 collection boxes plus 1 educational box*). Place 401I I first collection box only.	4
11	Level 3	90 insects, exhibit a minimum of 16 orders, mounted (pins or vials) Identify all insects by common name, order, and family. One educational box, theme: <b>insects in the environment</b> . Include card ID 401I. 1-3 collection boxes plus 1 educational box*). Place 401I I first collection box only.	5
12+	Level 3	100 insects, exhibit a minimum of 18 orders, mounted (pins or vials) Identify all insects by common name, order, and family. One educational box, theme: <b>benefits of insects</b> . Include card ID 401I. 1-3 collection boxes plus 1 educational box*). Place 401I I first collection box only.	5

\* **Maximum number of collection boxes.**

### Poster Option

Refer to poster rules on page 11 in this handbook. Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title, so the judges know which activity you completed. You can also use a subtitle if you wish.



### Level 1: Grades 3-5

Display a poster based on one of the following activities:

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

### Level 2: Grades 6-8

Display a poster based on one of the following activities:

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

### Level 3: Grades 9 & Up

Display a poster based on one of the following activities:

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

### Level : Independent Study –Grades 9 & Up

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

Record sheet required.

State Fair Project.

## **FASHION REVUE**

Pre-Registration for Fashion Revue is required. Registration forms will be mailed in June. Fashion Revue consists of modeling your projects and an interview with the judge.

Fashion Revue is divided into 5 Shows:

- **Consumer Clothing** – Required for completion of project. Notebooks only eligible for State Fair.
- **Frugal Fashions** – Required for completion of project. Not a State Fair project.
- **Sewing for Fun** – Participation required for completion of project. Not a State Fair Project.
- **Wearable Art** – Participation optional. Not a State Fair project.
- **Sewing Construction** – Participation optional. State Fair project. Only senior division members are eligible for State Fair Fashion Revue. Members must choose between State Fair Fashion Revue and Sewing Construction project.

**Note:** Please see project requirement for above listed projects in exhibit hall section of this handbook.

### **Sewing Construction Divisions:**

- **Junior Revue:** (be prepared to discuss with the judge the fabric content, reason for choosing the pattern/material and care of the finished garment).
  - grades 3 - 5
  - grades 6 – 8 (if age 14 on January 1<sup>st</sup> of fair year, you will be in Senior Revue)
- **Senior Revue:** (be prepared to discuss with the judge the fabric content, reason for choosing the pattern/material and care of the finished garment).
  - grades 9-12 (or up to 19 years of age).

### **Senior Revue will be judged in the following classes:**

- Dress Up
- Formal Wear
- Free Choice
- Informal or Casual Wear
- Separates
- Suit or Coat

Participation ribbons will be awarded to all models at the Revue.

A Champion and Reserve Champion winner will be selected in all classes of the Fashion Revue, including the six classes in the Senior Revue. The Grand Champion and Reserve Grand Champion winners will be selected from the Champions of each class. The Champion winner in each class of the Senior Revue will have the option to show at the State Fair. If the Grand Champion Fashion Revue is also Grand Champion Clothing, the 4-H member can show in only one category at the State Fair.

Interpretation Statements: Handcrafted garments should be modeled in the appropriate class. If a 4-H member has a wrap (cape, coat, shawl, etc.) that is to be worn only to and from the occasion, the total outfit can be modeled in "Free Choice". However, if the formal or wrap is to be judged on its own merit, it should be placed in the appropriate category. If a wedding outfit is considered a formal by the participant, it may be worn in the formal category. However, consider the outfit to be a costume, it may be worn in "Free Choice".

## **FLORICULTURE**

**Entries:** You may choose to exhibit one (1) arrangement type OR one (1) poster/notebook type exhibit (you are not required to do both). Refer to poster guidelines on page 11 of this handbook. You may also choose to do a demonstration in addition to an arrangement.

**State Fair:** Each county will be allowed to send one (1) flower and plant exhibit per category, per level and one (1) poster or notebook exhibit per level, and one demonstration per exhibitor.

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

### **Notebook and poster guidelines:**

#### **Notebook Guidelines**

- Needs to be a sturdy 3 ring binder (with stiff covers) or a bound type notebook (with stiff covers). No report covers or similar styles.
- Make sure the notebook accurately meets the guidelines and objectives of the activities in the manual.
- Information printed directly off the web will not be accepted.
- Materials included in the notebook need to be educational, both for the youth and the audience, and should demonstrate that the youth was able to take what he or she learned from their research (experiment, or on web, in library, etc.) and/or activities to create the notebook.
- Work should include references where appropriate.
- Pictures, graphics, and artwork are encouraged.

#### **Poster Guidelines**

- Dimensions = 22" x 28" displayed horizontally with stiff backing and must be covered with clear plastic.
- Identification included in the lower right corner (name, grade, county).
- Poster should 'tell a story' or be informative to the audience. Will the viewer of your poster learn something from the exhibit?
- When designing your poster you should consider: lines, shapes, textures, colors and placement of items.
- Pictures, graphics and artwork are encouraged.
- Make sure the poster accurately meets the guidelines and objectives of the activities in the manual.
- Information printed directly off the web will not be accepted.
- Materials included in the poster need to be educational, both for the youth and the audience, and should demonstrate that the youth was able to take what he or she learned from their research (experiment, or on web, in library, etc.) and/or activities to create the poster.

**Level A (grades 3 & 4) Exhibit:****Flower and Plant Exhibit Categories**

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

**Poster or Notebook Exhibits - choose any one (1) of the following topics:**

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

**Level B (grades 5 & 6) Exhibit:****Flower and Plant Exhibit Categories**

1. Display a mixed planter that may include herbs with foliage plants and/or flowering plants. The planter should include 3 or more kinds of plants and have been planted at least two months before the fair. The container exhibit space must not exceed 18"x 18" (height will be variable).
2. Make an item with dried herbs or dried flowers that you grew yourself. Examples of items to exhibit are, but not limited to a dried flower product, or a simple dried arrangement in a container. Exhibit not to exceed 19"x18".
3. Display one house plant, foliage and/or flowering, in a container not to exceed 10 inches in diameter. There must be only one specimen plant per pot. A flowering plant may be of any color with single or double flowers.

**Poster or Notebook Exhibits - choose any one (1) of the following topics:**

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

**Demonstration**

Participate in an action demo or demonstration contest related to topics for this grade level, or any of those listed above.

**Level C (grades 7 - 9) Exhibit:**

**Flower and Plant Exhibit Categories**

1. Display a terrarium:
  - Size of the terrarium should be appropriate for use on a table at home, and no larger than 12” deep, 18” long and 16” high. Must have a cover while on exhibit. See activity information for design.
2. Combination or European planter:
  - Exhibit a container of plants (3 or more kinds of plants) that you have planted and cared for a minimum of 2 months. See activity for information on plants and design. The container should not exceed exhibit space of 18” x 18” (height will be variable).
3. Create one (1) corsage or two (2) boutonnieres made from only fresh flowers. Corsages should contain 3 or more blooms. No artificial flowers or greenery should be used in this category. Bows and decorative items are okay.
4. Create one (1) corsage or two (2) boutonnieres made from silk or other artificial flowers and greenery. Can be created with mixed fresh and artificial materials, or all artificial.
5. A dried arrangement in a container or a specialty item (such as, but not limited to, a wreath or swag) made with dried flowers and dried plant materials. No artificial flowers/plant materials should be included. Bows and decorative items are okay. Maximum size 24”x24” (height will be variable.)
6. Create a flower arrangement using either roses or lilies as the primary component of the arrangement. Arrangement should be made with all fresh materials (NO artificial, flowers /plant materials). Bows and decorative items are okay.

**Poster or Notebook Exhibits - choose any one (1) of the following topics:**

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

**Demonstration**

Participate in an action demo or demonstration contest related to topics for this grade level, or any of those listed above.

**Level D (grades 10 - 12) Exhibit:**

**Flower and Plant Exhibit Categories**

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

**Poster or Notebook Exhibits - choose any on one (1) of the following topics:**

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

**Demonstration**

Participate in an action demo or demonstration contest related to topics for this grade level, or any of those listed above.

Record Sheet Required.

State Fair Project.





## FOODS

### **Exhibit Introduction**

Purdue Extension Food Safety Policy:

For food competitions - Filling, frosting, glazing, pie filling, and meringue, (whether uncooked or cooked) are not permitted to contain cream cheese, sour cream, heavy cream, or whipped cream as the nature of these products increases the moisture content and water activity of the food. Foods with a higher moisture content and water activity can be ideal growing conditions for food borne pathogens, even if the ingredient is part of a batter and baked. Additionally, raw milk, raw milk products or uncooked eggs/egg whites are not permitted. Eggs/egg whites that have been cooked to 160°F (i.e. pasteurized or included as part of a batter and baked) are acceptable. No home-canned fruits, vegetables, or meats are permitted in products. Recipes must be provided that show which ingredients were used in each part of the product. Contestants should carefully wash their hands and make sure that their hands do not have any open cuts before preparing foods. Contestants should not be preparing food exhibits for competition within 48 hours of recovering from any illness. Whenever possible, baked products should be transported and stored in chilled coolers (41°F).

Judges and individuals who will consume products from county and state competitions should be informed that they are at risk for foodborne illness since the established policy cannot guarantee that an entry which may be a "potentially hazardous food" has been properly prepared or handled before, during or following the competition. Tasting of a food product is solely at the discretion of the judge. Judges are NOT to taste any low-acid or acidified preserved food, like green beans or tomato products, and are discouraged from tasting any other home preserved food.

Consumers of competitive food exhibits being sold at auction or used for hospitality purposes should be notified they could be at risk for foodborne illness since the established policy cannot guarantee that an entry which may be a "potentially hazardous food" has been properly prepared or handled before, during, or following the competition.

### **Instructions for preparing food exhibits for display at State Fair Labeling Suggestions:**

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

### **Recipe or index cards:**

1. A recipe card or index card (no larger than 5 1/2" x 8 1/2") is required for all food exhibits. Be sure to include the recipe source and all the information requested in the exhibit description, as well as your name, county, and the grade level/exhibit option. It is recommended that you wrap the card in plastic wrap or in a plastic bag. Recipe cards will not be returned.
2. Since it is illegal in the State of Indiana for youth under the age of 21 to purchase or consume alcoholic beverages, 4-H members are to use recipes that do not include an alcoholic beverage as an ingredient. A suitable non-alcoholic or imitation product may be substituted.

### **Food preservation jars/containers:**

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

### **How to prepare products for display.**

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

## **Exhibit Requirements**

### **Level A, Grade 3**

- Three snack-sized (approximately 2" – 3" individual size) drop, molded or bar baked cookies. No glaze or frosting. Include recipe card and display on a dessert size paper or foam plate.

### **Level A, Grade 4**

- Three standard size muffins that contain an ingredient that is a source of Vitamin A or Vitamin C (no muffin liners).

### **Level B, Grade 5**

- A square, oblong or round layer reduced-fat cake without frosting. Reduce the amount of fat in the recipe by using a fruit puree or baby food fruit product that does not contain yogurt.

### **Level B, Grade 6**

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

### **Level C, Grade 7, 8, 9**

It is suggested a participant choose a different option each year, but this is not a requirement.

- Three (3) yeast bread sticks or yeast rolls (any shape, medium size - not a sweet roll), using a whole grain flour mixture such as whole wheat, rye, oat bran, etc. Include recipe card. Participants are expected to learn how to knead bread dough by hand and allow it to rise appropriately. It is NOT acceptable to use a home bread maker.
- A yeast bread (can be loaf, braid, but not rolls) using a whole grain flour mixture such as whole wheat, rye, oat bran, etc. Include recipe card. Participants are expected to learn how to knead bread dough by hand and allow it to rise appropriately. It is NOT acceptable to use a home bread maker.
- One package of a non-perishable, invented healthy snack (such as a granola bar, popcorn snack, trail mix, etc.). Your snack must include at least 2 food groups from MyPlate. Exhibit must include your snack product and a separate folder containing a marketing plan with product name, recipe, how it will be packaged, a package design, where it will be sold and suggested selling price. Style your snack for a photo shoot and include the picture in your marketing plan. Label should include product name, date, quantity, and serving size.

### **Level D, Grade 10, 11, 12**

It is suggested a participant choose a different option each year, but this is not a requirement.

- A single or double crust baked fruit pie (no graham cracker crust). Include recipe card. (Note: Custards, cream, cream cheese frosting and fillings, and raw egg white frosting are not acceptable in an exhibit because they are highly perishable when left at room temperatures.)
- A non-perishable baked food product for a catered meal or special event in which organizers have requested low fat and/or reduced sugar items. Exhibit will include your food product and a notebook outlining how this product is to be used at the event, menu, supplies to buy, preparation schedule, equipment, table layout, etc. A table display is optional and should be no larger than 16" deep x 22" wide x 28" high. Include index card with recipe.
- Select a condition in which people have to specifically modify their eating habits (diabetes, heart disease, Celiac disease, food allergies, etc.) Prepare a non-perishable baked food product appropriate for someone with this condition. Exhibit will include your food product and a notebook summarizing the condition or allergy, nutrition considerations involved with the condition, a description of your baked item, and an explanation of how it fits within the nutrition considerations. Make sure to note any ingredients that could cause an allergic reaction.

Record Sheet Required.

State Fair Project.

## **FOOD PRESERVATION**

### **Exhibit Introduction**

Purdue Extension Food Safety Policy:

For food competitions - Filling, frosting, glazing, pie filling, and meringue, (whether uncooked or cooked) are not permitted to contain cream cheese, sour cream, heavy cream, or whipped cream as the nature of these products increases the moisture content and water activity of the food. Foods with a higher moisture content and water activity can be ideal growing conditions for food borne pathogens, even if the ingredient is part of a batter and baked. Additionally, raw milk, raw milk products or uncooked eggs/egg whites are not permitted. Eggs/egg whites that have been cooked to 160°F (i.e. pasteurized or included as part of a batter and baked) are acceptable. No home-canned fruits, vegetables, or meats are permitted in products. Recipes must be provided that show which ingredients were used in each part of the product. Contestants should carefully wash their hands and make sure that their hands do not have any open cuts before preparing foods. Contestants should not be preparing food exhibits for competition within 48 hours of recovering from any illness. Whenever possible, baked products should be transported and stored in chilled coolers (41°F).

Judges and individuals who will consume products from county and state competitions should be informed that they are at risk for foodborne illness since the established policy cannot guarantee that an entry which may be a "potentially hazardous food" has been properly prepared or handled before, during or following the competition. Tasting of a food product is solely at the discretion of the judge. Judges are NOT to taste any low-acid or acidified preserved food, like green beans or tomato products, and are discouraged from tasting any other home preserved food.

Consumers of competitive food exhibits being sold at auction or used for hospitality purposes should be notified they could be at risk for foodborne illness since the established policy cannot guarantee that an entry which may be a "potentially hazardous food" has been properly prepared or handled before, during, or following the competition.

**Instructions for preparing food exhibits for display at State Fair** (these instructions may be adapted for use in your county):

#### **Labeling Suggestions:**

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

#### **Recipe or index cards:**

3. A recipe card or index card (no larger than 5 1/2" x 8 1/2") is required for all food exhibits. Be sure to include the recipe source and all the information requested in the exhibit description, as well as your name, county, and the grade level/exhibit option. It is recommended that you wrap the card in plastic wrap or in a plastic bag. Recipe cards will not be returned.
4. Since it is illegal in the State of Indiana for youth under the age of 21 to purchase or consume alcoholic beverages, 4-H members are to use recipes that do not include an alcoholic beverage as an ingredient. A suitable non-alcoholic or imitation product may be substituted.

#### **Food preservation jars/containers:**

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

#### **How to prepare products for display.**

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

## **Exhibit Requirements**

### **Level A, Grade 3**

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

### **Level A, Grade 4**

- One package of frozen berries. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with recipe and instructions for cooking or defrosting. Label with name of product, quantity, and date frozen.

### **Level B, Grade 5**

- One uncooked frozen mini-pizza using whole-grain pita bread, English muffin, bagel, or already prepared crust (no larger than 7" in diameter) with toppings of your choice. Include at least 4 MyPlate food groups on your pizza. Meat toppings such as hamburger, sausage, bacon, etc. must be cooked. Display on covered cardboard inside freezer bag. Include index card with recipe and instructions for cooking. Label with name of product, quantity, and date frozen.

### **Level B, Grade 6**

- One package of any frozen vegetable or combination vegetables. Display in freezer bag or freezer container. (NOTE: Freezer containers will not be returned.) Include index card with instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.

### **Level C, Grade 7, 8, 9**

It is suggested a participant choose a different option each year, but this is not a requirement.

- One (1) container of freezer jam. Include index card with recipe and instructions for storing. Label with name of product, quantity, and date frozen.
- One jar of a canned tomato product using the Hot Pack Method for a boiling water bath canner, such as tomato juice, catsup, barbecue sauce, or salsa. Include index card with recipe and instructions for cooking or using the product. Label with name of product, quantity, and date canned. Note: Only food preservation products made using USDA approved or Ball Blue Book recipes are acceptable.
- One jar of a canned pickled product or canned pickles. Include index card with recipe, processing, and storage instructions. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Note: Only food preservation products made using USDA approved or Ball Blue Book recipes are acceptable.

### **Level D, Grade 10, 11, 12**

It is suggested a participant choose a different option each year, but this is not a requirement.

- One jar of pressure canned vegetables, meat or combination product, such as soup, stew, spaghetti sauce with meat, etc. Include index card with recipe and instructions for cooking or using the product. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Note: Only food preservation products made using USDA approved or *Ball Blue Book* recipes are acceptable.
- One package of a combination food frozen entree in freezer container. The combination food should contain 3 food groups from MyPlate. Exhibit should include an index card with recipe and instructions for reheating. Display in disposable containers. No containers will be returned. Label with name of product, quantity, and date frozen.
- A jar of cooked jam or a reduced-sugar fruit spread. Include recipe card. Label with name of product, quantity, and date made.

Record Sheet Required.

State Fair Project.

## FORESTRY

Create an exhibit that shows the public what you learned in the forestry project this year. Refer to poster rules on page 11. Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title. If you are exhibiting leaves, they should be free of any damage and if you choose to write their scientific names, they must be in either italics or underscored. (Note: scientific names are required for herbariums.) The Genus (first name) must have the first letter capitalized. The species (second name) has no capitalization.

### **Level 1 (Grades 3 – 5) Follow the Path**

#### **Exhibit:**

- Leafing Out – comparisons (pp 6 & 7). Collect, dry and mount 6 different species of leaves showing leaf differences: 1 leaf with opposite arrangement and 1 with an alternate arrangement, 2 leaves with different leaf margins, a compound and simple leaf. Use the 50 Trees of Indiana book, (4-H 15-80 or CD-FNR-3) as a reference and identify the leaves and group them under the titles of “arrangement,” “leaf margins,” and “compound or simple.” Draw (or copy the picture) and label parts of a leaf using the diagram from the Level 1 manual.
- Leafing Out – collection (pp 6 & 7). Identify and exhibit leaves from 10 different trees that are listed in 50 Trees of Indiana book. List at least 2 unique characteristics of each tree.
- Hold on Tight (pp 10 & 11), Dig up small plant root system and display along with a drawing of the root system with the anchor, lateral, and feeder roots identified and the “Parts of a Tree “ diagram (4-H 641B).
- Down in the Dirt (pp 20 & 21), Collect roots from 3 different habitats: woods, near a creek, and in a pasture or prairie. (Note: do not use the habitats listed in you manual). Display the roots along with the completed root test chart (copy or recreate) showing the color, size, and shape information. Include any unique features you noted.
- My Couch is a Tree? (pp 30 & 31), Use pictures (draw, cut from magazines, print, or take photographs) to show 10 things in and around your home that are made from wood.
- Fun in the Forest (pp 32 & 33), Visit a state park or forest, take your 50 Trees of Indiana book, diagram the trails you hiked, and list the types of trees you saw. Photographs of you hiking and some of the trees you saw will help tell your story.

### **Level 2: (Grades 6 – 8) Reach for the Canopy**

**Exhibit:** Display a poster based on one of the following activities:

- The Leaf Machine (pp 8 & 9), Copy, draw, or find a picture of a cross-section of a leaf. Label the 7 parts. Give the chemical reaction for photosynthesis, defining the chemicals: CO<sub>2</sub>, H<sub>2</sub>O, O<sub>2</sub>, and C<sub>6</sub>H<sub>12</sub>O<sub>6</sub>. Be sure to balance your equation! There should be the same number of Carbon, Oxygen, and Hydrogen molecules on each side of the equal sign. You may need to ask an older (high school) 4-H member or science teacher for help. Draw the tree canopy, trunk, and roots (or use the tree diagram), and identify the crown, trunk, (with parts; heartwood, sapwood, cambium and bark listed), feeder roots and anchor roots.
- My State’s Forests (pp 14 & 15), use a map, draw, or find a picture of Indiana on the Internet (e.g., [www.in.gov/inqisi/](http://www.in.gov/inqisi/)). Show where your home, your school and your fairgrounds are. Choose one of the following options to complete a poster:
  - ° Show where Indiana’s state forests are located. List a few facts about each. Visit a state forest and have someone take your picture by the sign if possible.
  - ° Show where some state parks and state forests are located (5-15). List some facts about each one. Visit a state park or forest and have someone take your picture by the sign if possible.

- Someone Call a (Tree) Doctor and Stop Bugging Me (pp 22-25), Collect 10 samples of tree leaves, twigs, stems, or roots damaged by insects or disease and the fruiting body or disease that caused the damage. List information about the insect or disease and the species of tree that was affected.
- Fire in the Forest (pp 26 & 27), Explain the Fire Triangle and describe what happened during and after a famous forest fire. Drawings or pictures will help tell the tale.
- Growing Every Day (pp 30 & 31), Complete the table for 5 large trees that you can find and measure in your county. Research to find out how to make and use a Tree Measuring Stick (FNR-4) and use that to calculate the volume of each tree. Explain why you think your results varied with the two methods of determining tree volume (the one in your 4-H manual or using a tree measuring stick).
- Tree Planting Plant 1-3 shade trees. Include information about the tree (or trees) you planted, why you chose the species you did, what are the benefits of this tree, and how tall this tree (or trees) will be when mature. Explain why you chose the planting site you did, where you found your planting information, what steps you followed, the hole size, care of your tree (watering and weed control), and any other information you can give. Include a picture of your tree (photo or drawing). Reference: FNR-FAQ-18-W.

### **Level 3: (Grades 9 – 12) Explore the Deep Woods**

**Exhibit:** Display a poster based on one of the following activities:

- A World of Forests (pp 16 & 17), Indicate the 3 major forest biomes on a copy, drawing or picture of the world. Complete the table given in the activity.
- City Trees (pp 20 & 21), Complete the questions about Tree City (page 20). Show (draw or use pictures) some trees that are often used in city plantings and explain the benefits of these trees.
- Trim the Trees (pp 26 & 27) Explain the 5 different kinds of tree pruning for urban trees. List some dos and don'ts or proper pruning.
- My Boss is a Tree (pp 34 & 35), List 5 jobs that require a knowledge of trees and forestry. Explain the training and education that is needed and what types of things you might be doing if you had this job.
- Tree Planting - Present a tree planting plan for at least 100 trees. Include the type of trees you planted, pictures, cost, method of planting, weeding, pruning your trees, and any additional information. Your exhibit must have a title, labels, backing and plastic covering as required in the manual. Reference: FNR-FAQ-18-W.
- Herbarium Collection – Trees Collect 25 terminal twigs and at least two leaves, if space allows (only one compound leaf is required), from native forest trees. Mount the specimens on 11 ½" x 16 ½" paper. One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. Cover each specimen. There are no specific references given for these exhibits. Youth are encouraged to use Extension publications, the Internet, books, and forest specialists to develop these items.
- Herbarium Collection – Shrubs Collect 25 terminal twigs, with leaves attached, from native shrubs. Mount the specimens on 11 ½" x 16 ½" paper. One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. Cover each specimen. There are no specific references given for these exhibits. Youth are encouraged to use Extension publications, the Internet, books, and forest specialists to develop these items.

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

## **Level - Independent Study: (Grades 9 & up)**

### **Exhibit:**

Advanced Topic-Learn all you can about an Indiana or Eastern Deciduous forestry topic of your choice and present it on a poster. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, "Advanced Forestry – Independent Study."

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

There are no specific references given for these exhibits. Youth are encouraged to use Extension Publications, the Internet, books, and forest specialists to develop these items.

Record Sheet Required.

State Fair Project.



## FRUGAL FASHIONS

**Becoming money wise is a necessary skill to develop in all areas of our lives.**

**Your exhibit will be an item of clothing that has been used by someone else. You may purchase it at a yard sale, consignment shop, etc., or use a hand-me-down item. Make a comparison of price between new and used item and calculate your savings.**

### **Exhibit Requirements: Beginner Grades 3-5**

- Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity.
- Help purchase an item of clothing that you'll wear with other clothes in your wardrobe. Examples might be slacks, blouse, jeans, shirt, sweater or sweatshirt. Choose an accessory to go with your purchase. You might buy shoes, sweatband, belt, jewelry or socks.
- Model your purchases in the Fashion Revue. Tell the judge about them, what you learned and about the activities you completed. Take your manual & notebook with you because it will help you talk to the judge easily.

### **Intermediate Grades 6-8**

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

### **Advanced Grades 9 & Up**

- Complete one activity from each group in the manual. Write your results or answers in a notebook. Label each activity.
- Choose an outfit and accessorize it. You may purchase or select from items you already own.
- Model your outfit in the Fashion Revue. Tell the judge about your activities in this year's project and how you plan to use this year's purchases in your future wardrobe. Take your manual & notebook with you because it will help you talk to the judge easily.

**All divisions:** Include a picture of yourself in your outfit with your manual.

**NOTE:** If a 4-H member does not participate in the Fashion Revue they will be taken down one ribbon placing.

General 4-H Record Sheet Required.

Not a State fair Project.



## **GARDEN**

The gardening project introduces vegetable and herb gardening. The Gardening project is divided into four different levels:

Level A: See Them Sprout (3rd and 4<sup>th</sup> grades)

Level B: Let's Get Growing (5th and 6th grades)

Level C: Take Your Pick (7th-9th grades)

Level D: Growing Profits (10th-12th grades)

What can I learn?

You will learn about planning a vegetable garden, planting, fertilizing, different vegetable pests, harvesting, storage techniques and careers.

### **Exhibit Introduction**

Garden manuals:

See 4-H garden manuals and 4-H 970-W for exhibit preparation suggestions.

Garden Manuals:

4-H-1037 — Garden Level A: See Them Sprout

4-H-1038 — Garden Level B: Let's Get Growing

4-H-1039 — Garden Level C: Take Your Pick

4-H-1040 — Garden Level D: Growing Profits

4-H-1041-W — Garden Helper's Guide

Poster Guidelines: See page 11 in this handbook for poster rules.

- Poster should "tell a story" or be informative to the audience. Will the viewer of your poster learn something from the exhibit?
- When designing your poster you should consider: lines, shapes, textures, colors and placement of items.
- Pictures, graphics and artwork are encouraged.
- Make sure the poster accurately meets the guidelines and objectives of the activities in the manual. Information printed directly off the web will not be accepted.
- Materials included in the poster need to be educational, both for the youth and the audience, and should demonstrate that the youth was able to take what he or she learned from their research (experiment, or on web, in library, etc.) and/or activities to create the poster.

### **Requirements**

#### **Level: All levels**

#### **Project Completion Recommendations**

1. Read and study 4-H Garden manual(s).
2. Plan your garden.
3. Select plants and seeds.
4. Plant your garden.
5. Care for your garden.
6. Harvest your produce.
7. Exhibit your produce.
8. Try something new, as listed in the manual.
9. Keep a complete record of your garden activities.
10. Complete activities as required in manual.

#### **Exhibit**

**4-H 970-W was updated as of October 2015 with more specimens and new required numbers of specimens. Please carefully read these changes if you plan to exhibit at the State Fair. Follow your county Fair Book for county exhibit guidelines.**

## I. Garden Collection

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

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

## II. Garden Education

One garden education exhibit per county.

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

### Produce Options

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

### Poster Options

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

## Resources

4-H Garden Publication 4-H 970-W

☞ **If weather doesn't permit your vegetables to reach maturity**, the plant may be potted and exhibited.  
Ex: If your exhibit requires 3 vegetables, you need 3 **potted** vegetables.

Garden Record Sheet required.  
State Fair Project

## GENEALOGY Revised 2018

### Exhibit Introduction

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

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

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

Notebooks should be tabbed and in the following order:

Book #1 - Introductory Page; Pedigree Charts; Family Group Sheets

Book #2 - Additional Information Worksheets; Diary of Your Work

Book #3 - Any Other Documents (label with ancestor numbers on tab)

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

Pedigree Charts, Family Group Sheets, Additional Information Worksheets, and Diary Sheets are to be placed in the notebook back-to-back in sheet protectors to save space, reduce the information being damaged, and reduce the number of sheet protectors required.

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

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H members exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. Reference notations are to be made in the “source” column of the Family Group Sheet and on each document.

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

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

### Suggested Genealogy Supply List:

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

One 2" D-ring notebook (Book #2)

Computer or legible printing/handwriting (be consistent with method used)

#2 lead pencil with soft eraser

Black ink pen

Yellow highlighter

Notebook tabs AND acid free dividers (several tabs will be needed, be consistent with style used, should not appear past edge of notebook)

Fine point permanent Black marker

Acid free and non-glare sheet protectors

Acid free paper

Acid free glue stick

Acid free satin Scotch tape

Scissors

Correction tape

Lots of creativity to make the exhibit your own while still following the exhibit guidelines.

## Requirements

### Level: Division 1

Last Modified: 11/11/16

### Exhibit

1. Exhibit notebook that includes the following:

- Book #1
  - An Introduction page with a recent photograph of yourself.
  - Completed three-generation pedigree chart. This includes you, your parents, and your grandparents, ancestors #1 through #7. Put all surnames in capital letters and all dates in military form (12 July 1974). Give each person a number, as described in the "Recording the Information" section of the Indiana 4-H Genealogy Resource Guide 4-H 748. **You must use the pedigree charts listed at the [www.extension.purdue.edu/4h](http://www.extension.purdue.edu/4h), 4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old "packet" pedigree charts.
  - A Family Group Sheet for your parents and each pair of grandparents. Sources of information MUST be filled in on family group sheets (see section "Recording the Information").
- Book #2 (Ancestors 1-7 information)
  - Four (4) "Additional Information Worksheets":
    - one(1) for you, the 4-H member
    - one (1) for your parents
    - one (1) for each set of grandparents (total = two worksheets)
    - A diary of your work
- Book #3 (Ancestors 1-7 information)
  - Any documents or pictures pertaining to these three generations. Documents must be labeled with ancestor name and ancestor number. Pictures need to be labeled with ancestor name, plus names of all known people, place and date picture was taken, as well as ancestor numbers.

2. Turn in a completed record sheet.

## Level: Division 2

### Exhibit

- Exhibit notebook that includes the following:
  - Book #1
    - Four-generation pedigree chart. This would include you, your parents, grandparents, and great-grandparents, ancestors #1 through #15. **You must use the pedigree charts listed at [www.extension.purdue.edu/4h](http://www.extension.purdue.edu/4h), 4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old "packet" pedigree charts
    - A Family Group Sheet for each pair of great-grandparents. Sources of information filled in on family group sheets (see section "Recording the Information" in the Indiana 4-H Genealogy Resource Guide 4-H 748).
  - Book #2 (Ancestors 8-15 information)
    - An additional information worksheet for each set of great grandparents.
    - A diary of your work
  - Book #3 (Ancestors 8-15 information)
    - Any photographs taken of tombstones of your ancestors and their children. Please document location of tombstone(s) and label with ancestor name, ancestor number, and date photo was taken. Rubbings are acceptable in lieu of photographs.
    - Any other documents or pictures pertaining to these generations, correctly labeled.
- Turn in a completed record sheet.
- Exhibit Book #1, Book #2, and Book #3, which should only include Division 2 ancestors 8-15 and related information.

## Level: Division 3

### Exhibit

- Exhibit notebook that includes the following:
  - Book #1
    - Five-generation pedigree chart, ancestors #1 through #31. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors. If an ancestor is UNKNOWN, please indicate as UNKNOWN. **You must use the pedigree charts listed at [www.extension.purdue.edu/4h](http://www.extension.purdue.edu/4h), 4-H 748Pc-W or 4-H 748Pbw-W**, or the commercial software forms, but not the old "packet" pedigree charts
    - Additional Family Group Sheets for generation five (5). Sources of information must be filled in on family group sheets (see section "Recording the Information" in Indiana 4-H Genealogy Resource Guide 4-H 748.).
  - Book #2 (Ancestors 16-31 information)
    - Additional information worksheets
    - A diary of your work
  - Book #3 (Ancestors 16-31 information)
    - Write an autobiography, the story of your life. Include pictures, relevant dates, and important events. OR, write an essay about what your hopes and dreams are for the future, or about life goals you hope to attain.
    - Any documents or pictures pertaining to these generations, correctly labeled.
- Turn in a completed record sheet.
- Exhibit Book #1, Book #2, and Book #3, which should only include Division 3 ancestors 16-31 and related information.

## Level: Division 4

Last Modified: 11/11/16

### Exhibit

- Exhibit a notebook(s) that includes the following:
  - Book #1
    - Six-generation pedigree charts, ancestors #1 through #63. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors. **You must use the pedigree charts listed at [www.extension.purdue.edu/4h](http://www.extension.purdue.edu/4h), 4-H 748Pc-W or 4-H 748Pbw-W**, or the commercial software forms, but not the old "packet" pedigree charts
    - Additional Family Group Sheets for generation six (6). Sources of information must be filled in on family group sheets (see section "Recording the Information").
  - Book #2 (Ancestors 32-63 information)
    - Additional information worksheets
    - A diary of your work
  - Book #3 (Ancestors 32-63 information)
    - A copy of a photograph or a story of a sixth-generation ancestor. Include information about the date when the photograph was taken, how or where you found it and what's happening in it or why it was taken. If this is unavailable, write a story about the historical period during which your sixth generation ancestor was living.
    - Any documents or pictures pertaining to these generations, correctly labeled.
- Turn in a completed record sheet
- Exhibit Book #1, Book #2, and Book #3, which should only include Division 4 ancestors 32-63 and related information.

## Level: Advanced Division

Last Modified: 11/11/16

### Exhibit

- Exhibit notebook that includes the following:
  - Book #1
    - Seventh and eighth-generation pedigree charts, ancestors #64 through #255. If ancestry is unknown, please indicate as Unknown. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of ancestors.
    - Your family group sheet for generations seven and eight.
    - Sources of information filled in on family group sheets (see section "Recording the Information" in the Indiana 4-H Genealogy Resource Guide, 4-H 748). Book #2 (Ancestors 64-255 information)
    - Additional Information worksheets
    - Diary of your work
  - Book #3 (Ancestors 64-255 information)
    - Any documents or pictures pertaining to these generations; correctly labeled.
  - Book #4
    - One new advanced level option (see below). Advanced division exhibitors must include ALL options submitted in prior years, with each option labeled with the year completed.
- Turn in a completed record sheet.

Pedigree charts are available on the Indiana 4-H Web site for your additional genealogy research. EACH YEAR FOLLOWING, continue to add ancestors to your pedigree charts. In addition, choose one of the following options that has not been completed previously. Please identify, by letter, the option that you are completing (for example: Advanced Division, Year 1, Option A; Advanced Division, Year 2, Option C; etc.)

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

Pedigree charts are available on the Indiana 4-H Web site for your additional genealogy research. EACH YEAR FOLLOWING, continue to add ancestors to your pedigree charts. In addition, choose one of the following options that has not been completed previously. Please identify, by letter, the option that you are completing (for example: Advanced Division, Year 1, Option A; Advanced Division, Year 2, Option C; etc.)

Advanced Division Year 2 and beyond – Exhibit Book #4 ONLY that contains advanced division options and a second diary of work.

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

- A. A migration map of your eight-generation ancestors. You should have at least one map per family line with charts or explanations of the migrations.

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- B. A timeline historical report of a family line. Show how this family fits into history. Document your report as well as possible with dates, records, places or maps, pictures, etc. Be sure to include proper labels and sources.

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- C. A census history of a family line. Census abstract forms can be found on several websites. Download forms to abstract the census. Your notebook should contain copies of the census and the completed abstract form for each census.

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- D. A history of your family's religious background for any family line or lines. Include a brief history of the denomination. Include baptism, confirmation or profession of faith and membership records. Also include information or history of the congregations involved. Be sure to include proper labels and sources.

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- E. A history of your family's military service for a family line. Include supporting documents when possible. These documents could include military records, (muster rolls, discharge papers, etc.), pension records, and bounty land records, as well as maps and pictures. Be sure to include proper labels and sources.

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- F. A research paper on a famous ancestor. Prove your relationship to this person with documentation. Try to include pictures and anecdotes to enhance your paper.

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- G. Complete a family line or lines back as many generations as possible beyond eight generations (ancestors 256 and beyond). Include pictures, maps and documents. Be sure to include proper labels and sources.

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- H. A timeline historical report of another family line not previously completed. Document as well as possible as in Option B. You need to state at the beginning that this is a second family historical report on such ancestor.

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- I. A history of your family's military service for a family line not previously completed. Include supporting documents as in Option E. You need to state at the beginning that this is a second family military history report on such ancestor.

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- J. Family DNA history. (This can be a very expensive option) Please include charts and explanations. i.e. use pie charts, ethnicity estimates, approximate percentage regionally, number of countries searched, genetic percentage, family tree, graphs, etc.

Record Sheet Required.

State Fair Project.



## GEOLOGY

Create an exhibit to show the public some of the geology specimens you have collected. (refer to Poster Rules on page 11 of this handbook). Or, you may display your specimens in an insect box (18" x 24"), oriented horizontally. Include actual specimens in your exhibit, whenever possible. You can name your own labels for your specimens. See the suggested label format found in the Indiana 4-H geology manuals. Boxes make your specimens more secure. Do not put valuable specimens on poster when they can be removed quickly. Be sure to include a label with your name, grade, and county. Choose one of the topics listed below, appropriate for your grade in school, and use that name for your title. Titles must be in the front of the poster or box.

- You may purchase your specimens and may display rocks, fossils, and minerals from other countries. If you purchase your specimen, indicate where and when. If you collect your specimen, indicate the county and township where you found your specimen.
- Posters, and possibly display boxes, will be exhibited "standing up" at the Indiana State Fair. Therefore, you need to secure your specimens securely. Project leaders suggest the following methods: soaking ½ cotton ball in Elmer's glue to full harden. Specimens mounted with Elmer's glue can be removed by soaking the cotton ball in water. Glue remaining on the rock may be brushed off with an old, camp toothbrush.
- Do not identify your specimens any further than phylum and class. There is one exception to this for fossils which are identified to phylum OR class. Class should only be used for fossils of mollusks, backboned animals, and arthropods.
- When exhibiting rocks – show a fresh surface to help judges identify the rock.
- Labels – include the specific geographical location where you would expect to find any specimens as well as where you actually acquired it (pond, purchased, etc.)

### **Division 1: Grade 3-5**

Exhibit:

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

## **Division 2: Grades 6-8**

Exhibit: Display a poster (or use an exhibit box) based on one of the following activities:

- Rocks with Different textures. Identify and display 6 rocks with three very different textures (2 rocks of each general type). Include three grades of sandpaper and show how the differences in sandpaper is similar to the differences in rock texture.
- Indiana Limestone. Show and label pictures or photographs of ten buildings, sculptures, or monuments made from Indiana Limestone.
- Mineral properties and tests. Explain the characteristics: crystal form, cleavage, hardness, appearance, and streak. Explain tests used in identifying specimens. Examples you might include are streak, acid, hardness, chemical analysis, and specific gravity.
- How We Use Minerals. Show 10 common products that contain minerals. Explain the minerals that are contained in these products and the characteristic that makes them useful.
- Geologic Time, Create a display to show the major geologic eras. Indicate the names, specific features, and approximate length of each.
- Indiana Glaciers. Show the extent of 3 main glaciers.
- Indiana Geology. Exhibit a map or sketch of Indiana showing at least ten sites with interesting geological formations. Describe the formation and sketch or show a picture of the formation.
- Field Trip. Describe a geology field trip that you took. Describe where you went and what you learned. Include photographs (if possible) or sketch what you saw.
- Collections. Display and identify one of the following: 8-16 minerals, fossils, or 4-8 of each (half minerals and half fossils). You may exhibit a new collection in subsequent years but not one you have already exhibited.

## **Division 3: Grades 9-12**

Exhibit: Display a poster (or use an exhibit box) based on one of the following activities:

- Geology Research. Prepare a display to teach others about the topic you studied. Include an appropriate title, abstract (brief description of your topic), and photographs, drawings, charts, or graphs that help explain your topic. This activity may be repeated if a new topic is chosen in subsequent years.
- Lapidary and Jewelry. Show how stones and minerals are turned into polished stones and jewelry. Show and explain the steps involved.
- Miniatures. Display 5 miniatures in a display box and explain the benefits of collecting miniatures and how they are prepared.
- Indiana's State Parks or Forests. Create a matching game of Indiana's State Parks or Forests and a brief description. This exhibit option should include geological features of the park or forest.
- Career Exploration. Prepare a display that explains your interview with someone who needs an understanding of geology to do their job.

## **Division : Independent Study (Grades 9-12)**

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

Record Sheet Required.

State Fair Project.

## **GIFT WRAPPING**

### **Beginner (Grades 3 – 5)**

#### **Grade 3:**

Exhibit one wrapped square or rectangular box in paper including a handmade bow.  
Tape a card with name, age, club, occasion and age of the receiver on the box.

#### **Grade 4 & 5:**

Exhibit one wrapped square or rectangular package and be creative using your imagination to decorate.

### **Intermediate (Grades 6 – 8)**

#### **Grade 6:**

Exhibit one wrapped cylinder shaped package and show creativity in the materials chosen.  
Tape a card with name, age, club, occasion and age of the receiver on the box.

#### **Grade 7 & 8:**

Exhibit one gift using any material other than paper. This package will be judged on originality and creativity. Tape a card with name, age, club, occasion and age of the receiver on the box.

### **Advanced (Grades 9 & Up)**

#### **Exhibit one of the following:**

1. Incorporate fancy ideas: make box or package into a clown, animals, flowers, etc....
2. Wrap one package of any shape using paper & accessories you made. Judging will be on creativity and neatness.
3. Wrap an object not in a box such as an umbrella, ball bat, ball, shovel, etc.....

### **ALL Divisions**

Put a 1" x 2" label on the bottom of each wrapped package with your name, club name and grade just completed. You may want to become the "Official Wrapper" for your family! If Mom or Dad has a gift to be wrapped, you could offer to do it for them. Remember Christmas, baby gifts, showers, birthdays, weddings, graduation, Mother's Day, Father's Day, etc., are all gift giving possibilities. Perhaps you have a grandparent who could use your help. Be creative! Enjoy the art of gift wrapping. Be proud of your skill. Use it in the years ahead of you. Package wrapped for exhibit should NOT contain an article.

General Record Sheet required.

Not a State Fair Project.

## **HEALTH**

Note: Refer to poster rules on page 11 of this handbook.

### **Level A (Grades 3-5) Exhibit:**

Grade 3:

- A poster on one of the following topics or any other covered in Level A manual:
  1. First Aid for Cuts and Scrapes
  2. First Aid for Choking
  3. First Aid for Strains, Sprains, and Bruises
- A Family First Aid Kit
- An action demo related to a topic in Level A manual.

Grade 4:

- A poster on one of the following or any other topic covered in Level A manual:
  1. First Aid for Treating Nosebleeds
  2. First Aid for Foreign Objects
  3. First Aid for Stings or Bites
- A family first aid kit (including at least 1 make your own item discussed in your 4-H manual)
- An action demo related to a topic in Level A manual.

Grade 5:

- A poster on one of the following topics or any other covered in Level A manual:
  1. First Aid for Poisons
  2. First Aid for Broken Bones
  3. Tips on Communicating Effectively
- A family kit for an emergency (tornado, snowstorm, no electricity, fire, etc.)
- An action demo related to a topic in Level A manual.

### **Level B (Grades 6-8) Exhibit:**

Grade 6:

- A poster on one of the following or any other topic covered in Level B manual:
  1. Human viruses or bacteria
  2. Keeping Hair, Skin, Nails, Teeth, Ears or Eyes clean
- A report of three activities you completed in the 4-H manual
- An action demo related to a topic covered in Level B manual.

Grade 7:

- A poster on one of the following topics or any other covered in Level B manual:
  1. Nutrient Rich "Power" Foods
  2. Healthy Snacks
  3. Appropriate Portion Sizes
- A report of three activities you completed in the 4-H manual
- An action demo related to a topic covered in Level B manual.

Grade 8:

- A poster on one of the following or any other topic covered in Level B manual:
  1. The importance of eating breakfast
  2. The importance of physical activity
  3. Turning everyday activities into exercise opportunities
- A report of three activities you completed in the 4-H manual.
- An action demo related to a topic covered in Level B manual.

**Level C (Grades 9-12) Exhibit:**

Exhibit requirement options:

- A poster on a topic covered in Keeping Fit: Fitness Activities for Youth
- A report of three activities you completed in the 4-H manual.
- An action demo related to a topic covered in Level C manual.

Record Sheet Required

State Fair Project.



## HOME ENVIRONMENT

For the 4-H Home Environment project, 4-H members at each grade level may choose from three possible exhibit categories: a furniture item and notebook, a design board (poster) and notebook, or a portfolio (notebook). All exhibits must include the Home Environment Exhibit Card, 4-H 1011-D-W. Level 3 participants will also have a fourth choice: independent study. NOTE: Each level has several options per category from which to choose. We suggest that 4-H members either choose a different option each year or show how they expanded on the same option (portfolio and furniture categories only) used in previous years.

### **Categories**

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

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

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

### **Other information:**

**Color samples** – These can be paint samples from a paint or hardware store, or color samples the 4-H member makes with paints or colored pencils.

**Other samples** – Many hardware or home improvement stores have free samples of wall coverings, flooring, countertops, and cabinet materials that can be used with the 4-H member's design board or portfolio.

**Colored pencils** – We suggest using colored pencils when coloring the design board or portfolio. Colored pencils are what professionals use! Keep in mind that the entire area does not need to be colored in, but be sure to apply enough color to adequately express design ideas. Other methods for coloring will also be accepted. These could include (but are not limited to): crayons, watercolor pencils, markers, or printing on the computer.

### **Level 1: Grades 3–5 (two State Fair exhibits from this level)**

**Manual:** 4-H 1011 Home Environment: *Color, Texture, Line, and Shape*. Release date is February 2010.

### **Furniture Options for Level 1**

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

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

### ***Design Board Options for Level 1***

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

### ***Portfolio Options for Level 1***

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

### **Level 2: Grades 6–8 (two State Fair exhibits from this level)**

**Manual: *Home Environment: Design Decisions* (University of Nebraska).** This one manual is to be used for grades 6–12 as a resource and a reference. Indiana 4-H exhibit options are not listed in the University of Nebraska manual. You are referred to the Indiana 4-H Youth Development website: <https://extension.purdue.edu/4h> or your local county 4-H handbook for exhibit option details.

### ***Furniture Options for Level 2***

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

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

### ***Design Board Options for Level 2***

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

### ***Portfolio Options for Level 2***

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

### **Level 3: Grades 9–12 (two State Fair exhibits from this level)**

**Manual: *Home Environment: Design Decisions* (University of Nebraska). This one manual is to be used for grades 6–12 as a resource and a reference. Indiana 4-H exhibit options are not listed in the University of Nebraska manual. You are referred to the Indiana 4-H Youth Development website: <https://extension.purdue.edu/4h> or your local county 4-H handbook for exhibit option details.**

### ***Furniture Options for Level 3***

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

- One piece of furniture the 4-H member has refinished.
- One piece of furniture the 4-H member has changed using decoupage, paint, fabric, etc.
- One cushion or one 2-piece set of cushions, preferably made by the 4-H member, displayed with intended furniture
- One window treatment, including picture of the treatment in use. (Should not be displayed on an actual window; use false walls or plywood no-glass window cutouts, or make special display rods.)
- One piece of furniture that the 4-H member has reupholstered.



- One item that you are using for a different purpose than it was originally designed for (e.g., bed sheet used to make a window treatment, drawer used as a wall shelf).
- A collection of 3-5 similar items (baskets, wicker items, wicker furniture, bentwood furniture, etc.) that you have made and/or purchased for future use. (For example a collection of baskets made to use as desk accessories or bathroom accessories, outdoor furniture and accessories, etc.)

### ***Design Board Options for Level 3***

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

### ***Portfolio Options for Level 3***

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

***Independent Study Option for Level 3***

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

Record Sheet Required.

State Fair Project.



## **LEADERSHIP SKILLS**

Refer to poster rules on page 11 of this handbook.

### **Level: Grades 3-5**

Suggestions for Project Completion

Resource: Step Up to Leadership, My Leadership Workbook for Grades 3-5 (BU-7905)

- Select a project mentor to assist you with your project
- Set goals for what you wish to accomplish in the Leadership project
- Select activities from the manual you wish to complete this year
- Complete each of these activities and review them with your project mentor

### **Level: Grades 6-8**

Suggestions for Project Completion

Resource: Step Up to Leadership, My Leadership Journal for Grades 6-8 (BU-7906)

- Select a project mentor to assist you with your project
- Set goals for what you wish to accomplish in the Leadership project
- Select activities from the manual you wish to complete this year
- Complete each of these activities and review them with your project mentor

### **Level: Grades 9-12**

Suggestions for Project Completion

Resource: Step Up to Leadership, My Leadership Portfolio for Grades 9-12 (BU-7907)

- Select a project mentor to assist you with your project
- Set goals for what you wish to accomplish in the Leadership project
- Select activities from the manual you wish to complete this year
- Complete each of these activities and review them with your project mentor

Additional Resource for Project Mentors:

- Step Up to Leadership, Mentor Guide for Grades K-5 (BU-7903)
- Step Up to Leadership, Mentor Guide for Grades 6-12 (BU-7904)

Record Sheet Required.

Not a State Fair Project.

## MICROWAVE COOKING

**Note:** A 5x8 index card will be supplied for recipes and is required in all divisions. It is recommended that you wrap the card in plastic wrap or in a plastic bag.

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

#### **Techniques & Utensils:**

Tricks of the Trade – How a Microwave Works – Wattage & Safety

- a. Cookware – dish test – hot chocolate
- b. Hot spots – boiling water
- c. Covering – hot dogs

#### **Nutrition:**

Food Guide Pyramid

- a. Breakfast – energy – scrambled eggs
- b. Apples – browning test, baked
- c. Pizza snacks

#### **Food Preparation Match Exhibit Requirements:**

Power Levels

- a. Popcorn with cheese topping
- b. Granola snack Mix
- c. Fudge – Chocolate & peanut butter

#### **Meal:**

Breakfast & Snacks – Carbohydrates, sugar

- a. Prepackaged – breakfast foods
- b. Chili dip
- c. Banana split

#### **Exhibit:**

Grade 3 – Microwave Snack

Grade 4 - Fudge

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

#### **Techniques & Utensils:**

Stirring, Shielding, Shapes of dishes & food, types of covers

- a. Output Wattage
- b. Arranging potatoes & toppings
- c. Quantity - bacon

#### **Nutrition:**

Vitamins (A,C & D) & Minerals (Calcium)

- a. Vegetables – fresh, canned & frozen & toppings
- b. Pudding – different types of milk
- c. Chocolate fondue

**Food Preparation Match Exhibit Requirements:**

Microwave Baking Tips – Bar Cookies & Cakes

- a. Bar cookies with frosting
- b. brownies
- c. Pineapple upside down cake

**Meal:**

Lunch Ideas & Fight Bac Rules

- a. Macaroni & cheese
- b. Sloppy joes
- c. Chicken nuggets

**Exhibit:**

Grade 5 – Bar cookies or brownies

Grade 6 – Upside down cake

**Level C (grades 7-9)****Techniques & Utensils:**

Defrosting & Browning

- a. Defrosting – hamburger – make chili
- b. Browning - hamburgers
- c. Browning – pork chops

**Nutrition:**

Protein & Meat Alternatives

- a. Lemon broccoli chicken breasts
- b. Meatloaf – different shapes
- c. Lasagna – frozen vs. homemade & pasta tips

**Food Preparation Match Exhibit Requirements:**

Candy & Chocolate Tips

- a. Coffee cake
- b. Peanut brittle
- c. Fruit crisps

**Meal:**

Dinner – Storing & Reheating Leftovers

- a. Vegetable & rice casserole
- b. Ground beef & potato casserole
- c. One dish spaghetti

**Exhibit:**

Grade 7 – Fruit crisp

Grade 8 – Coffee cake

Grade 9 – Candy

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

### **Techniques & Utensils:**

Doneness – Probes, Standing & Holding Time

- a. Oven bag – pot roast
- b. Whole chicken – standing time & shielding
- c. Comparison shopping for a microwave – features & costs

### **Nutrition:**

Healthy Substitutes

- a. Chocolate cake – substitute oil & egg
- b. Sugarless carrot cake
- c. Adapting a recipe – conventional to microwave

### **Food Preparation Match Exhibit Requirements:**

Benefits of Microwave Cooking, Quality of Cakes & Pies

- a. Microwave layer cake
- b. Jams & jellies
- c. Pie – cherry & pecan

### **Meal:**

Planning a Menu – Schedule Microwave to Cook Several Dishes

- a. Breakfast quiche
- b. Lunch – tuna casserole
- c. Italian chicken
- d. Dinner – beef teriyaki, vegies & rice

### **Exhibit:**

Grade 10 – Double layer or Bundt cake

Grade 11 – Pie

Grade 12 – Jam or jelly

Record Sheet Required.

Not a State Fair Project.

## MINI 4-H

### **Mini 4-H: Non-Competitive Policy**

Mini 4-H is a program designed to encourage positive development of children, grades K - 2. The goal of Mini 4-H is to help young children explore friendships outside the family; explore the way in which things work; practice both small and large muscle control; and think about the ways people work together on projects.

The NON-COMPETITIVE learning environment for Mini 4-H includes:

1. Planned learning activities in which children are invited to be active and explore materials and ideas.
2. Low adult/leader to child ratio that allows time for adults/leaders to provide individual, positive encouragement, and assistance.
3. Simple, interesting activities that are fun.
4. Encouragement of children to participate in a group activity by sharing and or displaying their activity projects.
5. Rewards that are identical and/or ribbons of the same color for everyone.

They may bring two completed projects to the fair. Use the project booklet as a guide as to what to bring. Completed Mini 4-H projects will be brought to the fair on a given day. A special Mini 4-H ribbon is put on each completed project.

## **PERSONALITY** **Revised 2018**

The manual DOES need to be exhibited and ribbon grade will be based on notebook and poster. Please check to make sure you are in the correct workbook according to your grade level. Refer to page 11 in this handbook for Poster Rules.

### **Division 1 (Grades 3 & 4)**

1. Read and study the workbook.
2. Complete 2-3 activities in the workbook or create 1-2 optional for a total of 3 activities for the grade level.
3. Complete two of the optional activities.

Exhibit: A poster explaining one or more of the units in the workbook.

### **Division 2 (Grades 5 & 6)**

1. Read and study the workbook.
2. Complete 2-3 activities in the workbook or create 1-2 optional for a total of 3 activities for the grade level.
3. Complete two of the optional activities.

Exhibit: A poster explaining one or more of the units in the workbook.

### **Division 3 (Grades 7, 8 & 9)**

1. Read and study the workbook.
2. Complete 2-3 activities in the workbook or create 1-2 optional for a total of 3 activities for the grade level.
3. Complete two of the optional activities.

Exhibit: 7<sup>th</sup> Grade: A horizontal poster highlighting community service organizations in the community.  
8<sup>th</sup> Grade: A brochure explaining the organization mission, purpose, and goals for one community service organization in the community in a binder notebook.  
9<sup>th</sup> Grade: A community resource guide in a binder notebook.

### **Division 4 (Grades 10, 11 & 12)**

1. Read and study the workbook and other references (check at your library for books and magazines).
2. Complete 2-3 activities in the workbook for the grade level.
3. Complete four of the suggested activities.

Exhibit: 10<sup>th</sup> Grade: A poster display board or a binder notebook  
Describing three possible careers.  
11<sup>th</sup> Grade: A binder notebook displaying a monthly budget three months of income and expenses to live on you own.  
12<sup>th</sup> Grade: A binder notebook an employment portfolio.

Record Sheet Required.

**Not A State Fair Project.**



## **PHOTOGRAPHY** Revised 2018

**A MEMBER MAY EXHIBIT MULTIPLE ENTRIES FROM THEIR DIVISION, BUT THEY MUST NOT BE IN THE SAME CATEGORY.**

### **Requirements:**

1. All images are to be original images taken by the 4-H member.
2. Photos must have been taken since the last project entry date of the county fair.
3. All poster exhibits are to be mounted horizontally on a poster (see page 11 for poster rules).
4. Number photo prints 1 to 10.
5. Captions under photographs are not recommended nor are fluorescent posters.
6. Sepia tone photographs (mono chromatic) are entered under the Black and White classes.
7. Your prints may be a mix of digital and/or standard development.

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

**BLACK AND WHITE PRINTS: "Capturing Memories"**

Exhibit: 10 black & white pictures, none of which is larger than 4"x6", nor smaller than 3 ½"x5", any subject, mounted on poster board. The poster must carry the title "Capturing Memories". It is recommended that you use and exhibit standard processing size.

**COLOR PRINTS: "Experiences in Color"**

Exhibit: 10 color pictures, none of which is larger than 4"x6", nor smaller than 3 ½"x5", any subject, mounted on poster board. The poster must carry the title "Experiences in Color". It is recommended that you use and exhibit standard processing size.

### **Intermediate (Grades 6 – 8)**

**BLACK AND WHITE PRINTS: "Photography is Fun"**

Exhibit: 10 black & white pictures, none of which is larger than 5"x7" nor smaller than 2"x3 ½", mounted on poster board . The poster must carry the title "Photography is Fun".

**COLOR PRINTS: "Adventures in Color"**

Exhibit: 10 color pictures, none of which is larger than 5"x7" nor smaller than 2"x3 ½", mounted on poster board. The poster must carry the title "Adventures in Color".

**SALON PRINT:**

Exhibit: One black & white or one color print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount and displayed VERTICALLY and covered with plastic. No title recommended.

**CREATIVE/EXPERIMENTAL SALON PRINT:**

Exhibit: One black & white or one color print or a combination, no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount and displayed VERTICALLY and covered with plastic. See additional notes regarding digital below. No title recommended. Must include original photograph(s) on the back of the board and attach a listing of steps and/or procedures used to create the end product.

## **Advanced (Grades 9 – 12)**

### **BLACK AND WHITE PRINTS:**

Exhibit: 10 black & white pictures, none of which is larger than 8"x10" nor smaller than 2"x3 ½", mounted on poster board . The poster must carry a title; use your own creativity.

### **COLOR PRINTS:**

Exhibit: 10 color pictures, none of which is larger than 8"x10" nor smaller than 2"x3 ½", mounted on poster board. The poster must carry a title; use your own creativity.

### **SALON PRINT:**

Exhibit: One black & white or one color print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount and displayed VERTICALLY and covered with plastic. No title recommended.

### **CREATIVE/EXPERIMENTAL SALON PRINT:**

Exhibit: One black & white or one color print, or a combination, no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount and displayed VERTICALLY and covered with plastic. See additional notes regarding digital below. No title recommended. Must include original photograph(s) on the back of the board and attach a listing of steps and/or procedures used to create the end product.

### **VIDEO:**

Exhibit: Create a video that is no more than 10 minutes in length, begins with an introductory title and ends with credits. The video exhibit is to be MP4 or compatible format and submitted on a DVD, flash/thumb drive, other media storage device, or published to YouTube or another public video internet site. If submitting on a storage device, include exhibitor's name, video title, and date created. The exhibit is to also include a notebook describing hardware, software, and equipment used. The report should describe how the video was created, date created, designed, challenges, what was learned, etc. The report should include screenshots as the actual video will not be displayed. The judge may choose to view the video in its entirety or a portion. If the video is published to YouTube or another public internet site the report must include the web address should the judge choose to view it.

## **Digital Photograph Guidelines:**

1. All images must be original images taken by the 4-H member. Photography exhibits are to be taken by the 4-H members between county project check-in to the next year county project check-in.
2. Creative/Experimental print sizes must meet the size requirements of your chosen exhibit. It is recommended that the digital image be printed on photographic paper or very high quality copier paper. The paper quality will help in clarity and sharpness.
3. If a photograph is taken with a digital camera is just a straight forward photograph with no changes or augmentation, then it would be the same as one for the regular print board or salon print classes. To succeed as a digital image (as a separate classification) something more should be done to the photographic image.

**DIGITAL VS. FILM** Anything that can be done in a dark room, on an enlarger, can be done on a computer, i.e. cropping, color correction, parallax, etc. If an image is digitally altered beyond what can be done on the enlarger, i.e. adding different background, removing buildings or people, adding text, hand-coloring, etc. it should be entered in the Creative/Experimental" class. We realize this will be difficult to enforce. We ask your cooperation. We also realize the person with the expensive digital camera and high powered computer has some advantages. By the same token the person with expensive large format film camera that takes his processing to a custom lab has many advantages over the person with the inexpensive 35 mm camera doing their processing at the local retail store.

### **Mounting and Labeling:**

Photograph prints are to be mounted on poster board (refer to poster rules on page 17). This mounting may be of any color or texture. The pictures are to be neatly and securely mounted. Dry mounting tissue is best. Photo corners are not satisfactory as the pictures come out and may become lost.

Salon prints are one print, either Black & White or Color, printed horizontally or vertically from any size negative. The print must be mounted on a standard 16"x20" salon mount and displayed vertically. Salon mounts are available in most photo and art supply stores. They are available either in plain or with a cutout of the picture area. You may make your own. Matting is not required.

Label each exhibit with either a county designated size exhibit label or 2"x4" label stating 4-H'ers name, club, township, grade level, and exhibit level/division. It is recommended that this identification label be placed in the lower right-hand corner of your poster board or salon print. For State Fair entries, do not remove the 4-H member's ID label.

Record Sheet Required

State Fair Project.

## **PLANT SCIENCE**

**Level I:** Use 4-H 504 Manual

Complete at least five of the experiments outlined in the manual. Experiments include:

- a. How plant stems carry water.
- b. Different parts of a plant.
- c. Why plants need flowers
- d. How weather affects plant growth.
- e. How light affects plant growth.
- f. How seeds germinate.
- g. How deep to plant seeds.
- h. Direction in which plants grow.
- i. How plants multiply.
- j. How plants move from place to place.
- k. What soil is.
- l. How soil is formed.
- m. How we use soil.
- n. Different ways to grown plants.
- o. Keep records of what you do.

Exhibit: Poster describing experiment as outlined in manual. Refer to poster rules on page 11. Do different experiment each year.

**Level II**            Use 4-H 529 Manual  
                          See project manual.

Exhibit: Poster describing experiment as outlined in manual. Refer to poster rules on page 11. Do different experiment each year.

Record sheet required.

NOT a State Fair Project.

## POTATO

Exhibit potatoes grown in your garden in a wooden box, dimensions approximately 12 ½" x 18" in size. Exhibit any variety, minimum number is 24 and maximum number is 36. Do not oil potatoes. Lightly brush potatoes do not scrub potatoes.

There are separate classes for each year of the project, Division 1-10.

Record Sheet required.

State Fair Project.

## POULTRY POSTER

Note: Refer to poster rules on page 11 of this hand book.

### **Exhibit:**

**Level 1 (grades 3-5):** A poster showing something you learned from the content found in the Level 1 poultry manual.

**Level 2 (grades 6-8):** A poster showing something you learned from the content found in the Level 2 poultry manual.

**Level 3 (grades 9-12):** A poster showing something you learned from the content found in the Level 3 poultry manual.

Record Sheet Required.

State Fair Project.

## RABBIT POSTER

Note: Refer to poster rules on page 11 of this hand book.

### **Exhibit:**

**Level 1 (grades 3-5):** A poster showing something you learned from the content found in the Level 1 rabbit manual.

**Level 2 (grades 6-8):** A poster showing something you learned from the content found in the Level 2 rabbit manual.

**Level 3 (grades 9-12):** A poster showing something you learned from the content found in the Level 3 rabbit manual.

Record Sheet Required.

State Fair Project.

## **RECYCLING**

### **Exhibit Rules:**

All divisions have the option of exhibiting an item which has been recycled (using items that are normally thrown away) or exhibiting a poster (refer to poster rules on page 11 of this handbook). If the recycled item is chosen you must also include a notebook explaining the article made, items used, costs involved, and how it will be used. It should also include any activities done throughout the year as a result of studying your manual.

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

#### **Choose 1 of the following to Exhibit:**

1. Exhibit a useful or decorative item that you have made from items normally thrown away .
2. Exhibit a poster based on what you learned this year. Choose one of the following
  - What is Recycling?
  - The 5 R's of Recycling
  - The Seven Recycling Codes
  - How to Identify Recyclables
  - How to Prepare Recyclables
  - How to Set Up a Recycling Center

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

#### **Choose 1 of the following to Exhibit:**

1. Exhibit a useful or decorative item that you have made from items normally thrown away.
2. Exhibit a poster based on what you learned this year. Choose one of the following
  - How to Set Up a Compost Bin
  - How to Conserve and Recycle Water
  - How to Identify Plastics in Recycling
  - How to Identify Aluminum Products in Recycling
  - Disposable versus Durable Items
  - Nonrenewable and Renewable Resources
  - Different Ways to Recycle
  - What is Recycling?

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

#### **Choose 1 of the following to Exhibit:**

1. Exhibit a useful or decorative item that you have made from items normally thrown away.
2. Exhibit a poster based on what you learned this year. Choose one of the following
  - What Is Household Hazardous Waste?
  - What Is Industrial Waste?
  - Septic System Operation and Problems
  - My Community Recycling Program
  - Proper Disposal of Waste
  - Ways Youth Can Save the World
  - Different Ways to Recycle
  - What Is Recycling?

Record Sheet Required.

Not a State Fair Project.

## **SCRAPBOOKING**

The Scrapbook project allows you to preserve your memories in an organized and creative way. Memories may include family, school, 4-H, etc.

Album must include:

- A. Front and back cover with pages firmly attached between the covers.
- B. Pages must be at least 8"x10" in size. (12"x12" is the most common size and will be easier to work with and find materials for.)
- C. Pages must be acid-free, lignin-free, buffered scrapbook pages.
  - Acid free, pH-balanced chemistry pages will not accelerate the natural deterioration of your photos.
  - Lignin-free pages will maintain their durability and whiteness-non yellowing.
  - Alkaline reserve (buffering) has a neutralizing effect to protect photos against pollutants from "the outside" (e.g., the environment, acidic greeting cards, etc.)
- D. Polypropylene Page Protectors or covers.
  - Made of photo-safe plastic to protect album pages and photographs from fingerprints, abrasion and accidental spills. Protectors or covers made of PVC give off chlorine gas that causes the plastic to bond with photographs over time, making it impossible to separate the two!
- E. Only completed pages will be eligible for judging. All eligible pages should include:
  - Photos
  - Journaling (This is required on every page.)
  - Memorabilia (This is required on at least one page.)
  - Decorations (stickers and die cuts) (optional for Beginners)
- F. Photos are the focus of your album and must be included on at least half of your page requirements.
  - The photos do not have to be taken by the participant. If you would like to create an album honoring your grandparents, or maybe a special trip that you have taken with your family, this is acceptable. Just remember, this is your album and your memories.

**Labeling**—each scrapbook album will have a label with:

- 4-H member's name
- Club name
- Age
- Grade

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

Exhibit: An album with 6 pages (3 pages front and back). Pages must be those made since the last 4-H Fair. Follow guidelines in the manual. Label photos and memorabilia with names, dates, and places, etc. Read rules above.

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

Exhibit: An album with 8 pages (4 pages front and back). Pages must be those made since the last 4-H Fair. Follow guidelines in the manual. Label photos and memorabilia with names, dates, and places, etc. plus capture your memories with captions or words recording the happenings of the photos and memorabilia.

**Advanced: Grades 9 & Up**

Exhibit: An album with 10 pages (5 pages front and back). Pages must be those made since the last 4-H Fair. Follow guidelines in the manual. Label photos and memorabilia with names, dates, and places, etc. plus capture your memories with captions or words recording the happenings of the photos and memorabilia. Advanced members will also write your thoughts and feelings and telling a complete story or memory on each page. Not every photo has a complete story, so please choose the ones deserving of this when you are thinking of your page designs. It is okay to put several photos on a page and just use one of them to tell a story. Label or caption the other photos on the page.

Record Sheet Required.

NOT a State Fair Project.



## **SEWING CONSTRUCTION**

### **Level A (Grades 3 – 4)**

**Grade 3** Include at least 2 skills in the exhibit:

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

Exhibit one of the following:

**Wearable:** Shorts, pants OR skirt with waistband or facing, or partial elastic waistband (not a full elastic waistband) OR simple shirt or top OR BBQ apron. Attach sewing skills card (4-H 925 c-W) to the exhibit.

**Non-wearable:** Simple pillow sham with lapped back opening and purchased pillow form (following instructions provided in manual) OR simple tote bag with handles or drawstring. Attach sewing skills card (4-H 925 c-W) to the exhibit.

**Grade 4** Seam finishes are recommended on all exposed seams. Include at least 2 skills in the exhibit:

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

Exhibit one of the following:

**Wearable:** Shorts, pants OR skirt with partial or full sewn on waistband or waistline facing OR simple shirt or top OR BBQ apron.

**Non-wearable:** Shaped pillow with curved seams, stuffed and sewn closed OR hanging pocket organizer OR bound edge placemats (set of 4).

### **Level B (Grades 5 – 6)**

**Grade 5** Seam finishes are recommended on all exposed seams (except knits). Interfacing, under stitching and trimming should be used when appropriate. Choose at least 3 of these additional skills for each sewn exhibit.

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



Exhibit one of the following:

Wearable: Simple shirt with sleeves OR sundress OR jumper OR simple 2 piece pajamas. Attach sewing skills card (4-H 925 c-W) to the exhibit.

Non-wearable: Pillow lap quilt (quillow) OR structured duffel bag, tote bag OR backpack, OR sewn hat. Attach sewing skills card (4-H 925 c-W) to the exhibit.

**Grade 6** Seam finishes are recommended on all exposed seams (except knits). Interfacing, under stitching and trimming should be used when appropriate. Choose at least 4 of these additional skills for each sewn exhibit.

- Make darts
- Set in sleeves
- Insert a zipper
- Hand-stitch a hem
- Make buttonholes
- Sew tucks or pleats
- Sew ruffles
- Hand sew buttons
- Apply trim
- Sew a simple lining
- Sew patch pockets
- Apply bindings
- Do a machine topstitched hem
- Sew facings
- Apply ribbings
- Sew a simple collar
- Do a machine blind hem
- Sew with knit
- Match fabric design
- Use Fiberfil
- Apply machine appliqué
- Insert piping
- Apply machine topstitching
- Construct with a serger
- Sew inseam pockets

Exhibit one of the following:

Wearable: Two garments that can be worn together. Attach sewing skills card (4-H 925 c-W) to the exhibit.

Non-wearable: Pillow sham with button or zipper closing, appliquéd design, piping, or ruffle. Make your own pillow form OR tote bag or duffel bag with zipper, pockets and lining OR doll or pet clothes OR construction techniques sample notebook (following instructions provided in manual). Attach sewing skills card (4-H 925 c-W) to the exhibit.

### **Level C (Grades 7 – 9)**

**Grade 7** Seam finishes are recommended on all exposed seams (except knits). Interfacing, under stitching, and trimming should be used when appropriate. Choose at least 5 of these additional skills for each sewn exhibit.

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

Exhibit the following:

**Wearable:** School or sports outfit. Can be one or more pieces. Attach sewing skills card (4-H 925 c-W) to the exhibit.

**Non-wearable:** Dressed, jointed (with sockets) stuffed animal OR sewn item for holiday or special occasion OR construction techniques sample notebook (following instructions provided in manual). Attach sewing skills card (4-H 925 c-W) to the exhibit.

Complete your record sheet.

**Grades 8 & 9** Seam finishes are recommended on all exposed seams (except knits and non-raveling specialty fabrics). Interfacing, under stitching, and trimming should be used when appropriate. In addition, choose at least 6 of these skills for each sewn exhibit.

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

Exhibit one of the following:

**Wearable:** Same as fashion revue categories. Attach sewing skills card (4-H 925 c-W) to the exhibit.

**Non-wearable:** Sewn items for your home OR construction techniques sample notebook OR sewing machine survey. (Following instructions provided in manual). Attach sewing skills card (4-H 925 c-W) to the exhibit.

## Level D (Grades 10-12)

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

- Make darts
- Make tucks
- Add lining
- Add facings
- Add plackets
- Make sleeves
- Add gathers
- Apply trim
- Apply ribbing
- Add a drawstring
- Use shaped seams
- Use fiberfill and/or batting
- Add a waistband
- Add patch pockets
- Add front hip pockets
- Match fabric design
- Make shoulder pads
- Apply machine embroidery
- Do Machine or hand quilting
- Apply machine or hand applique
- Apply machine topstitching
- Insert an invisible zipper
- Insert a separating zipper
- Insert a lapped zipper
- Insert a handpicked zipper
- Do a machine topstitched hem
- Do a machine blind hem
- Do a hand-stitched hem
- Make self-covered buttons
- Use specialty threads
- Make self-enclosed seams
- Sew with difficult fabric
- Construct with a serger
- Make machine buttonholes
- Make bound buttonhole
- Attach cuffs
- Make pleats
- Insert elastic
- Add boning
- Apply a collar
- Make a neck band
- Add vents
- Sew buttons
- Add underlining
- Add ruffles
- Sew with knit
- Make button loops
- Do hand beading
- Add inseam pockets
- Add welt pockets
- Use twin needle
- Create bound edge
- hand/machine beading

Exhibit one of the following:

**Wearable:** Same as fashion revue categories. Attach sewing skills card (4-H 925 c-W) to the exhibit.

**Non-wearable:** Sewn items for your home OR construction techniques sample notebook OR sewing machine survey. (Follow instructions provided in manual). Attach sewing skills card (4-H 925 c-W) to the exhibit.

## Advanced Sewing Wearable Exhibits (Levels C & D)

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

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

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

**\*\*Free Choice:** A complete outfit comprised of garments that do not fit in the other classifications. Examples include: tennis wear, swim wear, athletic sportswear, lounge wear, riding habits, historic, dance, theatrical, or international costumes, capes, and unlined coats.

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

**\*\*Separates:** Consists of three garments that must be worn as a coordinated complete outfit. Each piece should be versatile enough to be worn with other garments .

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

Record Sheet Required.

State Fair Project.

## **SEWING FOR FUN**

**Exhibit:** Garment you make in the Fashion Revue. Attach information tag in the garment telling the care instructions. When purchasing fabric ask the sales person for the appropriate label to sew into the garment.

Each year the garment you make should be more difficult. Garments are judged at the Fashion Revue on appearance only. Construction is not considered in the judging.

If a 4-H member does not participate in the Fashion Revue, they may submit a picture of themselves during open judging with the garment on and will receive a ribbon color lower.

Record Sheet required.

NOT a State Fair Project.

## SHOOTING SPORTS

**Note:** 4-H member must be 10 years of age by March 1, 2018 to participate in the Shooting Sports Project.

4-H'ers will only be paid premium money for their exhibit hall project.

### **Range Rules:**

All 4-H Shooting Sports members must have a liability release form signed by their parents on file in the Extension office before participation.

All 4-H Shooting Sports members **MUST ATTEND SAFETY TRAINING** prior to range participation.

All 4-H Shooting Sports members **MUST ATTEND AT LEAST THREE LIVE FIRE RANGE MEETINGS** and complete Shooting Sports manual (4-H 950) to participate in the Switzerland County 4-H Fair Shooting Sports Exhibition.

\*If a Shooting Sports participant does not complete ALL range rules, they can exhibit a Shooting Sports exhibit at the Switzerland Co. 4-H Fair. If a 4-H member does not participate in the Safety Meetings and Range Meetings they will be taken down one ribbon placing.

### **Exhibit Rules:**

The workbook for each division must be completed and turned in to the shooting sports instructor for review by the first Thursday in June.

Create an exhibit that shows the public what you learned in shooting sports education this year. Refer to poster rules on page 11 in this handbook. Title your exhibit with one of the following: archery, outdoor skills, muzzle loading, pistol, rifle, shotgun or shooting sports. You can use a subtitle, if you wish.

### **Important Notes:**

- Firearms or ready to shoot bows are not allowed to be exhibited. Unstrung bows are permissible.
- Live ammunition is not allowed to be exhibited (no powder or primer).
- An arrow with its arrowhead attached must be displayed in a secure case. An arrowhead without the arrow attached must be displayed in a secure case. An arrow may be displayed unsecured if its arrowhead is removed. Modern broadhead arrows are not allowed to be exhibited.
- Displays involving firearms or bows may be exhibited as a photographic display on a poster or in a notebook following grade level requirements.
- Handmade items must include information explaining how the project was made and its intended use. Photos are encouraged.

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

Projects involving firearms, bows, arrows, ammunition, may be exhibited as a photographic display on a poster or in a notebook following grade level guidelines. Handmade items must include information explaining how the project was made and its intended use.

**Important:** Exhibit hall project level will be based on grade in school.  
Divisions will be determined by number of years in project.

### **Level 1 (Age 10 - grade 5)**

Exhibit: A poster showing three signed targets and what was learned in the 4-H Shooting Sports project.

## Level 2 (grades 6 - 8)

Exhibit: Choose one of the following options. Exhibits must meet the size restrictions or be presented in a notebook.

1. Poster
2. Small project or model no larger than 18x18x36 inches.
3. Notebook, showing how a shooting sports item was made, or project completed.

## Level 3 (grades 9 - 12)

Exhibit: Choose one of the following options.

1. Poster
2. Project or model any size and explanation of costs and procedure.
3. Notebook, showing how a shooting sports item was made, or project completed.

## Level: Independent Study (grades 9 - 12)

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

## Divisions:

**Basic Archery:** Poster exhibits **must** include one target shot by exhibitor using compound bow in a standing position. Target must be scored and signed by certified archery instructor.

**Advanced Archery:** Poster exhibits **must** include one target shot by exhibitor using a compound bow in standing position. Target must be scored and signed by certified archery instructor.

**Firearms—Pellet Rifle/.22 Rifle:** Poster exhibits **must** include three targets shot by exhibitor using pellet rifle or .22 rifle. One target in each of the three positions: sitting, standing, and prone. Targets must be scored and signed by a certified rifle instructor.

**Firearms—Pellet Pistol/.22 Pistol:** Poster exhibits **must** include three (3) targets shot by the exhibitor using a pellet pistol or a .22 pistol. One target in each of three positions: sitting, standing, and prone. Targets must be scored and signed by a certified pistol instructor.

**Firearms—12 & 20 Gauge Shotgun:** Poster exhibits **must** include score sheet representing a round of 25 clay targets. Score sheet must be signed by a certified shotgun instructor.

**Firearms—Muzzleloader:** Poster exhibits **must** include one target shot by the exhibitor using muzzle loading rifle. Target must be must be scored and signed by a certified muzzleloader instructor.

**Firearms and Archery Advanced Division:** Members can exhibit project of their own choosing with instructor's approval. Enclosed in manual is a list of ideas to build from.

Complete the Shooting Sports Record Sheet.

State Fair project.

## **SINGLE HERB**

Exhibit: A single herb chosen from those listed in 4-H Garden Publication 4-H 970-W, available at the Purdue Extension office. List is also available in the State Fair Premium book. Herbs must be exhibited in pots 8" diameter maximum. Each 4-H'er may exhibit up to 3 different pots (all edible types). Herbs must be labeled with common and Latin names. Plants should have been in 4-H'ers care for at least 3 months before county fair exhibit.

Classes are: Basil, Dill, Lavender, Mint, Oregano, Parsley, Sage. All other herbs will be judged as "other herbs"

Note: Anyone who exhibits Single Herb at the county fair is eligible to exhibit at the State Fair.

Record Sheet required.

State Fair Project.

## **SINGLE VEGETABLE**

Exhibit: A single vegetable of one of the vegetables listed in 4-H Garden Publication 4-H 970-W, this is available at the Purdue Extension office. List is also available in the State Fair Premium book.

Each entry will be judged and awarded ribbon with 4-H'er present.

Classes are: beans, cucumbers, tomatoes, peppers, broccoli, cabbage, squash and corn. All other vegetables will be judged as "other vegetables".

Overall Grand and Reserve Grand Champion Single Vegetable will be chosen from class Champion and/or Reserve Champions.

Each 4-H'er may exhibit up to 5 different entries. Single Vegetable entries should be labeled with common name of the vegetable and variety or cultivar of vegetable.

Label with name of project, name and division.

Ex: Single Vegetable

Jane Doe

Division

Note: Anyone who exhibits Single Vegetable at the county fair is eligible to exhibit at the State Fair.

Record Sheet required.

State Fair Project.

## SMALL ENGINE

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

Poster Requirements:	Actual Engine Display:	Display Board Requirements
<ul style="list-style-type: none"> <li>• Size 22" x 28"</li> <li>• Mounted on stiff backing foam board, thin plywood, peg board or very stiff cardboard</li> <li>• Displayed horizontally.</li> <li>• Covered in plastic</li> <li>• 4-H Member identification card; i.e., name, club, county, and level</li> </ul>	<p>The actual small engine may be displayed. It must be mounted on a stable base no larger than 30" x 30". For safety reasons, all fluids (fuel and oil) must be removed. Note: It is strongly suggested that a notebook with details and pictures of what was done to the engine accompany the display</p>	<ul style="list-style-type: none"> <li>• No more than 36" wide x 24" deep and free standing</li> <li>• 3-dimensional display</li> <li>• All items to be securely fastened</li> <li>• 4-H member's exhibit card to be secured in lower right hand corner</li> </ul>

### **Level 1 (Grade 3, 4, and 5)**

Suggested Fair Exhibit Guidelines

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

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

**Action demonstration** on any aspect of small engines covered in this manual.

### **Level 2 (Grade 6, 7, and 8)**

Suggested Fair Exhibit Guidelines

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

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

**Action demonstration** on any aspect of small engines covered in this manual.



### Level 3 (Grades 9, 10, 11, and 12)

#### Suggested Fair Exhibit Guidelines

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

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

**Action demonstration** on any aspect of small engines covered in this manual.

Record Sheet Required.

State Fair Project.



## **SOIL AND WATER SCIENCE**

Create an exhibit that shows the public what you learned in the soil and water science project this year. For poster exhibits refer to poster rules on page 11 in this handbook. Notebook exhibits must be displayed in a standard three ring binder. Choose one of the options listed below, appropriate for your grade in school. Use an appropriate exhibit title

### **Level 1 (grades 3-5)**

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

### **Level 2 (grades 6-8)**

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

### **Level 3 (grades 9-12)**

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

Record Sheet Required.

State Fair Project.

## **SPORTFISHING**

Create an exhibit that shows the public what you learned in the sportfishing project this year. Choose one of the topics listed below, appropriate for your grade in school, and create a poster based on what you learned from the activity. (Refer to page 11 in this handbook for poster rules). Use that topic for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

### **Level 1 (grades 3-5)**

Exhibit a poster based on one of the following activities:

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

### **Level 2 (grades 6-8)**

Exhibit a poster based on one of the following activities:

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

### **Level 3 (grades 9-12)**

Exhibit a poster based on one of the following activities:

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

### **Level Independent Study (grades 9-12)**

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

Record Sheet Required.

State Fair Project.

## VETERINARY SCIENCE

### Exhibit Introduction

4-H veterinary science exhibits should be educational in nature covering one (1) or more of the topics presented in the members' manual and/or found in the 4-H Veterinary Science Leaders Guide. An educational exhibit is one that should be able to teach other people about your topic. Chose a topic you think is interesting and apply your imagination. All 4-H members developing veterinary science 4-H fair exhibits should consult with their 4-H veterinary science leaders for further details, helpful ideas, and additional sources for reference.

Refer to poster rules on page 11 of this handbook.

### **Level 1 (Grades 3-5)**

#### **Requirements:**

1. Read and complete 3 activities from manual.
2. Attend county workshops when available.
3. Turn in your completed record sheets to finish the project and to be eligible for 4-H fair exhibit.

#### **Exhibit:**

A poster related to Chapter 1,2, or 3

### **Level 2 (Grades 6-8)**

#### **Requirements:**

1. Read and complete 3 activities from manual.
2. Attend county workshops when available.
3. Turn in your completed record sheets to finish the project and to be eligible for 4-H fair exhibit.

#### **Exhibit:**

A poster, display or quiz board related to chapter 1,2, or 3. Display or Quiz board should be no larger than 36"x36"x 36"

### **Level 3 (Grades 9-12)**

#### **Requirements:**

1. Read and complete at least 3 activities from manual.
2. Attend county workshops when available.
3. Turn in your completed record sheets to finish the project and to be eligible for 4-H fair exhibit.

#### **Exhibit:**

- a. Develop and assemble a teaching aid. Display Teaching Aid and two- paged typed report. OR
- b. Develop a project in conjunction with a veterinarian. Display the project with a report of the results, recommendations, findings, and conclusions.  
OR
- c. Write a one page outline of a workshop or demonstration you presented.

Record Sheet required.

State Fair Project.

## WEARABLE ART

The purpose of the 4-H Wearable Art Project is to develop personal interest and natural skills in designing wearable art. The project member will learn design, layout, painting or sewing techniques, and fabric care.

The 4-H Wearable Art exhibits include but are not limited to painted T-shirts, sweatshirts, jackets, tennis shoes, appliqué work, puff painted articles, sequined and rhinestone articles, tie dye. Wearable art exhibits do not necessarily have to have work done on fabric.

Project Requirements:

1. This project is divided by grade only:

Beginner: grades 3-5

Intermediate: grades 6 - 8

Advanced: grades 9-12

2. Attach a 5x7 index card to your wearable art project which briefly describes the exhibit in terms of what techniques you used and what work you completed yourself.

**Exhibit: Exhibit one completed article or related articles that you have made. This project may be repeated, however, the club member should choose a more difficult project each succeeding year. A pair or set is considered on article.**

**A member may also model their article(s) in the Fashion Revue judging for additional competition.**

### EXAMPLE OF EXHIBITS

- Exhibit - Stitched Garment
  - Example - Cross stitch, smocking, embroidery, chicken scratch.
- Exhibit - Appliquéd (Painted or Stitched)
  - Example - Sweatshirts, shoes, jackets, pants, shirts, skirts, etc.
- Exhibit - Jewelry
  - Example - Beads, crochet, plastics, ceramics, leather, etc.
- Miscellaneous
  - Anything you have decorated to wear that doesn't fit in first three examples.

\* If exhibiting jewelry or a small article, a display may be necessary. Example: Use the back of an old picture frame that has a prop on it, cover with stuffing and a colored fabric that will compliment your article.

Record Sheet Required.

Not a State Fair Project.

## WEATHER

Create an exhibit that shows the public what you learned in the weather project this year. Refer to poster rules on page 11 in this handbook. Notebook exhibits must be displayed in a standard three ring binder. Choose one of the options listed below, appropriate for your grade in school. Use an appropriate exhibit title.

### **Level 1 (grades 3-5)**

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

### **Level 2 (grades 6-8)**

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

### **Level 3 (grades 9-12)**

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

Record sheet in manual required.

State Fair Project.

## WEEDS

Note: Each specimen should show flower and/or fruit, leaf, stem and root characteristics, all of which are necessary for complete and accurate identification.

### **Division I (May do 1 to 2 years)**

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

### **Division II (May do 1 to 2 years)**

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



### Division III (May do multiple years)

1. Collect and identify 15 different weed seeds from mature plants from the list of common, noxious, or poisonous weeds in 4-H-217-W . Five of these weed seeds must be taken from the list of noxious weeds in 4-H 247-W. Be aware that some weeds may be more prevalent at different times of the year.
2. Clean the seeds and separate from the fruit (See page 3 of 4-H 247-W).
3. Place one tablespoon of the dried weed seeds in a plastic zippered bag.
4. Mount the plastic bags on poster board (22" x 28"). Mounting must be made to exhibit the poster in a horizontal position. Place your name, county, and club name in the lower right corner of the poster.
5. Label (label size, 1 1/2" x 2") each weed seed as to:
  - o Name of weed (common and scientific names--remember to italicize or underline scientific names).
  - o Where found (lawn, garden, pasture, etc.)
  - o Annual, biennial, or perennial.
6. Answer questions on record sheet 4-H 247C-W, and attach a copy of the record sheet to the back of your poster.
7. In each consecutive year, exhibit different seeds, not repeating the ones from the year before.

Record sheet in manual required.

State Fair Project.



## WELDING

Refer to poster rules on page 11 of this handbook.

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

**Exhibit:** A poster or notebook on the topics for the grade you just completed.

- Grade 3 - Welding Safety Equipment
- Grade 4 - Types of Welders
- Grade 5 - Types of Welding Rods

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

**Exhibit:** A poster or notebook on the topics for the grade you just completed.

- Grade 6 - Uses of Welding or Why Weld?
- Grade 7 - Careers associated with Welding.
- Grade 8 – Weld and exhibit the following:
  1. Begin with a piece of mild steel flatiron onto which you will weld:
    - a. A row of straight beads
    - b. A row of weave beads
    - c. A row of hard face weave beads
  2. Weld two pieces of flatiron in a “TP joint to the original flatiron. Do the corner weld vertically. The vertical corner weld should be at least 4” long. Weld the two pieces to the original flatiron with either straight or weave beads.
  3. Butt weld another piece of flatiron 3x5x1/4” to the original piece of flatiron.
  4. Lap weld another piece of flatiron 3x5x1/4” to the original piece of flatiron.
  5. Weld your initials and the year on the back of the original piece of flatiron.
  6. Label and identify each weld.

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

**Exhibit:** One item that you have made or repaired. If it is a repaired item, indicate clearly the repairs you made. If it is an item you made, indicate its use, how long it took to make, and whether it is your original design. The item may be useful, decorative or artistic. Remember: Make or repair an item worthy of your time and efforts. Be proud of what you exhibit. The following criteria will be used for judging:

1. Quality of the welds used.
2. Appropriateness of the welds used.
3. Quality of the joints made (if any).
4. Appropriateness of the joints made (if any).
5. Usefulness of the item made.
6. Overall appearance and neatness.

Record Sheet Required.

Not a State Fair project.

## WILDLIFE

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

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

### Requirements

#### Level: Level 1

##### Exhibit

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

#### Level: Level 2

##### Exhibit

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

#### Level: Level 3

##### Exhibit

- A poster related to an activity from the level 3 manual
- A poster and/or notebook of a wildlife related science experiment appropriate for grades 9-12
- **Independent Study** -Learn all you can about a wildlife topic, program, facility, project, etc. and present it on a poster or in a notebook. Take care to follow all state and federal guidelines when working with wildlife, with particular care when raising game birds, migratory birds, and endangered species. See the Indiana 4-H Wildlife project website, [www.ydae.purdue.edu/natural\\_resources/4-H,NR,Projects/Projects/wildlife/](http://www.ydae.purdue.edu/natural_resources/4-H,NR,Projects/Projects/wildlife/), for more information. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster or notebook, "Advanced Wildlife -Independent Study"
- **Mentoring** -Exhibit a poster or notebook that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Advanced Wildlife -Mentor."

Record Sheet Required.

State Fair Project.

## **WOODWORKING**

**Level 1 (Grades 3-4)** Complete the activities as indicated in the manual.

Exhibit: One article made according to the guidelines in the Level 1 manual or the additional plans provided.

Tools that pose limited safety concerns can be used to complete the exhibit. Examples include: all hand tools, and power tools such as: power screwdriver, pad sander, cordless drill. Tools that pose greater potential for injuries should not be used. Examples include: table saw, router, band saw.

**Level 2 (Grades 5-6)** Complete the activities as indicated in the manual.

Exhibit: One article made according to the guidelines in the Level 2 manual plans, additional plans, or one that uses the skills discussed in either Level 1 or 2.

Tools that pose limited safety concerns can be used to complete the exhibit. Examples include: all hand tools, and power tools such as: power screwdriver, pad sander, cordless drill. Tools that pose greater potential for injuries should not be used. Examples include: table saw, router, band saw.

**Level 3 (Grades 7-9)** Complete the activities as indicated in the manual.

Exhibit: One article of your choice. The project should use only those skills and tools covered in Level 1, 2, or 3.

**Level 4 (Grades 10-12)** Complete the activities as indicated in the manual.

Exhibit: One article of your choice. The project should use only those skills and tools covered in Levels 1, 2, 3, or 4.

We will not be responsible for transporting any item larger than a 22-inch cube to State Fair. If your exhibit is chosen for State Fair exhibit and is larger than a 22-inch cube size, and you want it to go to State Fair, it will be the responsibility of the 4-H'er to see that it gets there.

Record Sheet Required.

State Fair Project.

## **Livestock Rules: Revised 2018**

1. Commercial grade extension cords are required on the fairgrounds, per state fire marshal.
2. All livestock animals not to be sold at the auction (excluding small animals) will be released on Saturday morning from 8-10 a.m. by the superintendents or after the auction by the auction chairman. Lactating animals will be released after their show.
3. There will be one chairman of each of the following: Swine, Beef, Sheep, Goats, Dairy, Poultry, Horse and Rabbits. There will be one overall Livestock Chairman as well.
4. All livestock, including small animals, MUST be purebred to enter a specific breed class. Example: Purebred Angus steer may show in the Angus class. If animal is not purebred, enter and show in the crossbreed class.
5. All 4-H'ers selling an animal at the 4-H Auction MUST have completed an Exhibit Hall project the same year. Dog (without a poster), Cat (without a poster), Horse & Pony and Aquatic Science are NOT considered Exhibit Hall projects.
6. Livestock record sheets are required for completion of project and eligibility for the livestock auction. They will be due by noon on Wednesday of the fair to the Extension Educator. Incomplete record sheets will be returned to 4-H member for immediate action.
7. To be eligible to sell the 4-H'er must show the animal and be present or showing the animal at auction. Exceptions will be granted by the Fair Board at the June meeting.
8. All 4-H members selling an animal at the 4-H Auction MUST have attended at least three (3) 4-H Club meetings in the 4-H year. If a 4-H'er attends a meeting at a club other than the one they are enrolled in they must complete a meeting attendance form. The form must be signed by the 4-H'er and both club leaders to receive credit. The form must be turned in to the Extension office within 2 weeks of attending meeting. No forms will be accepted after the Monday before project check-in. Form is on page 7 of this handbook or at the Extension office.
9. All 4-H members (and/or legal guardian) that plan to auction an animal must attend a mandatory livestock meeting. Meetings will be held on **Saturday, June 23, 2018 at 11am and Wednesday, July 3, 2018 at 5:30 pm**. Meetings will be held at the community building. This meeting will count as one of the three required club meetings to sell at the auction. There will be a sign in sheet at these meetings. Failure to make one of these two meetings will result in not selling your animal. Emergency situations must be brought before the fair board. The entire meeting must be attended.
10. **4-H members enrolled in the livestock projects of beef, dairy, swine, sheep, meat goats, dairy goats, poultry and rabbits must attend the YQCA (Youth for the Quality Care of Animals) training to be eligible to exhibit at the Switzerland County 4-H Fair.**
11. All 4-H'ers are eligible to sell two (2) animals. Any livestock member selling two lots in the auction may sell only one (1) of a specific species. For example: 1 pig and 1 steer, or 1 pig and 1 lamb or 1 pig and 1 meat pen rabbit, etc.
12. All livestock are the responsibility of the 4-H member.
13. No animal may be shown by more than one exhibitor.

14. At the Switzerland County 4-H Fair, the 4-H animal exhibitor may receive clipping and grooming assistance from their immediate family which is defined as a father, mother, stepfather, stepmother, legal guardian, brother, sister, half-brother, half-sister, stepbrother, stepsister, grandfather, grandmother, step grandfather, step grandmother, aunt or uncle or from a current Switzerland County 4-H exhibitor, **or from individuals enrolled in the Indiana 4-H approved animal grooming assistance program**. Switzerland County 4-H Leaders can assist first time exhibitors. Guardianships granted on a temporary basis for the purpose of circumventing these terms and conditions will not be recognized as “immediate family”. A 4-H animal may not be maintained at a professional fitter’s facility.
15. Adult MALE animals will not be shown with the exception of small animals.
16. In the event of an injury or death of an animal, NO substitution will be allowed after designated tag-in date, unless animal was identified at tag-in date.
17. Beef, goats, poultry, other fowl, pigeon, rabbits, sheep and swine are be required to have Switzerland County identification. Animals will be brought to the fairgrounds on a specified date and time to be tagged, marked, tattooed, or otherwise identified. Ear tags and tattoos must be readable at fair check-in. Animals will not be weighed until tag is readable.
18. **A \$25 commission will be charged on each animal participating in the auction**. Beef, sheep and swine will be assessed a check off fee as required by Federal Law.
19. No medication is allowed in any animal prior to sale, according to Federal Regulations on withdrawal time for specific medications.
20. Animal Ownership – A 4-H’er may co-enroll an animal for the 4-H Fair. The ownership may exist between brothers, sisters, and/or step-brothers and step-sisters. The individual establishes ownership the first time the animal is shown. This ownership policy does not include cousins, aunts, uncles, and/or friends.
21. The following is required dress while showing livestock. 4-H members need to wear boots or work shoes while showing for the member’s safety. Flip flops and sandals are not allowed and tennis shoes are not recommended while working around animals. Members should wear a shirt (button up collar, tucked in pants/skirt) with long pants or knee length skirt. No t-shirts, shorts, halters or hats will be worn. No advertising is to be displayed or worn in the arena or during a show by the 4-H member. Livestock/species superintendent has discretion for what is permitted in the show ring and auction.
22. The dress code for livestock pictures is show attire.
23. Livestock Chairman, Auction Chairman or designated adult will be the only individuals releasing animals. If this rule is not followed the 4-H’er will not be allowed to sell at the auction.
24. To be eligible for the auction, the 4-H’er or a family member must be with the animal at weigh-in. Failure to follow the guideline will result in the 4-H’er being ineligible to sell at the auction.
25. 4-H’ers are responsible for keeping their pens and aisle area clean daily as well as to feed and water their animals daily. Otherwise animals may be sent home without selling, per chairman discretion.
26. **Beef, Dairy, Goat, Horse & Pony, Sheep & Swine must be entered in 4honline by May 15.**

27. The 4-H'ers stall(s) must be completely clean before leaving on Saturday night, with superintendent check-off. A \$50 fine per species will be imposed for failure to comply; money will be withheld from your auction check. See superintendent with any questions.
28. It is the judges' discretion to disqualify any animal, that animal's auction eligibility will be reviewed by the livestock committee.
29. If an animal appears sick, it will be quarantined and the animal will be sent home or a veterinarian will be called at the owner's expense.
30. The animal that is on the sale bill must be the same animal that shows in the arena during the livestock auction.
31. No breed changes will be accepted after check-in during fair unless there was a clerical error. Clerical errors will be corrected.
32. The direct application, internal or external, of ice, alcohol, Freon, or any other refrigerant to the internal organs or hide of any animal is strictly prohibited. A frozen plastic pop container is allowed for cooling during warm conditions for rabbits. It is the Livestock Committee's discretion to disqualify any animal, that animal's auction eligibility will be review by the Livestock Committee.
33. At weigh-in, all animals must be dry.
34. A 4-H'er who is not present when livestock order is called to show or sell, will not sell at the auction unless livestock superintendents are notified ahead of time. There will be three attempts (of 1 minute intervals) calling a 4-H'er to show or sell.
35. There will not be any reweighing of any livestock. Light-weight and over-weight animals may show.
36. Any 4-H'er who has more than two Grand Champions will sell only two species, Grand or not. Any additional Champions will not be sold.
37. If buyer gives ownership back to 4-H'er after the auction, the 4-H'er MUST take it home.
38. The fair board only guarantees grand champion plaques for each project.
39. All auction animals must enter the arena only with 4-H'er selling animal except dairy which can enter the ring with their product.
40. There will be no rail coaching during the shows. Those that do will be asked to leave the show.
41. One stall per species per exhibitor will be guaranteed, depending upon availability more stalls may be allowed.

**To All Parents:** We are very concerned about the safety and well-being of our 4-H youth. Although we have designated grade 3 as the time when a child may begin showing animals, please take into consideration your child's physical and mental development before agreeing to let your child begin to show. Each child matures at a different rate grade 3 may still be too young for some children to begin showing animals. A child must have reached the third grade as of the day of the 4-H event in order to be allowed to show. This does not in any way remove the requirement a child of being in the 3<sup>rd</sup> grade before enrolling in 4-H club projects.

**Ownership Lease Requirements:** Each 4-H member shall own his/her own 4-H exhibit. Ownership must be in effect on or before the county and state enrollment deadlines and continuously until after the show date.

- For 4-H breeding animals, family corporations and/or partnerships of 4-H members with one or more parents, siblings, grandparents, aunts, uncles, or a legal guardian are acceptable.
- 4-H animals purchased, sold, or offered for sale after the animal enrollment deadline and prior to the Indiana State Fair, shall not be eligible to be shown in the 4-H show at the Indiana State Fair.
- 4-H animals shown under different ownership (than are listed on the 4-H enrollment form) after the 4-H animal enrollment deadline shall not be eligible to be shown in the 4-H show at the Indiana State Fair.
- 4-H animals are expected to be in the personal possession and regular care of the 4-H member who owns/leases them (unless other arrangements have been agreed upon by the county 4-H Council) from the animal enrollment deadline until the conclusion of the county and/or State Fair.
- See State Fair Handbook for Indiana State Fair ownership guidelines.

### **Showmanship Classes:**

Livestock Showmanship Contests are divided into three categories: Junior, Intermediate, and Senior Divisions. Winners from previous years must move up into the next division. Junior Showmen are to be 4-H members in grades 3, 4, and 5 the year of the show; Intermediate grades 6, 7, and 8; Senior Showmen grades 9, 10, 11, and 12.

### **Round Robin Showmanship:**

If you win your Senior Division Showmanship it is strongly encouraged that you compete in the Round Robin Showmanship. Senior Division Showmanship winners from Beef, Dairy, Horse & Pony, Poultry, Sheep, Swine, Goats, and Rabbits will compete in the Round Robin Showmanship Contest. The Round Robin Contest requires that these winners show each other's animals. Each winner must show all eight animals and answer questions about the animal. The Round Robin is a test of knowledge of livestock and showmanship abilities and an honor to win, plus a lot of fun for all! For more information on Showmanship Contests at the Switzerland County Fair, contact the County Extension Service (427-3152). Judges will be individuals not directly related to the Switzerland County 4-H program.

### **Other Awards:**

Due to volunteer sponsorship, awards cannot be guaranteed.

Helping Hand Award (formerly clean stall award)

Award to winner of Beef, Dairy, Swine, Sheep, Goats, Poultry, and Rabbits. Helping Hand winners will be announced at the Awards Banquet in August.

### **Use of Drugs, Medications and/or Foreign Substance:**

All medication withdrawal limitations must be complied with for slaughter animals. It is the responsibility of the exhibitor, parent or guardian to follow all rules and recommendations pertaining to the time limits.

Any animal under medication or needing medication at the fair or within withdrawal limits prior to the fair must be reported to the superintendent of the species. Drugs must be administered in the presence of the superintendent or a member of the Livestock Committee. A full documentation of date, animal, medication used, etc., shall accompany this animal to slaughter.



**Penalties for Drugs and Foreign Substances:**

If an animal sold through the Switzerland County 4-H Fair Livestock Auction tests positive for drugs or foreign substances at the time of slaughter, whether to enhance appearance or manageability of the animal, the exhibitor shall:

1. Reimburse the Auction Committee for the total amount received for the animal.
2. Be banned for life, along with all immediate family members, from exhibiting livestock of any species at the Switzerland County 4-H Fair.

**Clenbuterol:**

Clenbuterol is now available in the United States from your local veterinarian. Clenbuterol is a "Beta-Agonist" that can be fed to market animals to repartition energy from fat deposition to muscle development. In short, Clenbuterol burns fat and builds muscle. It is a felony to use this product in food animals in Indiana. A Clenbuterol containing substance called "Ventipulmin Syrup" is being prescribed to act as a bronchodilator for the treatment of emphysema in horses. Please note: *This product is NOT cleared for food animal use.*

**Policy Regarding Overnight Stay at Fair Grounds:****(4-H Volunteer Liability Insurance Coverage)**

Effective January 1, 1998, there will be no liability coverage provided to 4-H volunteers and staff during overnight stays at fairs unless each 4-H Youth participant is accompanied by his/her parent or legal guardian at all times. The time normally associated with overnight is that time when the fair shuts down for the evening or by midnight and until early morning feeding of animals (early morning is normally construed as morning light in our summer season). Adults/volunteers officially assigned to watch 4-H projects overnight at county/state fairs are still covered by Purdue University liability insurance. However, this is not to be confused with aforementioned policy regarding 4-H youth.

County 4-H Councils and Extension Boards and/or Fair Boards not abiding by this policy do so at their own risk and should seek their own liability insurance.

The safety and well-being of 4-H youth is our primary concern. The mission of 4-H is education. Overnight stays at fairgrounds do nothing to further that mission.



## BEEF

These levels are for manuals only:

**Level 1**  
**Grades 3-5**

**Level 2**  
**Grades 6-8**

**Level 3**  
**Grades 9-12**

It is recommended, but not required, that you complete at least seven of the activities in the manual each year.

Exhibit in any of the following classes:

Aged Cow 4 yr. old	For cows over 4 years old Cows dropped before July 1 in the year four years Prior to current year.
3 yr. old	Cows dropped before July 1 in the year three years Prior to current year.
2 yr. old	Cows dropped between July 1 in the three years prior Current year and June 30 in the year two years prior To current year.
Sr. yearling Heifer	Heifer dropped between July 1 in the year prior to Current year and Dec. 31 in the year two years prior To current year.
Jr. Yearling Heifer	Heifer dropped between Jan. 1 in the year prior to Current year and April 30 in the year prior to current Year.
Summer Calf	Calf dropped between May 1 and Aug 31 of last year
Sr. Calf	Calf dropped between Sept. 1 and Dec. 31 of last year
Jr. Calf	Calf dropped after Jan 1 of current year.
Cow/Calf	Calf must be under 450 lbs. on day of show.
Grand Champion Steers	
Breed Champion Steers	
Grand Champion Steers	

- Award will be given for the top Homegrown Market Animal (animal must be birthed from the 4-H'ers breeding stock on their farm.)
- All animals must meet health requirements. All steers must be ear tagged.
- Project members need to read the livestock and beef rules in this Handbook.

## Beef Rules

1. All steers, commercial and non-registered beef heifers must be enrolled and identified by a county tag and visual identification at the fairgrounds on **Saturday, March 17, 2018 from 9 – 11 am.**
2. Registered heifers must be enrolled and identified by registration number or dam's registration number on county tag-in day. Registration number may be called into the office if it hasn't been received by tag-in day. May use dam's registration number until new number has been received.
3. All market beef must show visible signs of castration at the tag-in date.
4. Weight limits for beef steers are: 850 pounds minimum. There is no top limit for steers.
5. Weight the day of check in will qualify the animal for Saturday's sale.
6. In the event of an injury or death of a beef steer or commercial heifer, no substituting will be allowed after tagging.
7. Continuous ownership is required from time of enrollment and identification until date of show.
8. Purebred heifers must meet their breed requirements and be registered with their association. Proof of this registration must be shown by the May 15 deadline.
9. All steers weighed in will be automatically entered in the Rate-of-Gain Contest.
10. All beef animals must be dehorned with the exception of Jr. Calf.
11. See State Fair handbook for requirements and entry guidelines.
12. Livestock Record Sheet Required.

## Rate-of-Gain

The Rate-Of-Gain Contest is open to all 4-H Beef Steers. This contest is based on the weight increase from the time of tagging to the weigh-in at the fair. This weight gain is then divided by the number of days between the two dates to get a daily rate gain. The best daily rate gain will be the winner. Trophies and cash awards are traditionally given to the top three places.

## DAIRY

Levels are for manuals only:

### **Level 1**

**Grades 3, 4, 5**

### **Level 2**

**Grades 6, 7, 8**

### **Level 3**

**Grades 9 & Up**

It is recommended, but not required, that you complete seven or more of the activities listed in the manual.

- No crossbred dairy animals will be allowed to show.
- All dairy animals must be dehorned.

### **Age Group Classes:**

- 5-year-old and over Ayrshire, Holsteins, and Jersey—born prior to August 3
- 4-year-old and over Brown Swiss, Guernsey, and Milking Shorthorn, born prior to August 31
- 4-year-old Ayrshire, Holstein, and Jersey—born September 1, to August 31
- 3-year-old Ayrshire, Brown Swiss, and Milking Shorthorn—born September 1, to August 31
- Senior 3-year-old Holstein, Guernsey and Jersey—born September 1 to February 28
- Junior 3-year-old Holstein, Guernsey, and Jersey—born March 1 to August 31
- 2-year-old cow—born September 1 to February 29
- Junior 2-year-old cow—born March 1 to August 31
- Fall yearling—born September 1 to November 30
- Winter yearling—born December 1 to February 28
- Spring yearling—born March 1 to May 31
- Summer yearling—born June 1 to August 31
- Fall calf—born September 1 to November 30
- Winter calf—born December 1 to February 28
- Spring calf—born March 1 or later (at least 3 months old)

**ALL ANIMALS MUST MEET HEALTH REQUIREMENTS!**

- Dairy cattle enrollment forms must be completed and turned into the extension office by May 15.
- For 4-H dairy cattle, family corporations and/or partnerships of the 4-H member with unrelated persons or dairy operations are also acceptable.
- Dairy animals may be leased for exhibition, but require submission of a lease agreement by May 15<sup>th</sup>. Dairy animals must be younger than 2 years of age to be eligible. Additionally, for an exhibitor to lease a dairy animal, they may not have sole ownership of any other dairy animal in the current year.
- Any Dairy member exhibiting at the county fair will be eligible to sell a basket of dairy items as a species at the Livestock Auction.
- See State Fair handbook for requirements and entry guidelines.
- Livestock Record Sheet Required (If cow is lactating, milk record also required).

## GOAT

These levels are for manuals only:

**Level 1**  
**Grades 3-5**

**Level 2**  
**Grades 6-8**

**Level 3**  
**Grades 9-12**

### **Exhibit requirements:**

- Tag in day will be held on Saturday, **April 28, 2018 from 7 – 9 am** at the fairgrounds.
- All goats **MUST** be enrolled online, contact Extension office for details.
- All male goats need to show visible signs of castration by tag-in date.
- All goats must wear a collar and have a tie chain available if needed.

### Classes:

- Market (may be wether or doe (all does must have a scrapie tag)
- Dairy Doe (including pygmy)
- Meat Doe (boer or boer type)
- Mother/Daughter (to consist of two does, so long as one is the daughter of the other. Mothers must be identified at tag in and enrolled in 4-H online by May 15, 2018)

### Rules & Awards:

- Award will be given for the top Homegrown Market Animal (animal must be birthed from the 4-H'ers breeding stock on their farm.)
- Each 4-H member may show a maximum of 5 breeding stock goats.
- A goat may be shown in only one class.
- Market goats determined by weight with no more than 8 in a class.
- Doe goat classes will be determined by age. At check-in, the 4-H'er must specify as to Dairy Doe or Meat Doe class.
- All market goats will have a 4-H ear tag inserted on tag-in day.
- Wethers over the age of 18 months must have a scrapie tag.
- Dehorning is optional for market goats, however superintendent reserves right to cover horns if deemed necessary.
- Market goats must be shown with milk teeth and have a weight of no less than 50 pounds and no more than 130 at the date of weigh in for selling at auction. (except, purebred pygmy and myotonic, they must have a weight of at least 25 pounds.)
- Ownership by May 1<sup>st</sup> of the year of show is required.
- Tagged or tattooed breeding stock does not need to be physically present on tag-in day, however all female goats must have either a scrapie number (by tag or tattoo) or a registration number by readable tattoo with registration papers. A copy of registration must be turned in with the identification paperwork at tag-in.
- If animal is retinal scanned for the 2018 Indiana State Fair and has county tag you do not need to attend county tag-in.
- There will be a rate of gain contest.
- See State Fair handbook for requirements and entry guidelines.
- Livestock record sheet is required.

## OTHER FOWL

Exhibit: 1 entry allowed per class for a total of 12 birds.

Classes are: Breeding Stock

- Ducks (Pekin and A.O.C.)
- Geese (Embden & A.O.C.)
- Other (turkeys, peacocks, guineas, pheasants, etc.)

Meat Pen

- Ducks (Pekin and A.O.C.)
- Geese (Embden & A.O.C.)
- Other (turkeys, peacocks, guineas, pheasants, etc.)

- Champions and Reserve Champions will be awarded in each class. Grand and Reserve Grand Champion will be chosen from class champions and reserve champions.
- Other Fowl may participate in the auction, however you may only sell one avian species (poultry, other fowl). Only meat pen are eligible to sell.
- Grand and Reserve Grand Champions will be eligible to sell at the auction.
- Meat pen of any species must be a pair.
- In order for 4-H members to sell meat pen other fowl, the 4-H member must also exhibit breeding stock. Example to sell meat pen other fowl, the 4-H member must exhibit either a duck, a goose, etc.... Only meat pen other fowl can be sold in the auction.
- A 4-H member who has checked in a breeding stock animal at the fair in the following, may still show and sell the auction animal even if the breeding stock is unavailable for showing. (Ex: Jane's breeding stock poultry dies one hour before the show, she may show and sell her market rabbits.)
- Meat pen must be born January 1 or after of current year.
- All small animals must be identified by the Livestock Committee on tagging day.
- Project members need to read the livestock rules in this handbook.
- Turkeys must have passed a negative test for pullorum-typhoid (this is done at our county tagging date) or originate from NPIP-approved flocks or hatched from eggs originating from NPIP-approved flocks.
- No poultry may be exhibited showing signs of infectious or communicable disease.
- No poultry may be exhibited showing excessive signs of external parasite infestation.
- See State Fair handbook for requirements and entry guidelines.

Record Sheet Required

## POULTRY

Levels are for manuals only:

**Level 1  
Grade 3-5**

**Level 2  
Grade 6-8**

**Level 3  
Grade 9-12**

### **Exhibit requirements:**

Classes are as follows: (Birds MUST be in correct class or will be disqualified).

- One cockerel
- One cock
- One hen
- One pullet
- Meat pen
- Production Class

Types of Poultry:

- Brown Egg layers
- White Egg Layers
- Standard
- Bantams

### **Description of Birds:**

- Pullets – A female bird less than one year old on day of show
- Hens – A female bird one year old or older on day of show.
- Production Hens – 2 female birds of the same breeding in laying condition.
- Broilers – 2 birds of the same sex, 6-8 weeks of age, 3 – 5 ½ lbs. each on show day.
- Roasters -2 birds of the same sex, 8-12 weeks of age, 5 ½ lbs. - 10 lbs. each on show day.
- Cock— A male bird one year old or older on day of show.
- Cockerel— A male bird less than one year old on day of show.

### **Rules:**

- There will be a limit of 16 chickens per 4-H'er in the Poultry project.
- The 4-H'er may show up to three (3) animals in a class.
- Birds will be weighed at check-in prior to judging.
- Pens will be furnished for exhibit.
- All poultry must have passed a negative test for pullorum-typhoid or originate from NPIP-approved flocks or hatched from eggs originating from NPIP-approved flocks.
- All Birds will be tested and identified on a date TBA.
- No poultry may be exhibited showing signs of infectious or communicable disease.
- No poultry may be exhibited showing excessive signs of external parasite infestation.
- In order for 4-H members to sell meat pen poultry, the 4-H member must also exhibit breeding stock. Example to sell meat pen poultry, the 4-H member must exhibit either a pullet, hen, cockerel, or cock of any breed. Only meat pen poultry can be sold in the auction.
- A 4-H member who has checked in a breeding stock animal at the fair in the following, may still show and sell the auction animal even if the breeding stock is unavailable for showing. (Ex: Jane's breeding stock poultry dies one hour before the show, she may show and sell her market poultry.)
- Only birds 3-10 lbs. can be sold at the auction.
- See State Fair handbook for requirements and entry guidelines.

Record Sheet required.

**RABBIT**  
**Revised 2018**

Levels are for manuals only:

**Level 1**  
**Grade 3-5**

**Level 2**  
**Grade 6-8**

**Level 3**  
**Grade 9-12**

Classes are as follows:

- Meat Pen (Three rabbits—only these can be sold)
- Single Fryer (3-5 lbs. – not eligible for auction)
- Roasters (5-8 lbs. – less than 6 months of age)
- Junior Buck (less than 6 months of age)
- Junior Doe (less than 6 months of age)
- Senior Buck (greater than 6 months of age)
- Senior Doe (greater than 6 months of age)
- **Homegrown Meat Pen and Breeding Stock**

**Rules:**

- A limit of 7 rabbits per 4-H'er may be tagged for market classes. A rabbit may be shown in only one market class.
- **Meat Pen rabbits should weigh 3-5.5 pounds each** and be 69 days of age or less by the show date of the County Fair. A meat pen rabbit weighing less than 3 pounds or **more than 5.5 pounds** will not be able to sell at auction.
- **Meat Pen rabbits must be in the possession of the 4-H'er by June 15th and breeding stock rabbits by May 11<sup>th</sup> of the same fair year.**
- All rabbits must be identified by the Livestock Committee on Friday, **June 29, 2018 from 6-8 pm** at the fairgrounds. Tattooed rabbits do not need to be physically present at tag-in, however identification paperwork must be completed at tag-in, with no exceptions.
- No wet rabbits will be weighed at weigh-in during fair week.
- All rabbits may be weighed during the show at judge's request.
- No exhibitor may have more than one entry in a class. Rabbits **MUST** be in correct class or may be disqualified.
- Pens will be furnished for the exhibitors at the fair.
- Waterer's and feeders must be fastened to cages. No glass containers allowed.
- Project members need to read the livestock and rabbit rules in this handbook.
- In order for 4-H members to sell meat pen rabbits, the 4-H member must also exhibit breeding stock. Example to sell meat pen rabbits, the 4-H member must exhibit either a buck or doe or both of any breed. Only meat pen rabbits can be sold in the auction.
- A 4-H member who has checked in a breeding stock animal at the fair in the following, may still show and sell the auction animal even if the breeding stock is unavailable for showing. (Ex: Jane's breeding stock rabbit dies one hour before the show, she may show and sell her market rabbits.)
- See State Fair handbook for requirements and entry guidelines.
- Rabbit Record 4-H 517-W required.



## SHEEP

Levels are for manuals only:

### **Level 1 Grade 3-5**

### **Level 2 Grade 6-8**

### **Level 3 Grade 9-12**

4-H'ers may exhibit in one or more of the following classes:

- Single ewe lamb
  - Single yearling ewe
  - Single market lamb (ewe or wether)
  - Aged ewe
  - Pair of market lambs
  - Pair of ewe lambs
  - Pair of yearling ewes
  - Ewe with lambs
- All breeding stock will be classified by age. Classes will be 0-6 months, 7 months – 1 year, 1-2 years, 3-4 years and 5 and over.
  - A 4-H exhibitor may show a maximum of four (4) ewes. From these four (4) ewes a 4-H exhibitor may show a maximum of two (2) ewes per age division per breed.
  - Award will be given for the top Homegrown Market Animal (animal must be birthed from the 4-H'ers breeding stock on their farm.)

### **Sheep Rules:**

- Sheep must be slick sheered at check-in.
- All male lambs need to show visible signs of castration by tag-in date.
- The minimum weight for sale of lambs is 80 pounds. Maximum weight is 170 pounds.
- Market lambs and unidentified breeding stock must be identified during tag-in day on Saturday, **April 28, 2018 from 7 - 9 am** at the fairgrounds.
- Tagged or tattooed breeding stock does not need to be present on tag-in day, however all identification paperwork must be completed on tag-in day. Scrapies number must be included.
- Scrapies number must be visible on all females on check-in day during fair week either by tag or tattoo.
- If animal is retinal scanned for the 2017 Indiana State Fair and has county tag you do not need to attend county tag-in.
- Lambs entering specific breed classes should be purebred.
- There will be a Rate-of-Gain Contest for market lambs.
- Project members need to read the livestock rules in this handbook.
- See State Fair handbook for requirements and entry guidelines.
- Livestock Record Sheet required.

## SWINE

Levels are for manuals only:

### **Level 1 Grade 3-5**

### **Level 2 Grade 6-8**

### **Level 3 Grade 9-12**

1. Gilts and barrows are allowed to participate in the market show.
2. Slick clipping or body shaving of 4-H barrows and gilts is prohibited. Animals that are slick clipped or body shaved less than one-half (1/2) inch will not be allowed to sell at the 4-H Livestock Auction.
3. There will be a breeding gilt class, gilts will be shown by breed and breed champions will compete for overall grand champion gilt. Gilts cannot participate in both breeding and market classes and class must be designated at tag-in.
4. Weight limits are 220 pounds minimum and a maximum of 320 pounds to qualify for sale at the auction. There will be no reweighing of animals. Any weight may show.
5. No swine may be shown at the County Fair that has been vaccinated for pseudo rabies.
6. All swine will be identified during the tag-in day on **Saturday, April 28, 2018 from 7 – 9 am** at the fairgrounds.
7. Project members need to read the Livestock rules in this handbook.
8. See State Fair handbook for requirements and entry guidelines.
9. Award will be given for the top Homegrown Market Animal (animal must be birthed from the 4-H'ers breeding stock on their farm.)

Livestock record sheet required.



## CAT

Each 4-H'er is to complete a cat poster with this project (page 19).

All cats must be in a carrier when brought to the show.

### **Classes:**

Kitten: 4-8 months by July 1 of current year

- Long Hair
- Short Hair

Adult Cat: Domestic: 9 months or older (house cat or barn cat)

- Long Hair
- Short Hair

Purebred: must have registration numbers

Cage Decorating

### **Rules:**

1. Each member may show only his/her or the family cat and/or kitten.
2. To be eligible, the cat must be in possession or born by April 1 of the year it is shown.
3. All 4-H cats must have a valid certification of vaccination for the 4-H Cat project (4-H 777). The certification of vaccination must be signed by a licensed, accredited veterinarian and it must be available at check-in.
4. The 4-H member may exhibit a cat and kitten in the Cat Show. No cat may be devocalized.
5. The 4-H member will stay while his/her cat is being judged. Each member must exhibit an animal in the Cat Show and submit a Cat Record Sheet in order to complete the project.
6. All cats must come to the show in a carrier and leave in their carrier. The only time it should be removed is for showing or last minute grooming.
7. The owner must take the cat home immediately following the Cat Show.
8. All 4-H cats must have their nails clipped. This is a safety factor for both member and judge.
9. The cat must be fed and cared for by the 4-H member.
10. 4-H cats must be free of fleas, fungus, ear mites or other communicable diseases.
11. Pregnant or lactating female cats will not be permitted to show.
12. Each 4-Her's cat will be judged on 1) health, 2) cleanliness, 3) grooming, 4) personality, and 5) if all categories are equal, the judge will choose a winner by its "Star Quality".
13. It is not necessary for a 4-H cat to have been selected as a county winner to enter and compete at the State Fair. Any eligible 4-H cat project member may elect to exhibit their 4-H cat in State Fair competition.
14. See State Fair handbook for requirements and entry guidelines.

Record Sheet Required.

## **DOG OBEDIENCE & AGILITY**

Levels are for manuals only:

**Level 1**  
**Grades 3, 4, 5**

**Level 2**  
**Grades 6, 7, 8**

**Level 3**  
**Grades 9 & Up**

Each 4-H'er is to complete a Dog Poster with this project (Page 26).

### **GENERAL RULES**

4-H Dog Obedience Classes are only for 4-H members who intend to show their dog at the County Fair in the Dog Show.

1. Enrollment must be made in this project by March 1.
2. The 4-H member's dog must be 6 months of age or older by day of County Show.
3. Completion requirements for 4-H Dog Project are:
  - a) Turn in your record sheet to Fair Office on project check in day.
  - b) To participate in the 4-H Dog Show, a member needs to participate in ten (10) Dog Obedience Meetings offered by the County Dog Leaders to familiarize their dogs with the facilities and other dogs. If you do not wish to participate in the 4-H Dog Show or cannot attend the show, you can complete a record sheet and/or a poster to exhibit on project check in day.
4. A dog being shown in Dog Obedience must belong to the exhibitor or to a member of their immediate family or household. If a suitable dog is not available they may request a leasing arrangement which must be approved by the 4- H Dog Leaders and 4-H Fair Board by May 15.
5. Members are responsible to feed, train, and care for their 4-H project dog.
6. All 4-H dogs must be accompanied by the 4-H 671 Certificate of Vaccination (revised 2016), signed by a licensed, accredited veterinarian indicating the dog has been vaccinated for rabies, distemper, hepatitis, parvovirus, parainfluenza, leptospirosis, and kennel cough (all within one (1) year of first class in March, 2017).
7. A 4-H member can show only ONE dog and in only one Obedience Class in the competition in a given year.
8. 4-H dogs must wear a well fitted slip, buckle, or martingale collar made of leather, fabric or chain in any Obedience Class. The leash must be made of leather or fabric and must be six (6) feet in length. No chain leads shall be permitted. No other collars or tags will be permitted.
9. A 4-H dog may not be exhibited if they are showing symptoms of any communicable disease or parasites (including ticks and fleas). The member assumes responsibility of their dog.
10. A dog displaying acts of aggression will not be allowed to participate in the interest of safety to others associated with the show. 4-H Dog Leader will issue a warning letter to the 4-H member and the member's parents of the dog showing aggression. This letter will state the problem and how to possibly solve the problem. The leaders, the 4-H member and their parents will sign the letter and it will be placed in a file in the Extension Office. With the third (3rd) letter, the dog will be dismissed from the program. The 4-H member then has the option of either replacing the dog with a substitute dog approved by the Dog Leaders or complete the dog record sheet and may make a dog poster to be exhibited on project check-in day. The only exception to this process shall be an unprovoked, uncontrollable, extreme act of aggression in which case the dog shall be dismissed immediately and permanently at the discretion of the Dog Leaders.

11. Female dogs who are "in season" will not be allowed to compete in the dog show. These dogs should be left at home, so they do not distract other dogs and prevent the exhibitors from being able to demonstrate their true abilities. A female dog in season is not to attend class.

13. No dog that is bred or has had a litter of puppies within 8 weeks of the county show may be shown at the county show.

14. No parents or siblings are allowed in the training area during classes (and show) unless their help is requested by the Dog Leaders.

16. 4-H dogs shown in Showmanship and/or Agility must also be shown in an Obedience Class by the same member.

18. Commercial advertisement and insignia on 4-H members while showing their dog is PROHIBITED, however, the 4-H insignia is permitted.

19. All 4-H handlers are required to clean up after their dog and should always be prepared with bags for their dog's waste.

20. Wolf hybrid dogs are not allowed in 4-H Obedience/Showmanship Program. They do not respond to rabies vaccine.

21. Special problems or infractions not covered by these rules will be acted upon by the County 4-H Dog Leaders and the 4-H Fair Board.

22. In the interest of safety, athletic shoes are required for training classes, sandals and slick soled shoes are not to be worn.

### **DOG SHOW CLASSES - OBEDIENCE**

As with other 4-H projects and livestock projects, the Grand Champion and Reserve Grand Champion Obedience Handler and Dog will be awarded by the judge from the Champion and Reserve Champion Division Winners. It will not automatically be the highest score sheet. Additional weight will be given to those showing in Division 2A and above due to the additional difficulty of showing the dog off-lead.

#### **1ST YEAR**

Section A. For 4-H'ers with no previous formal dog training experience with a dog which has received no Obedience Training prior to January 1 of the current year.

Section B. For 4-H'ers with previous dog training experience (4-H or otherwise) coming back with a new dog, or for 4-H'ers with no experience whose dogs have had training which disqualifies them for 1A.

#### **2ND YEAR**

Section A. For 4-H'ers and dogs that have completed 1A and/or 1B.

Section B. For 4-H'ers and dogs which have completed 2A. May repeat until ready for 3A.

#### **3RD YEAR**

Section A. For 4-H'ers and dogs that have completed second year work (2A and/or 2B).

Section B. For 4-H'ers and dogs which have been in 3A but are not ready for Class 4 work (may repeat).

#### **4TH YEAR**

Section A. For 4-H'ers and dogs which have completed third year work.

Section B. For 4-H'ers and dogs which have been in 4A but are not ready for Class 5 work (may repeat).

**5TH YEAR** Section A. For 4-H'ers and dogs which have completed fourth year work. Section B. For 4-H'ers and dogs which have been in 5A but are not ready for Class 6 work (may repeat).

**6TH YEAR** Section A. For 4-H'ers and dogs which have completed fifth year work. Section B. For 4-H'ers and dogs which have been in 6A (may repeat).

**1ST YEAR LEADER DOG** Section A. For 4-H'ers with no previous formal dog training experiences with a Leader Dog. Section B. For 4-H'ers with previous dog training experience.

**VETERANS** For 4-H members whose dogs are at least seven (7) years old or are physically challenged. The dog must have completed at least class 2B in previous years. A dog may not be shown in any other Obedience Class, once they **have competed in the Veteran's class**.

### **SHOWMANSHIP CLASSES**

Junior - For any 4-H member Grades 3-5.

Intermediate - For any 4-H member Grades 6-8.

Senior - Any 4-H member in Grades 9 and above.

Expert – Any 4-H'er that has won Dog Senior Showmanship Class at the county fair in previous years must show in the Expert Class.

### **AGILITY RULES**

The 4-H Dog Agility Program is based on guidelines from the United Kennel Club. Some modifications to the UKC rules have been made to provide a program suitable for 4-H handlers of all ages.

1. Dogs showing in Agility are required to show in Obedience.
2. The County Leader must verify that the dog is qualified and physically able to compete at the level entered. Dogs younger than 1 year of age may not be physically mature and run the risk of injury to developing bones. Participation is at the owner's discretion.
3. Agility section/classes will be entered as Beginning, Intermediate, and Advanced, and awards will be granted by that classification, regardless of dog size. Dogs will be placed in the appropriate size division based on height. Dogs shall be measured to verify accuracy of height.
4. Each class will offer four (4) divisions based on the dog's height at the withers. Dogs 7 years and over (Veterans) may jump one jump height lower than their actual height.
  - Division Toy- dogs up to and including 10" will jump 4" hurdles
  - Division 1- dogs over 10" and up to and including 14" will jump 8" hurdles.
  - Division 2- dogs over 14" through 20" will jump 14" hurdles.
  - Division 3- dogs over 20" will jump 20" hurdles. The Pause Table will be at the hurdle height for each division.
5. All agility work will be done on a flat, buckle collar.
  - ♣ Beginning level 1 must use a 6-foot lead.
  - ♣ All other levels will be off lead.
6. Scoring will be based on the UKC rules, starting with 200 points and subtracting Performance Faults based on a set Course Time. Time faults for course time exceeding the set time will be deducted.
7. Agility regulations not covered by these terms and conditions will be based on the regulations of the United Kennel Club.

**Beginning:**

BA – 4-H member has not previously participated in Beginning Agility (must use 6' leash).

BB – 4-H member or dog has participated in Agility before, either with the current dog/handler, or a different dog/handler. Exercises must be off leash. Dog should repeat Beginning B until they can perform intermediate level work.

**Intermediate:** (must be off lead)

IA - 4-H member has not previously participated in Intermediate Agility.

IB – 4-H member has participated in Intermediate Agility before, either with the current dog, or a different dog. This intermediate B class should be repeated until the dog can perform advanced level work.

**Advanced:** (must be off lead)

AA – 4-H member has not previously participated in Advanced Agility.

AB - 4-H member has participated in Advanced Agility before, either with the current dog, or a different dog. This class may be repeated.

**Excellence:**

A- 4-H member has not previously participated in Excellence Agility (not repeatable).

B- 4-H member has participated in Excellence Agility before, either with the current dog or a different dog (may be repeated).

See State Fair handbook for requirements and entry guidelines.

Record Sheet Required.

## HORSE & PONY Revised 2018

Levels are for manuals only:

**Level 1**  
**Grade 3-5**

**Level 2**  
**Grade 6-8**

**Level 3**  
**Grade 9-12**

### **Requirements:**

Vaccination forms (4-H-1031-W) are required for each horse and must be presented to the Horse & Pony Chairman before bringing horses to open arena nights or show day. If a copy is not given the horses are not permitted on fairgrounds. This is also a state fair requirement.

All 4-H'ers are required to attend one safety meeting without their horse. Meetings will be posted at a later date.

All 4-H members are required to wear a properly fitted ASTM or SEI standard F1163 (or above) certified helmet whenever mounted, or driving, at a 4-H Horse & Pony event, show, or activity. The 4-H member is responsible to see that this specified headgear is properly fitted with the approved harness fastened in place whenever mounted. Original tags must be present in all approved helmets.

It is recommended, but not required, that at least seven of the suggested activities listed in the manual are completed each year.

Each animal must be enrolled online by May 15, 2018. Entries must include a full bodied picture of each horse to be shown. Please contact the Extension office for details.

Any animal exhibited must be shown by the 4-H exhibitor; but may be owned by contestant's father, mother, brother, sister, grandparent, guardian or an approved lease agreement. A copy of the lease agreement must be on file at the County Extension Office before May 1<sup>st</sup>.

All animals must be sound and physically fit for each class in which it is entered. Visible health and lameness problems will be reviewed for county show participation by livestock committee.

A 4-H'er may show in any class in which he/she qualifies. Showmanship, Horsemanship and Contesting Classes will now be broken down as Junior, Intermediate and Senior.

The administration of any drug affecting the central nervous system in any 4-H class is strictly prohibited.

Comments after the show is at the judge's discretion.

A red ribbon must be tied in the tail of a horse known to be a kicker.

All 4-H'ers must dismount before leaving the arena.

Only 4-H horse exhibitors will be allowed on horses on the fairgrounds.

See State Fair handbook for State Fair requirements and entry guidelines.

Horse & Pony Record Sheet Required.



## **MARKET EGGS**

Exhibit: Completed record sheet and one dozen eggs. The dozen eggs are to be taken home following judging. Exhibit is judged after poultry show.

## **PIGEON**

Exhibit: one entry per class per division for a maximum of 12 birds (old cock, old hen, young cock, young hen).

Divisions:

- Fancy
- Sporting /Performance
- Utility

All small animals must be identified by the Livestock Committee on tagging day.

Project members need to read the livestock rules in this handbook.

Pigeons will not participate in the auction.

Record Sheet Required

## POCKET PETS

**Note: To participate in the Pocket Pet show, 4-H'er must complete poster or notebook. Posters or notebooks will be judged at the show as part of the project.**

### **Project Requirements:**

- Obtain and complete at least 3 activities in the project manual.
- Place your record sheet in your Green Record Book.

### **Pocket Pet Show:**

- Members CAN NOT exhibit any animal in Pocket Pets and also in that specific animal project. Example, a 4-H'er cannot exhibit a goose in Pocket Pets and a goose in the poultry project in the same year.
- You are responsible for the care of your pocket pet.
- You are responsible for your pocket pet and all materials needed, such as cages.
- The 4-H Council will not be responsible for accidents involving your pocket pet.
- Pocket Pets will be released after judging.
- Classes will be divided according to the grade of the 4-H member.

### **Notebook Options for All Divisions:**

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

Your notebook should contain information about your pet. Such as: where you got it, it's diet, how long have you had it and maybe a picture of your pet or one similar to it out of a magazine. Include additional information in your notebook each year. Just keep adding to the one you start.

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

The notebook should contain the following: information about your pet from the Beginner and Intermediate Levels, experiment with the feeding or living conditions of your pet, how long have you had your pet, the cost of your pet along with how much it costs to feed daily and any other costs that are involved, something about the species it is from. Remember to include a picture of your pet or one similar to it.

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

The notebook should contain the following: information about your pet from the Beginner and Intermediate Levels, experiment with the feeding or living conditions of your pet along with how much it costs to feed daily and any other costs that are involved, something about the species it is from. Remember to include a picture of your pet or one similar to it.

**IMPORTANT:** Notebooks must be updated each year, even if you are using the same pet. You must also select a different topic each year.

### **Poster Options for All Divisions:**

Exhibit an educational poster (refer to poster rules on page 11 of this handbook) instead of your small critter. This would be good in case of an accident, death or aggressive tendencies. Exhibit should demonstrate what was learned and provide viewers with educational information. Examples of topics might be:

1. Selection of Pocket Pets
2. Feeding of Pocket Pets
3. Others of your own choosing
4. Care of Pocket Pets
5. Equipment needed for care

All ferrets must have a certificate of vaccination, signed by a licensed, accredited veterinarian within one year of the date of exhibition.

## **2018 Fair Board Members**

<b>Keli Gabbard</b>	<b>President</b>
<b>Jenny Abbott</b>	<b>Vice President</b>
<b>Shannon White</b>	<b>Secretary</b>
<b>Kelly Purvis</b>	<b>Treasurer</b>
<b>Amanda Alford</b>	<b>Member</b>
<b>Sara Anderson</b>	<b>Member</b>
<b>Josh Archer</b>	<b>Member</b>
<b>Stacey Dalrymple</b>	<b>Member</b>
<b>Tonya Dreyer</b>	<b>Member</b>
<b>Myra Fields</b>	<b>Member</b>
<b>Rob Furnish</b>	<b>Member</b>
<b>Scott Griffin</b>	<b>Member</b>
<b>Caleb Hall</b>	<b>Member</b>
<b>John Hankins</b>	<b>Member</b>
<b>Aimee Howlett-Ballard</b>	<b>Member</b>
<b>Melissa James</b>	<b>Member</b>
<b>Rebecca Lieland</b>	<b>Member</b>
<b>Travis Miller</b>	<b>Member</b>
<b>Kyle Purvis</b>	<b>Member</b>
<b>Hannah Shelton</b>	<b>Member</b>
<b>Joey Wainscott</b>	<b>Member</b>

## 4-H Clubs and Leaders

<b>4-H Rockers</b>	<b>Kaleesa Archer Carly Archer</b>
<b>Center Square Champs</b>	<b>Phyllis Weaver Steve Higgins Crystal Higgins</b>
<b>Chicks &amp; Wranglers</b>	<b>Marla Lamson</b>
<b>Clover Kids Club</b>	<b>Jenny Abbott Cheryl Furnish</b>
<b>Insect Agents</b>	<b>Jenny Slover Milan Busching Sandra Flynn</b>
<b>Kountry Kids</b>	<b>Edie Butcher Andrea Wainscott</b>
<b>Kountry Kritters</b>	<b>Hannah Shelton</b>
<b>Moorefield Celebrities</b>	<b>Melissa James Megan Hall</b>
<b>Pleasant Outlaws</b>	<b>Rebecca Lieland Shannon White</b>
<b>Posey Pioneers</b>	<b>Michelle Detmer Allen Detmer Patty Kappes</b>
<b>Shawnee Warriors</b>	<b>Aimee Howlett-Ballard</b>
<b>Switzerland Sidewinders</b>	<b>Jennifer Hankins John Hankins</b>

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