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## 4-H EXHIBIT RULES

The Fair Association will use all efforts to protect and preserve articles on exhibit during the Fair, but neither the Fair Association nor the Scott County Extension Office will be responsible for lost/misplaced, stolen or damaged articles/property.

### GENERAL

1. 4-H exhibit requirements will be found in the project record manuals and the Scott County 4-H Hand book.
2. If you have several projects to enter, be sure to allow enough time to enter each and every one of them PRIOR to the set deadline; in accordance with the current year's fair schedule. If you don't, your project will be considered a late entry.
3. Exhibits should have an accompanied record sheet.
4. POSTERS: Posters must be on 22" x 28" poster board. Be sure to title your poster. (Check the rules of your project, as some require certain titles.) Use 22" x 28" heavy cardboard. All posters are to be displayed horizontally. Poster exhibits must be covered with clear plastic. Tape the plastic so that it can be removed if necessary. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Leave space in the bottom right-hand corner-2 3/4 x 5 1/2" for an entry tag. Your name and county should also be on the back of the poster. The hand book offers some helpful hints on Pages 5 & 6.
5. RESEARCH/ESSAY PAPERS: Research/essay papers must be neatly hand written or typed. You may also have someone else type your paper, with the words "TYPED BY:" and the name of the person who typed the paper on the bibliography page. You must add a cover page showing your name, county, project, division, and grade. The page length required for your paper will be specified for each project and/or division and does NOT include the bibliography page or the cover page. Be sure your bibliography lists all your references. Your papers should also be covered. You may either use a clear, plastic folder cover or punch holes and fasten your paper inside a 3-pronged folder. Put your name on each page of your paper.
6. NOTEBOOKS/SCRAPBOOKS/BINDERS: Begin with a title page. Include your name, county, project, division, and grade as of January of the current year.
7. 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 or a lack thereof.
8. SUMMARIES: Must be written on paper 8 1/2 by 11 inches. They must be at least one page in length and be placed in a folder.
9. EDUCATIONAL DISPLAYS: Must be no larger than what will fit a 3 feet X 3 feet table space unless approved in advance by your Extension Educator.
10. PROJECT INTERACT (FORMERLY CALLED "ACTION DEMONSTRATION"): A Project Interact may be presented on any topic. A Project Interact is not like a regular demonstration where the audience sits and listens to you give a prepared talk. In a Project Interact, you may be in a shopping mall, store, fair building, or anywhere the public is walking by. Your job is to interest them in your topic so that they will want to stop and hear what you have to say. Another difference between a Project Interact and a regular demonstration is that you want to involve your audience. You may want them to talk with you, try to do what you are doing, and sample something you are making, judge something, or play a game. You need to remember to do and tell things step by step, be sure what you say is true, stress "big ideas" from time to time, include all important points, help get ideas across with visuals, pictures, posters, actual objects, talk directly to people, invite people to ask questions, speak clearly, be friendly and enthusiastic, and tell about what you learn through 4-H.
11. Talks and demonstrations may be given to any group such as 4-H club, FFA, FHA, Beef/Pork Producers, Home Economics Club, Farm Bureau, Radio, Television, etc.
12. All regular 4-H'er's are required to pay a \$15 enrollment fee each year. A 4-H'er is not considered enrolled until the following are completed: online or paper enrollment form has been submitted to the Extension Office, \$15.00 enrollment fee has been paid, and release forms have been signed. Enrollment scholarships are available if needed.
13. Drop/add deadline is May 15.

## **RIBBONS and AWARDS for General 4-H Building**

### **Ribbons**

- Blue, red or white ribbons are awarded on quality of the exhibit as specified by the judge.
- Green is presented when the project was completed but did not meet requirements (i.e., no record sheet or poster displayed in the wrong direction). These projects are not judged.
- Yellow is presented when the project is a late entry. These projects are not judged. Mini 4-H'ers are awarded a ribbon specific to them. These projects are not judged.
- To be eligible for any of the following ribbons, a project must meet or exceed blue ribbon quality.
- Champion and Reserve Champion ribbons are given as specified by the judge. The judge is NOT required to award these ribbons, if he or she feels the project does not deserve it. These are given by division or level for each specific project.
- Grand Champion and Reserve Grand Champion ribbons are also given as specified by the judge. The judge is NOT required to award these ribbons if he or she feels the project does not deserve it.
- State Fair ribbons are awarded by the judge, if they choose to award them. Not every project is a State Fair Project; check the list of State Fair Projects in this book.
- All ribbons on exhibit must be left on the projects until projects are released.

### **Awards**

- Grand Champion and Reserve Grand Champion Awards will be given to the 4-H'er when the project is picked up on Friday or Saturday after the fair during check-out time.

## **4-H ANIMALS**

### **Ribbons**

- Ribbons are awarded on quality of the exhibit as specified by the judge.

## **RELEASE OF PROJECTS**

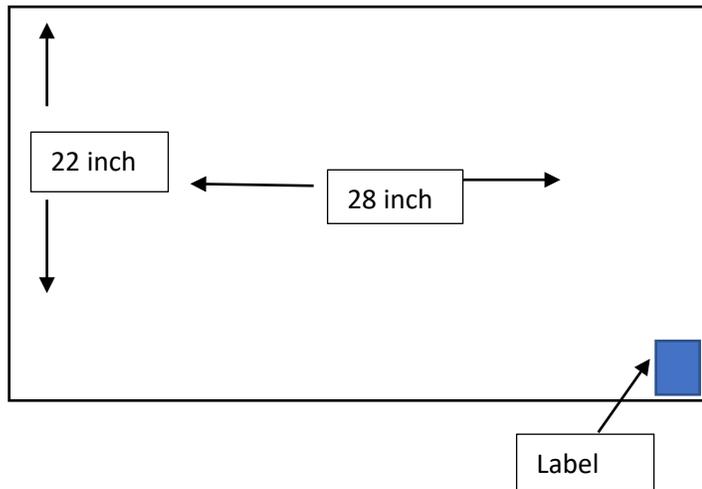
- Release of 4-H exhibits from the 4-H Building will be held Friday 8:00 -9:00 p.m., and a designated time Saturday morning. Projects MUST be picked at those times. Projects not picked up by the designated time Saturday morning will be disposed of.

**PLEASE NOTE:** Items appearing in red indicate changes in requirements or wording from the previous year.

## Poster Exhibit Guidelines and Suggestions

**Posters are displayed horizontally; 22" x 28"** and mounted on a firm backing and covered with clear plastic or other transparent material. Be sure to title your poster.

- (Check the rules of your project, as some require certain titles.) Include a 2 3/4" x 5 1/2" card containing your name, county, project, division, and grade in the lower right-hand corner.
- Your name and county should also be on the back of the poster.



**Posters, Backings and Plastic Coverings are available at the Extension Office. Call for prices.**

### A Good Poster

- Attracts attention
- Is simple and clear
- Interests someone in that project or some aspect of that project

### When Forming Ideas for Your Poster

- Know the project requirements
- Read the manual – look for ideas
- Brainstorm ideas and make a list
- Think of titles with alliteration (repeating a sound in words)
- Look at other posters for ideas – but don't copy

### Tips to Remember

- Don't use too many words
- Use a combination of illustrations and words
- Be as neat as you can
- Cut evenly, apply adhesive carefully, and blend colors when using crayons or colored pencils
- Leave white space on the poster
- Make sure the poster is balanced
- Choose poster board colors carefully. Note the following guidelines.
  - White means pure, clean, and neat
  - Black tends to be more formal, neat, rich, and strong
  - Blue is cool, melancholy, or depressed
  - Purple is considered royal, rich, imperial
  - Red stands for love as well as anger and hatred
  - Orange is generally used for Halloween and is festive and happy
  - Yellow tends to be warm, light or ripe
  - Green is fresh, young, or growing

## Things You Should NEVER Do

- Make a vertical poster
- Use Saran Wrap to cover
- Use staples, tacks, or tape
- Use fluorescent posters
- Create a poster that is all words or a poster that is all pictures.

## Steps to Follow When Making A Poster:

1. Read your project manual
2. Read your county project requirements
3. Decide on information to include on the poster
4. Sketch out your idea
5. Collect supplies
6. Mark guidelines for lettering and pictures (lightly) & computer lettering is accepted
7. Layout letters, pictures, etc. on the poster
8. Glue items down
9. Clean up the poster so it is neat. Erase any guidelines that are showing & remove excess glue
10. Cover poster with plastic
11. Take your poster to the fair on the correct day and time

## All Posters, Notebooks, and Display Boards

- 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 or a lack thereof.

- Mini 4-H'ers will receive the 4-H Newsletter and some Clubs include activities for them to participate in at regular 4-H meetings.
- Mini 4-H'ers can create whatever they want to exhibit at the fair.
- Mini exhibits are not judged, but do receive a ribbon.
- Examples of Mini 4-H projects include:
  - Lego models
  - Crafts
  - baking cookies
  - collections
  - poster about a pet
  - and MANY MORE!!!

**Please contact the Extension Office for more ideas about Mini 4-H projects.**

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# Project Title: Aerospace

## Description:

Updated 10/25

The 4-H aerospace program provides youth with educational information and experiences about aerodynamics, flight and rocketry.

## State Fair Entries:

3 rockets, drones (UAV), remote control aircraft, posters, notebooks or display boards per county; one per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

"Ready to Fly" and E2X rockets are not permitted. Rockets may be exhibited with a base, but launch pads are not permitted. All rockets must weigh less than 3.3 pounds and considered an amateur rocket according to FAA regulations. Remote control aircraft or drones may be constructed from a kit or purchased ready-to-fly. The power source (rocket engine, battery pack, etc.) is to be removed before being placed in public exhibition.

Rockets will not be launched and remote control aircraft or drones will not be flown at state fair. Launching rockets and flying aircraft or drones at the county level is optional based on adult supervision experience.

## Exhibit Class Guidelines:

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

Construct a rocket of your choice designed for a new model rocket enthusiast with a difficulty level that is appropriate for the suggested grade level, or a poster or display board on any topic in the manual. Similar topics not included in the manual are permissible. Rockets cannot be ready-to-fly (RTF) or have plastic fins. Cluster engine rockets and rockets that take an engine D or above are not permitted in this level.

Learn to fly a remote control aircraft or drone of your choice that is age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional. Other topics could include how a quadcopter operates, controls used to fly a quadcopter, UAV regulations administered by Federal Aviation Administration, commercial and emergency uses of UAVs, and more.

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

Construct a rocket of your choice designed for a model rocket enthusiast with some experience and with a difficulty level that is appropriate for the suggested grade level, or a poster or display board on any topic in the manual. Similar topics not included in the manual are permissible. Rockets cannot be ready-to-fly (RTF) or have plastic fins. Cluster engine rockets and rockets that take an engine E or above are not permitted in this level.

Construct or learn to fly a remote control aircraft or drone of your choice that is age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional. Other topics could include interviewing a certified UAV pilot who works in law enforcement, EMS, fire, Purdue Extension, commercial or other application. Other options could include creating a flight plan or interfacing with other computer software.

## *Advanced (grades 9-12 suggested)*

Construct a rocket of your choice designed for an experienced model rocket enthusiast and with a difficulty level that is appropriate for the suggested grade level, or a poster or display board on any topic in the manual. Similar topics not included in the manual are permissible. Rockets cannot be ready-to-fly (RTF) or have plastic fins. Cluster engine rockets and rockets that take an engine G or above are not permitted in this level.

Construct or learn to fly a remote control aircraft or drone of your choice that is age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional. Other topics could include using “stitching” software to produce an orthomosaic map for a research purpose, identifying Department of Transportation Aeronautical Chart features and explain how these are important to a drone pilot, how to obtain a drone pilot license, or more. If 16 years of age or older the member could obtain a license by completing and passing the official FAA Part 107 UAV licensing test.

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# Project Title: Animal Education

## Description:

Youth can learn about livestock and companion animals through a variety of experiences.

## State Fair Entries:

- 1 Beef entry per county.
- 3 Cat entries per county; one per level.
- 1 Dairy Cattle entry per county.
- 3 Dog entries per county; one per level.
- 1 Goat entry per county.
- 1 Horse entry per county.
- 3 Llama entries per county; one per level.
- 3 Poultry entries per county; one per level.
- 3 Rabbit entries per county; one per level.
- 1 Sheep entry per county.
- 1 Swine entry per county.

## Exhibit Guidelines:

Owning or showing an animal is not required. Members enrolled in any 4-H animal or livestock project can exhibit in this project and are to contact their county 4-H educator to learn if they are to also be enrolled in animal education.

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

## Exhibit Class Guidelines:

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

Create an educational poster, notebook or display about any manual activity or on any specie related topic of choice that is age/grade appropriate. Check with the Purdue Extension office in your county to determine if enrollment is required in the species project you want to learn about. Owning or possessing an animal is not required.

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

Create an educational poster, notebook or display about any manual activity or on any specie related topic of choice that is age/grade appropriate. Check with the Purdue Extension office in your county to determine if enrollment is required in the species project you want to learn about. Owning or possessing an animal is not required.

### *Advanced (grades 9-12 suggested)*

Create an educational poster, notebook or display about any manual activity or on any specie related topic of choice that is age/grade appropriate. Check with the Purdue Extension office in your county to determine if enrollment is required in the species project you want to learn about. Owning or possessing an animal is not required.

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# Project Title: Arts & Crafts

## General Crafts

Description:

Modified 10/2022

Allows youth to learn life skills and grow in project knowledge while expressing creativity in a variety of mediums.

### **State Fair Entries:**

**5 entries per county as determined by the county 4-H educator and fair officials.**

### **Exhibit Guidelines:**

- Youth may exhibit any art or craft that does not meet exhibit requirements in Fine Arts, Needle Craft, Model Craft or Construction and Architectural Replica.
- Exhibitors should be considerate of space. Exhibits too large to safely move or requiring lots of space should be exhibited using photographs and a description of work in a notebook.
- All arts and craft exhibits must include a 4-H Craft Information Card, 4-H 618A. This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.
- 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 judged but will not be displayed.
- Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

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

- Create and exhibit one age/grade appropriate artwork.

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

- Create and exhibit one age/grade appropriate artwork.

#### ***Advanced (grades 9-12 suggested)***

- Create and exhibit one age/grade appropriate artwork.

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# Project Title: Construction and Architectural Replica

## Description:

Updated 10/24

Allows youth to learn life skills and grow in project knowledge while expressing creativity when designing replicas.

## State Fair Entries:

1 entry per county as determined by the county 4-H educator and fair officials.

## Exhibit Guidelines:

Exhibits can include farm scenes, town models, building replicas, or similar items and can be constructed from building blocks (Lego), erector sets, or other materials. The product should be constructed to scale as much as possible. Consider adding a clear cover to protect the exhibit while being displayed to the public. The exhibit can be no larger than a standard 8' long table. A county 4-H program may implement a smaller size limit if available facility space merits.

Exhibitors should be considerate of space. Exhibits too large to safely move or requiring lots of space should be exhibited using photographs and a description of work in a notebook.

All arts and craft exhibits must include a [4-H Craft Information Card, 4-H 618A](#). This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.

If an exhibitor is concerned about their creation being damaged while on display, they should consider constructing a clear plastic cover to encase the exhibit.

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

## Exhibit Class Guidelines:

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

Create and exhibit one age/grade appropriate artistic scene or replica.

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

Create and exhibit one age/grade appropriate artistic scene or replica.

### *Advanced (grades 9-12 suggested)*

Create and exhibit one age/grade appropriate artistic scene or replica.

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## **Fine Arts**

Description:

Allows youth to learn life skills and grow in project knowledge while expressing creativity through painting and drawing.

**State Fair Entries:**

**2 entries per county as determined by the county 4-H educator and fair officials.**

**Exhibit Guidelines:**

- All arts and craft exhibits must include a 4-H Craft Information Card, 4-H 618A. This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.
- Oil, charcoal, pastels, pencil, ink, acrylic, watercolor or similar artistic work can be displayed on canvas, canvas board, or paper. All work must be framed as a picture and prepared for hanging. Canvas art on a wooden frame is considered prepared for hanging provided that frame has a hanger.
- Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

**Exhibit Class Guidelines:**

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

- Create and exhibit one age/grade appropriate artwork.

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

- Create and exhibit one age/grade appropriate artwork.

***Advanced (grades 9-12 suggested)***

- Create and exhibit one age/grade appropriate artwork.

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## **Model Craft**

Description:

Allows youth to learn life skills and grow in project knowledge while expressing creativity when building a model.

**State Fair Entries:**

**2 entries per county as determined by the county 4-H educator and fair officials.**

**Exhibit Guidelines:**

- All arts and craft exhibits must include a 4-H Craft Information Card, 4-H 618A. This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.
- 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 judged but will not be displayed.
- Exhibits must be a small-scale replica made of injected styrene plastics with approximately 25% of the surface painted. Wood, paper, clay die-cast, or snap together models are not permitted. Screws and pre-painted or pre-decaled factory models are not permitted. Exhibits made from building blocks (Lego) are not permitted.
- If the model is being built from a kit, include a copy of the instructions with the information card.
- Original instructions should be kept by the exhibitor in a safe location at home.
- Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

**Exhibit Class Guidelines:**

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

- Create and exhibit one age/grade appropriate model.

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

- Create and exhibit one age/grade appropriate model.

### ***Advanced (grades 9-12 suggested)***

- Create and exhibit one age/grade appropriate model.

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## **Needle Craft**

Description:

Allows youth to learn life skills and grow in project knowledge while expressing creativity in needle crafts.

**State Fair Entries:**

**2 entries per county as determined by the county 4-H educator and fair officials.**

**Exhibit Guidelines:**

- All arts and craft exhibits must include a 4-H Craft Information Card, 4-H 618A. This information card is to describe work completed so the judge can more accurately evaluate the exhibit. Craft information cards are for judging purposes only and will not be returned to the exhibitor.
- Hand crafted knitting, embroidery, crocheting, needlepoint, crewel, candle wicking, chicken scratching, hand quilting, tatting, huck embroidery, and hemstitching are suggested exhibits. Entries may also include pulled, drawn and counted thread work and punch needle work. Needle craft exhibits do not include latch hook, plastic canvas, machine knitting, machine quilting, or arm knitting/crocheting.
- Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

**Exhibit Class Guidelines:**

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

- Create and exhibit one age/grade appropriate needle craft.

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

- Create and exhibit one age/grade appropriate needle craft.

### ***Advanced (grades 9-12 suggested)***

- Create and exhibit one age/grade appropriate needle craft.

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# Project Title: Beekeeping

## Description:

Updated 10/25

This project will help youth learn beekeeping, the types of bees, the honey and wax they produce, the plants that attract bees, and the equipment a beekeeper needs.

## State Fair Entries:

1 educational exhibit per county.

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

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

### Special Notes:

- There are no age/grade 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.

## Exhibit Class Guidelines:

*Educational Poster or Display (grades 3-12)*

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

### *Extracted Honey (grades 3-12)*

Exhibit 2 one-pound jars, shown in glass or clear plastic, screw-top jars holding 1 pound of honey each. Each container is to have the 4-H member's name and county written using permanent marker.

### *Chunk Honey (grades 3-12)*

Exhibit 2 one-pound jars (wide-mouth glass or clear plastic) with a comb in each jar. Each container is to have the 4-H member's name and county written using permanent marker.

### *Cut-comb Honey (grades 3-12)*

Exhibit 2 one-pound boxes. Boxes are usually 4 1/2" x 4 1/2" in size. Each box is to have the 4-H member's name and county written using permanent marker.

### *Two Honey Product*

Exhibit 4 containers total of two different honey products using extracted honey, chunk honey or cut-comb honey as described in each product above.

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# Project Title: Cake Decorating

## Description:

Updated 10/24

The cake decorating project allows youth to utilize their artistic ability and expressions as they learn decorating techniques and skills. Anyone wanting to learn baking skills should refer to the 4-H foods project.

## State Fair Entries:

3 entries per county; one per level.

## Exhibit Guidelines:

The cake decorating project provides skills-based educational experiences that provide an opportunity for mastery before building on that experience to develop more advanced skills. This subject area is divided into three levels: Beginner (Grades 3-5), Intermediate (Grades 6-8), and Advanced (Grades 9-12). While the defined grades are intended to be a guide, older youth enrolled in this subject for the first time may start in a lower grade skill level with permission by the county extension educator, followed by an appropriate level the following year.

Skills and techniques demonstrated should be age/grade appropriate. While it is not to say a beginner level member cannot master an advanced level skill, it would be rare and unique. Therefore, exhibited cakes must demonstrate the minimum five techniques from their given level outlined in [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#), but may also include higher/lower level techniques that have been mastered. Any higher/lower level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. All exhibited cakes must be created using a Styrofoam, foam, or other solid dummy. Unless otherwise stated, cakes are to be iced using royal icing or buttercream. Buttercream icing will not withstand environmental conditions and may become soft, melt, not withhold its shape, and colors may bleed 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) and must accompany the cake for the judge's reference during judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

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

## Exhibit Class Guidelines:

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

A minimum of five beginner level skills are to be demonstrated. A list of skills to choose from can be found on the [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#) sheet. Cakes must be on a cake board strong enough to support the cake (approximately 3/8" thick) and 2-4" larger than the cake. For example, if the cake is 8" in diameter, then the cake board must be 10-12" in diameter. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in

the beginner level are to be a single tier/layer, no more than 5" tall, and may be round, square, or rectangular and the cake board is to be no more 12"x12".

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

A minimum of five intermediate level skills are to be demonstrated and the cake may include additional skills from the beginner level. A list of skills to choose from can be found on the [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#) sheet. Cakes must be on a cake board strong enough to support the cake (approximately 3/8" thick) and 2-4" larger than the cake. For example, if the cake is 9"x13" rectangular, then the cake board must be 11"x15" to 13"x17" rectangular. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the intermediate level are to be a single or double layer, no more than 12" tall and may be any shape. Youth may choose to decorate an inverted (upside down) character pan or create a 3-dimensional cake. It is also permissible to cut-up pieces of Styrofoam, foam, or other solid material to create a new shape, like a butterfly or castle for example. The cake board is to be no more than 24"x24".

### *Advanced (grades 9-12 suggested)*

A minimum of five advanced level skills are to be demonstrated and the cake may include additional skills from the beginner and intermediate levels. A list of skills to choose from can be found on the [Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A](#) sheet. Cakes must be on a cake board strong enough to support the cake (approximately 1/2" thick) and 4" larger than the base cake. For example, if the cake is 26" in diameter, then the cake board must be 30" in diameter. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the advanced level may be multiple layer and/or tiered and may include multiple cakes, like a wedding cake. Youth may choose to create a character or 3-dimensional cake by cutting-up pieces of Styrofoam, foam, or other solid material to create a new shape. Dowel rods, plates, etc. should be used to support multiple layers and tiers. Fondant icing, gum, and sugar paste is permissible. Cakes may be any shape, no more than 36" tall and the cake board is to be no more than 36"x36".

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### Cake Decorating Skills and Techniques

Youth and their mentor/volunteer leader/instructor should use this chart as a guide when deciding appropriate skills to incorporate in a decorated cake for exhibit. While this list is a guide, it is not meant to be an all-inclusive list and youth should demonstrate skills they are most comfortable mastering. For example, some youth in the intermediate level might feel comfortable attempting advanced level skills, but it is unlikely a beginner level exhibitor will be able to successfully master the advanced level skills. Exhibited cakes must demonstrate the minimum five techniques from their given level but may also include higher/lower-level techniques that have been mastered. Any higher/lower-level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. Youth are encouraged to utilize a number of resources such as web sites, print material, social media, and television shows when learning cake decorating skills. Skills learned from these types of resources may be demonstrated provided they are age/grade appropriate.

The X indicates suggested level to learn respective skill.

Skill	Beginner	Intermediate	Advanced
<b>Icing</b>			
Achieve proper consistency of icing for frosting the cake	X		
Tablespoon imprint	X		
Teaspoon swirl	X		
<b>Coloring Techniques (only one coloring technique can be counted toward the minimum 5)</b>			
Basic color blending	X		
Deep color effects			X
Painting			X
<b>Borders and Side Decorations</b>			
"C" motion	X		
Balls	X		
Bead	X		
Dots	X		
Leaf	X		
Loop	X		
Pull dots	X		
Pullout star	X		
Rosette	X		
Ruffle border	X		
Ruffle leaf	X		
Shell with star tip	X		
Shell with writing tip (beads)	X		
Star	X		
Star puff	X		
Stripes	X		
Vines	X	X	
Wavy Lines	X		
Zigzag	X		

ZigZag puff	X		
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Brush embroidery		X	
“e” motion		X	
“S” scroll		X	
Horizontal “C”		X	
Plume		X	
Puff		X	
Reverse shell		X	

Ribbon		X	
Rope		X	
Ruffle		X	
Zigzag puff		X	

**Combination Borders and Side Decorations**

Leaf and drop flower	X		
Rosette and star	X		
Shell and flute	X		
“S” scroll and drop flower		X	
Dot and heart		X	
Puff and drop flower		X	
Shell puff and ruffle or zigzag		X	
Basket weave		X	X
Bow trimmed strings			X
Crown			X
Drop strings			X
Fleur-de-lis			X
Flower and vine			X
Lambeth method			X
Ribbon and ball fringe			X
Ribbon swag			X
Shirred ribbon and shell			X
String lace			X
Triple drop strings			X
Zigzag garland and ruffle			X

**Leaves**

Holly	X	X	
Plain leaf	X	X	
Ruffled leaf	X	X	
Stand up leaf	X	X	
Violet leaf		X	

**Flowers**

Drop flowers, one squeeze star	X		
Drop flowers, swirl	X		
Free hand (star tip)	X		
Petals	X		

Ribbon Rose	X		
Rosette	X		
Rosette with star center	X		
Shaggy mum	X		
Star puffs	X		
Stars	X		
Variety (writing tip)	X		
Zinnia	X		
Rosebud	X	X	
Sweet pea	X	X	
Bleeding heart		X	
Half carnation		X	
Half rose		X	
Lilly of the valley		X	

Other flat surface flowers		X	
Apple blossom		X	X
Aster		X	X
Bachelor button		X	X
Brown-eyed susan – daisy variation		X	X
Chrysanthemum		X	X
Daffodil and jonquil		X	X
Daisy	X	X	X
Dogwood		X	X
Forget-me-not		X	X
Full carnation		X	X
Narcissus		X	X
Pansy		X	X
Poinsettia		X	X
Poppy		X	X
Rose		X	X
Sunflower	X	X	X
Violet		X	X
Wild rose		X	X
Other flat flower nail		X	X
Bluebell			X
California poppy			X
Easter lily			X
Morning glory			X
Nasturtium			X
Petunia			X
Other lily nail flowers			X

Lettering

Dots	X		
Lettering forms – fill in with dots or lines	X	X	
Printing	X	X	X
Script (cursive)		X	X

Special Effects			
Combing	X		
Grass, fur or hair	X	X	
Outline and fill in	X		
Paper pattern	X		
Star filled pattern	X		
Stencil applications	X	X	
Color Striping – either brush or spatula	X	X	
Color flow		X	
Comelli lace		X	
Figure piping		X	
Haystacks		X	
Lattice design		X	
Pine cones		X	
Pine needles and cat whiskers		X	
Piping gel	X	X	
Royal icing lace		X	
Sotas		X	
Sugar mold, solid	X	X	
Trees		X	
Wheat		X	
Airbrushing or painting			X
Austrian lace			X
Candy clay			X
Chocolate molding – flowers			X
Chocolate molding – leaves			X
Fondant, cooked			X
Fondant, rolled, cake covering			X
Fondant, rolled, flowers and decorations			X
Gum paste			X
Loops			X
Marzipan			X
Pulled sugar			X
Sculptured cake			X
Sugar mold, hollow			X
Sugar paste			X
Quilling			X
Wires with assorted decorations attached			X
Other advanced skills			X

# Project Title: Cat

## Cat Show

- Only the 4-H Member may show his/her cat.
- You cannot enter more than one cat per class, but a 4-H'er can participate in more than one class.
- Cats will be judged according to condition of eyes, ears, coat, nails and body-build. Proper handling will also be considered.
- All cats will be released immediately following the cat show to take home with you.
- All cats MUST have a signed Certification of Vaccination (form 4-H 777) to be turned in the day of the cat show. Cats must have either been vaccinated or have tested negative for feline leukemia within 180 days prior to showing.

## Cat Showmanship

***Beginner: Grades 3, 4 & 5***

***Intermediate: Grades 6, 7 & 8***

***Advanced: Grades 9, 10, 11 & 12***

Cat show **date TBD** at the Saddle Club building on the Scott County fairgrounds.

Kittens – 3-8 months old

Cat – older than 8 months

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# Project Title: Child Development

## Description:

Updated 10/25

Youth will learn about developmental stages of infants, toddlers and young children.

## State Fair Entries:

4 entries per county; one per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example; a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Activities may be designed to be displayed on the floor, but please be considerate of space availability. Each item is to be labeled with the 4-H member's name, county and club so fair staff can keep all components together if it needs to be moved after judging is complete.

Notebooks are to include the following:

- Identifications on the front showing 4-H member's name, county, club, grade and year in project.
- Title page naming the activity.
- Pages explaining how activity was developed and is to be used.
- Photographs showing how the activity was used along with assembly.
- Explanation of skills learned and any additional information to share with the reader.

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

## Exhibit Class Guidelines:

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

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

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

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

*Level C (grades 7-9 suggested)*

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

*Level D (grades 10-12 suggested)*

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

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# Project Title: Communications

## Description:

Updated 10/24

The communications project teaches verbal and non-verbal communication and presentation skills.

## State Fair Entries:

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

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

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

Public Speaking – 3 junior and 3 senior per county.

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

## Exhibit Guidelines:

Effective communications drives all aspects of day-to-day life. Youth are to learn about the process of communication, to learn about different modes of communication and to strengthen their own communication skills. As you explore the world of communication and the manuals, you will enjoy learning more about yourself and others. Youth completing this project are expected to participate in a variety of experiences allowing them to develop communication skills rather than create an exhibit to be displayed at the county or state fair.

A series of 4-H manuals is available with activities designed to develop communication skills at a specific grade level. Module 1 is for Beginner Level youth in grades 3-5. Module 2 is for Intermediate Level youth in grades 6-8. Module 3 is for Advanced Level youth in grades 9-12. Suggested activities to develop communication skills include:

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

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

## Exhibit Class Guidelines:

### *Verbal Communication Events*

The following verbal communication events and activities are offered to 4-H members as a way to teach presentation and public speaking skill development. They are often used in 4-H meetings, and a county 4-H youth development program may choose to offer these as competitive events. The demonstration, informative presentation, professional persuasive presentation and public speaking are competitive events at Indiana State Fair. Artificial Intelligence (AI) may be used, with parent permission, when creating this speech or presentation and is to be documented as a reference. A majority of the work to create this speech or presentation is to be the 4-H member's original work.

The following apply to all state fair communication events:

- Members may use a PowerPoint, Prezi, or other digital presentation, signs, and other props that will enhance their presentation when giving their how-to demonstration to the audience from a stage or stage-like setting.
- If digital media will be used to enhance the presentation, contestants are encouraged to provide their own laptop computer. If the laptop is not equipped with a standard HDMI external video connection, the contestant will need to supply an appropriate adapter. While a standard PC laptop will be available, the quality and compatibility of the digital media cannot be guaranteed as PowerPoint will be the only digital media available at state fair.
- Live animals are not permitted at state fair.
- There is no interaction with the audience.
- Questions may be asked of the contestants by the judges following the presentation.
- Events that have a team category, it is for two (2) people and will be determined by the highest grade level of any member of that team.
- The top three senior individuals, top junior individual, top senior team, and top junior team will be recognized in Indiana State Fair Celebration of Champions.

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

#### **Demonstration**

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

#### **Informative 4-H Presentation**

- This contest allows the 4-H member to present a topic of their choice related to a 4-H event, project, or activity to the audience.
- Examples of an informative 4-H presentation include the benefits of attending 4-H Round-Up, State 4-H Junior Leader Conference, 4-H Academy, or Citizenship Washington Focus; the impact of a community service project on the 4-H members involved and their community; why a family should enroll their children in 4-H; how 4-H prepares a young person for the workforce or college, etc.

- Junior members (grades 3-8) have 5-7 minutes to present their informative presentation, while senior members (grades 9-12) will present their informative presentation in 5-10 minutes.
- Categories will be Junior Individual and Senior Individual.

### **Professional Persuasive Presentation**

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

### **Public Speaking**

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

### ***Creative Writing***

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

### **Creative Writing Exhibit Class Guidelines:**

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

Create and exhibit one age/grade appropriate item. While length or word count is not required, one-page or 250 words is appropriate for most beginners.

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

Create and exhibit one age/grade appropriate item. While length or word count is not required, two-page or 500 words is appropriate for most intermediate members.

### *Advanced (grades 9-12 suggested)*

Create and exhibit one age/grade appropriate item. While length or word count is not required, more than three pages or more than 750 words is appropriate for most advanced members.

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# Project Title: Computer Science

## Description:

Updated 10/25

The 4-H computer science project is designed for youth to engage in an interactive project to learn all levels of familiarity with computers.

## State Fair Entries:

3 per county; one per level.

## Exhibit Guidelines:

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. Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. 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, screenshots showing the development and final project, etc. as the exhibitor will not be able to discuss their work with a judge. Poster and display board exhibits are permissible. Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example; a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff. 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:

- Programming, Block- and Text-based Programming
- Web Design and Computer Entrepreneurship
- Computer Forensics
- Hardware and Networking Design/Install/Repair
- **Graphic Design, Computer Art, and 3-D Printing**
- Robotics
- **Videography**

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

All notebooks/portfolios must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is

recommended this reference list be the last page of a notebook or included as part of the display visible to the public. A judge is not to discredit an exhibit for the manner in which references are listed.

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

## Exhibit Class Guidelines:

### **Programming, Block- and Text-based Programming:**

Youth can submit programming projects in a language of their choosing. Some popular choices include, but are not limited to:

- Block-based: Scratch, Code Studio, Alice, etc.
- Text-based: Python, JavaScript, C/C++, C#, ASP.net, R, Go, Java, PHP, Perl, Ruby, etc.

Beginner – Grades 3-5 – Create a program using language of your choice. You should comment your work and it must include at least ten different commands. Skills this program could use are:

- Sequence
- Iteration
- Conditionals
- Variables
- Loops
- User input
- Any other similar skill

Intermediate Grades 6-8 – Create a program using programming language of your choice. You should comment your work and it must include at least ten different commands. Skills this program could use are:

- More robust demonstration of beginner skills
- Commenting
- Correct syntax
- Lists
- Functions
- Algorithms
- Modularization
- Lists
- Any other similar skill

Advanced Grades 9-12 – Create a program using programming language of your choice. You should comment your work and it must include at least ten different commands. Skills this program could use are:

- More robust demonstration of Intermediate Skills
- Parameters
- Recursion
- Interact with databases
- Classes
- Objects
- Methods
- Inheritance
- Integrate multiple languages into one program
- Demonstrate utilization of a version control system
- Any other similar skill

## **Web Design and Computer Entrepreneurship**

**All Divisions: A notebook detailing your steps/process in highly recommended.**

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

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

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

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

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

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

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

**All Divisions: A notebook detailing your steps/process is highly recommended.**

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

- Media Balance and Well Being
- Privacy and Security
- Digital Footprint and Identity
- Relationships and Communication
- Cyberbullying, Digital Drama and Hate Speech
- News and Media Literacy
- Any other similar topic

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

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

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

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

# Computer Hardware and Networking Design/Install/Repair

All Divisions: A notebook detailing your steps/process is highly recommended.

Beginner – Grades 3-5 – Choose 1-2 items from the list and create a report/presentation (including images) of what you did.

- Deconstruct and reconstruct a computer
- Learn and report how binary works and how computers use numbers
- Troubleshoot hardware problems
- Explore operating systems
- Investigate open source resources
- Install/upgrade operating systems
- Design a dream machine (give reasons)
- Any other similar design/install/repair

Intermediate – Grades 6-8 – Choose 1-2 items from the list and create a report/presentation (including images) of what you did.

- Identify network hardware
- Design a computer network
- Explain Internet Protocol
- Explain different types of servers
- Use different protocols to communicate
- Add peripherals to a network
- Secure a networked computer
- Share applications simultaneously
- Setup a Raspberry Pi or other micro-controller
- Any other similar design/install/repair

Advanced – Grades 9-12 - Choose one or two items from the list and create a report/presentation (including images) of what you did.

- Design and implement a computer network
- Secure your network
- Understand technology needs in your community.
- Help to solve these needs by organizing a committee or team to work on identified issues.
- Teach a computer science class to younger 4-Hers.
- Build your dream computer
- Network multiple micro-controllers
- Research careers in technology
- Any other similar design/install/repair

# Graphic Design and Computer Art & 3-D Printing

## Graphic Design

There are three divisions; Beginner (Grades 3-5), Intermediate (Grades 6-8) and Advanced (Grades 9-12). Youth are to use a software program to create or design an item that requires graphic design. The name of the software and version is to be included with the exhibit. Exhibits are to be age/grade appropriate. Ideas include, but are not limited to, the following:

- Logo design
- T-shirt or apparel screen printing design
- Promotional brochure
- Marketing materials
- Computer altered photographs/images – Photographs taken by the 4-H member and altered by the 4-H member using a computer are to be entered in the Photography project as a creative/experimental exhibit. Youth must obtain permission from the owner before altering someone else's photograph/image and include a copy of that permission with the exhibit to insure there is no copyright violation.

## Computer Art

There are three divisions; Beginner (Grades 3-5), Intermediate (Grades 6-8) and Advanced (Grades 9-12). Youth are to use a software program to create or design an item that requires artistry. Youth may design and create their own work in totality or can use a pre-made template or design to create their own finished product, provided the majority of the created exhibit is completed by the 4-H member. The name of the software and version is to be included with the exhibit. Exhibits are to be age/grade appropriate. **A notebook detailing your steps/process is highly recommended.**

## 3-D Printing

Beginner (grades 3-5)

- Youth can use premade designs with minor modifications. Youth should document the modifications, and cite any sources used for the project.

Intermediate (grades 6-8)

- Youth can use premade designs with modifications. Youth should document the modifications, and cite any sources used for the project.

Advanced (grades 9-12)

- Youth are to use a software program to create or design an item printed using a 3-D printer. Youth are encouraged to design and create their own work in totality.
- If youth use a pre-made template, modify enough so that the majority of the design is completed by the 4-H member. Youth must cite any sources used for the project.

All divisions should include:

- the name of the software and version
- printer make and model
- notebook detailing steps as well as the files your printed
- exhibits are to be age/grade appropriate

## Robotics

Suggested exhibits include, but are not limited to, a notebook including a printout of code with requirements marked, a flowchart showing how the robot works, images of the robot being built and the final robot in action, a video, a live demonstration, or other applicable exhibits. **A notebook detailing your steps/process is highly recommended.**

### Beginner – Grades 3-5

- Create a flowchart
- Build a robot
  - Use block- or text-based program to operate
    - Sequential programs
    - Events at beginning
  - Use at least one basic sensor
- Model and demonstrate robot behaviors using a simulation environment (e.g. VEXcode VR [<https://vr.vex.com>])

### Intermediate – Grades 6-8

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

### Advanced – Grades 9-12 - Above guidelines plus:

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

## Videography

Suggested exhibits include **A completed video project (e.g., documentary, commercial, short story, instructional, or innovation video are a few suggestions), A notebook or portfolio detailing the process, which should include:**

- Planning steps
- Storyboarding
- Script
- Equipment/software used
- Editing steps
- Reference list (sources, interviews, websites, etc.)

### Beginner (Grades 3-5)

- Create a flowchart of the video process
- Build a simple video project using basic editing tools
- Use block- or text-based programs for any automation or effects
- Demonstrate sequential planning and basic events (e.g., opening credits, transitions)
- Use at least one basic effect or technique (e.g., fade-in, title screen)

### Intermediate (Grades 6-8)

- Create a flowchart with sub-routines (e.g., scenes, chapters)
- Include at least two advanced effects or editing techniques
- Use at least three events in the video (e.g., transitions, overlays, audio cues)
- Create at least two loops or repeated elements (e.g., recurring theme music)
- Ensure smooth operation and flow of the video

### Advanced (Grades 9-12) - Above guidelines plus:

- Use text-based editing or scripting tools for advanced logic
- Incorporate multiple (three or more) events and loops
- Include at least three sub-routines (e.g., intro, body, conclusion)
- Special consideration for original work (not using templates or kits)

### Additional Notes:

- All divisions should encourage creativity and originality.
- Exhibits must be age/grade appropriate.
- Judges should use these guidelines as a reference, not a strict requirement, and recognize individual differences and creativity.

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# Project Title: Consumer Clothing

## Description:

Updated 3/24

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

## State Fair Entries:

3 Notebooks per county, no clothing; one per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

The notebook is to include the following items and information:

- Outside front cover – 4-H member name, county, club and level.

accessories, and how they complement your existing wardrobe.

- One page or section outlining each of the five manual activities completed. Information is to include a description of the activity, skills learned, challenges completing the activity and how you worked to overcome each challenge, problems that occurred and how that problem was solved, how this activity will help you later in life and any other information.
- Any additional information or documentation such as place of purchase, other vendors explored, how an adult mentor assisted and any other information. Receipts are not required, but if included be sure personally identifiable information such as mailing address, phone number, etc. are altered and not visible.
- The notebook exhibit is not to include prior year(s) information.

Youth may choose to model their purchased outfit and accessories at the county level. Modeling at state fair is limited to one entry per level from each county and will be judged separate from the notebook.

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

## Exhibit Class Guidelines:

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

Complete five activities in the manual and share your results or answers in a notebook using exhibit guidelines above, labeling each activity. With help from a parent or mentor, With the help of a mentor or parent, purchase and accessorize an outfit of your choice. Accessories may be purchased or selected from what you currently have.

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

Complete five activities in the manual and share your results or answers in a notebook using exhibit guidelines above, labeling each activity. With the help of a mentor or parent, purchase and accessorize an outfit of your choice. Accessories may be purchased or selected from what you currently have.

### *Advanced (grades 9-12 suggested)*

Complete five activities in the manual, and share your results or answers in a notebook using exhibit guidelines above, labeling each activity. With the help of a mentor or parent, purchase and accessorize an outfit of your choice. Accessories may be purchased or selected from what you currently have.

Table of Contents

# Project Title: Consumer Clothing Fashion Revue

## Description:

Updated 10/24

This project teaches youth skills to present themselves in a professional manner by providing an opportunity for youth to model the outfit purchased in the 4-H consumer clothing project.

## State Fair Entries:

3 entries per county, one per level.

## Exhibit Guidelines:

All garments and outfits modeled in Consumer Clothing Fashion Revue must have been purchased by the 4-H member modeling that same garment or outfit.

**DEFINITION OF AN OUTFIT:** An outfit is a garment or garments that when put together make a complete look.

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

## Exhibit Class Guidelines:

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

Model the garment or outfit purchased for the consumer clothing project. Accessories may be purchased or selected from what you currently have.

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

Model the garment or outfit purchased for the consumer clothing project. Accessories may be purchased or selected from what you currently have.

### *Advanced (grades 9-12 suggested)*

Model the garment or outfit purchased for the consumer clothing project. Accessories may be purchased or selected from what you currently have.

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# Project Title: Dog

## DOG SHOW

### Requirements:

- Feed, train and care for your dog or the family dog.
- Dogs should be at least 6 months of age to participate in obedience or at least 1 year old to participate in agility training sessions per Indiana state dog show rules. Younger dogs may be accepted in obedience or agility at the discretion of the project leader.
- The dog may be purebred, one parent registered, of a recognizable breed if crossbred or a family pet.
- All dogs MUST have a signed Certification of Vaccination (form 4-H 671, for current year) to be turned in to leader at the beginning of project. Dogs will not be allowed to attend training sessions without this form. Shots must be within one year of date of exhibition. Please note: Certain required vaccinations have not been proven effective in wolf-hybrids; therefore, because wolf-hybrids cannot meet the vaccination requirements of the Indiana Board of Animal Health, wolf-hybrid dogs cannot be shown in the 4-H Dog Program.
- Exhibit your dog at the 4-H Dog Show or if unable to participate in the dog show a poster may be exhibited.
- A 4-H dog may not be exhibited showing any symptoms of any communicable disease or parasite. Exhibitor assumes responsibility of his/her dog and their actions.
- It is strongly encouraged that members and their dogs participate in at least one agility training session prior to participating in the agility class at the dog show.
- All former training of dog and 4-Her must be disclosed at the onset of the training season so that the dog will be shown at the correct obedience and agility levels. Failure to do so may result in disqualification at the county dog show.
- 4-H Dog leader reserves the right to dismiss dogs and/or handlers who are unruly, aggressive, uncontrollable or otherwise disruptive for the safety of all those involved. Dismissal may be from training session, the club, and/or the dog show.

### ***Dog Showmanship:***

Class will be determined by the grade as of January 1st of the current year.

### ***Beginner – grades 3-5***

### ***Intermediate – grades 6-8***

### ***Advanced – grades 9-12***

Classes for dog show will include:

- Obedience
- Showmanship
- Agility

Table of Contents

# Project Title: Electric

## Description:

Updated 10/25

The 4-H electricity and electronics program provides youth with educational information about electricity and how it can be used to benefit the human race.

## State Fair Entries:

5 electric exhibits per county, one per level

1 electronic exhibit per county, level 5

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness tot he exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Youth are encouraged to complete the activities as instructed in the manual or found on the [4-H electric web page](#).

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

## Exhibit Class Guidelines:

### Electric Level 1 (1<sup>st</sup> year in Electric)

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

#### Exhibit Suggestions:

- Circuit board – 6" by 6" of Series/Parallel Circuit
- Electromagnet
- Galvanometer

- Poster board (22" by 28")
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Electricity Excitement Book 1 or Investigating Electricity Book 2, Purdue Extension website Level 1 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

## **Electric Level 2 (2<sup>nd</sup> year in Electric)**

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

### **Exhibit Suggestions:**

- Magnetic Powered Shake Flashlight – with optional display
- Circuit board – 6" by 6" of Series/Parallel Circuit (with modifications if exhibited in Level 1)
- Electromagnet
- Galvanometer
- Electric Motor
- Poster board (22" by 28")
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Electricity Excitement Book 1 or Investigating Electricity Book 2, Purdue Extension website Level 2 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

## **Electric Level 3 (3<sup>rd</sup> year in Electric)**

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

### **Exhibit Suggestions:**

- Wiring Project – (ie. extension cord, trouble light, wire sizes and uses, plug configurations, test equipment, replace cord/cord end on a tool or piece of equipment, etc.)
- Electrical tool and supply kit
- Poster board (22" by 28")
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Wired for Power Book 3, Purdue Extension website Level 3 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

## **Electric Level 4 (4<sup>th</sup> year in Electric)**

**Exhibit** one article of choice displaying proper wiring techniques, made during the current 4-H program year. It must demonstrate a minimum of five (5) or more of the appropriate level of "Skills to be Attained" items as outlined in the "4-H Electric and Electronic Skills & Knowledge Chart". A completed

copy of the “Exhibit Skills & Knowledge Sheet” must accompany the project. Skills sheets are for judging purposes only and will not be returned to the exhibitor.

**Exhibit Suggestions:**

- Wiring – Wire a lamp. The lamp can be a re-wired lamp or one that is built new.
- Electrical tool and supply kit
- Poster board (22” by 28”)
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Wired for Power Book 3, Purdue Extension website Level 4 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.

## **Electric Level 5 (5<sup>th</sup> year or more in Electric)**

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

**Exhibit Suggestions:**

- Equipment Wiring – including but not limited to: parts identification, appliance repair, lamps and other lighting, equipment wiring, control system, security system, topic that covers safety, motors/generators, electric heating, heat pumps, AC, water heaters, and other electric equipment.
- Home Wiring – included by not limited to any circuits found in the wiring of a house or “barn”, service entrance, switching, receptacles, generator transfer circuit, safety, electrical math, and others.
- Electronic Equipment – Any project or kit containing transistors or integrated circuits or vacuum tubes such as radio, TV, computer, robot, cell phone, and others.
- Poster board (22” by 28”)
- Display (appropriately sized for displayed equipment)
- Notebook/Report that covers any topic that is in the National 4-H Electric Curriculum Entering Electronics, Purdue Extension website Level 5 activities/project sheets, or from the appropriate level of the Skills & Knowledge Chart. Refer to the Written Report Scorecard, 4-H 824, to determine expected items to be included.
- Video Presentation Create a video showing the work accomplished and skills learned. This video should include the same type of information as required in written notebook listed above. This video is to be no more than ten minutes in length and formatted as MP4 and submitted on a thumb drive. This video can also be uploaded to a YouTube account with the video being made public and the link submitted for evaluation.

## Electric Skills and Knowledge Sheet

Youth and their mentor/volunteer leader/instructor should use this chart as a guide when deciding appropriate skills and knowledge to incorporate in an electricity or electronics exhibit. **While this list is a guide, it is not meant to be an all-inclusive list.** Youth in Level 2 might feel comfortable attempting Level 5 skills, but it is unlikely that a beginner exhibitor will be able to successfully master Level 5 skills. Youth are encouraged to utilize several resources such as websites, print material, social media, and television shows when acquiring electricity/electronic skills and knowledge. Skills and knowledge learned from other types of resources can be demonstrated provided they are age/grade appropriate.

The “X” indicates **suggested level** to acquire respective skill or knowledge. Exhibits must include a minimum of 5 techniques from their level indicated in the chart below. They may include additional techniques from other levels as deemed appropriate, but will be evaluated for quality. For example, Level 3 exhibitors may use any techniques found in Level 1 or 2 but the exhibit must include a minimum of 5 Level 3 techniques, either demonstrated or explained.

Skills to be Attained	Level	1	2	3	4	5
	Grade	3	4	5	6	7-12
Utilizes safety equipment		X				
Demonstrate decision making		X				
Identify electrical parts		X				
Recognize potential dangers and how to avoid them		X				
Explain the concept of circuits - series and parallel		X				
Analyze function of electric parts		X				
Diagnose problems and make basic repairs		X	X			
Recognize electrical connection types and how to make them		X	X			
Identify tools and their use		X	X			
Recognize the relationship of electricity and magnetism		X	X			
Soldering techniques		X	X			
Understand volts		X	X			
Strip wire properly		X	X			
Recognize the polarity of components		X	X			
Learn how to read pictorial diagram		X	X			
Understand simple motors		X	X			
Understand battery voltages		X	X			
Identify diode rectification			X			
Define and measure ohms			X			
Clarify what components do			X			
Distinguish between alternating and direct currents			X			
Understand conductors and insulators			X			
Identify analog and digital multi-meter			X			

Use multi-meter, etc.		X			
Understand concept of transformer		X			

Applying a wire nut		X	X		
Understand amps and ampacity			X		
Differentiate wire - sizes, types, uses, and colors			X		
Identify a ground			X		
Identify a neutral			X		
Interpret circuits			X		
Read simple schematics			X		
Estimate budget			X		
Execute project planning			X		
Calculate circuit loads			X	X	
Understand voltage drop in a conductor			X	X	
Demonstrate mathematic concepts			X	X	
Understand plug configurations			X	X	
Use crimp-on terminals			X	X	
Measure wattage of lighting			X	X	
Identify polarized vs. Non-polarized plug configuration			X	X	
Understand direct and reflected glare			X	X	
Identify methods of lighting			X	X	
Identify bulb types			X	X	
Understand strain relief of cords			X	X	
Understand kilowatt hour consumption			X	X	
Identify circuit breaker concepts, overload devices			X	X	
Identify underwriters knot				X	
Identify and understand how outlets, switches, and lights work				X	X
Distinguish color of lighting				X	X
Analyze quality of lighting				X	X
Measure quantity of lighting				X	X
Understand electricity production - friction, heat, light, piezo, chemical, magnetic				X	X
Research career opportunities in electric and electronics					X
Identify renewable energy types and how they work					X
Explain electron theory					X
Understand primary vs secondary electricity uses					X

Exhibit awareness and understanding of bouncing voltage (loose neutral)					X
Understand electronics coding, motherboard creating, etc.					X

Understand motors and generators					X
Understand single phase vs three phase					X
Describe the difference between electric and electronic					X
Understand what inverters are and how they work					X
Identify ground rods and their purpose					X
Understand misdirected neutral current					X
Complete basic home wiring					X
Demonstrate mathematics for doing circuits - Boolean algebra					X
Design schematics					X
Repair small appliances					X
Understand National Electrical Code					X
Understand ground fault circuit interrupters; why and how it works					X
Understand arc fault circuit interrupters; why and how it works					X
Explore the concept of engineering; how parts and pieces come together to make a whole					X
Understand small appliance wiring					X
Utilize heat shrink tubing - insulation					X

# Project Title: Entomology

## Description:

Updated 10/25

This project will help you study insects and their relationship with people. You can also learn how to collect, preserve, and identify insects.

## State Fair Entries:

3 collection exhibits per county, one per level

3 educational exhibits per county, one per level

## Educational Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

## Collection Exhibit Guidelines:

Specimens may be displayed in a collection box no larger than 24"x 18"x 3", displayed horizontally. Collections are to include the following:

- Title as Insect Collection year in Entomology
- Order – refer to ID-401, page 57.
- Display – mounted insects are to have been legally and personally collected in the United States and displayed in an 18"x24" collection box displayed horizontally. Collections including multiple boxes are to be numbered 1 of 3, etc. ID 401 A-F cards (for Beginner and Intermediate) and 401-I cards (for Advanced) are to be placed inside the display box in an attractive manner.
- Identification – Collection display boxes are expected to contain the specified number of insects, families, and orders specified (see chart below). All insects must be in the adult stage and be properly mounted on insect pins or be contained in vials as directed.
- Pin Labels - Each pin or vial must contain two labels:
  - 1) Top label is to include collection date, location, and collector name.
  - 2) Bottom label is to include common name and other optional identification data.
- Box Labels – Box labels (computer generated or neatly printed) are used for orders and families as required (see chart below) and are to be placed flat against the bottom of the box. Insects must be properly grouped directly under the correct order and family label. For example, all insects belonging to a particular order must

be placed under that order label. Orders to be used are listed in the reference book ID- 401. If family level identification is required, the insects should be further grouped together under the correct family label.

- Educational Box – One additional box (educational), based on the specific theme (see chart below), is required for grades 9-12, in addition to the insect collection boxes. This box can be created in any manner chosen (without the mounting, pinning or identifying restrictions specified above).

Judges evaluating collection exhibits should judge based on educational content, scientific accuracy, eye appeal and creativity.

## Monarch Butterfly Statement:

**Q:** Many have noticed the decrease in number of Monarch butterflies both in Indiana and throughout the country and wonder if and how Entomology at Purdue is responding. Are 4-H and youth still required to catch these endangered insects for their collection boxes?

**A:** Monarch butterflies are now officially on the threatened species list. While we know that collecting Monarch butterflies for 4-H collections or displays does not constitute a significant risk to their population when compared to the effects of climate change, pesticide contamination and habitat loss, capitalizing on this opportunity to discuss their decline is an excellent way to bring public focus to this important issue. We want our youth (and all IN citizens) to recognize the Monarch butterfly, understand its biology and be empathetic to its conservation.

Therefore, we have instituted the following update to our youth and 4H Entomology programs. Effective immediately, we no longer encourage students to ‘collect’ Monarch butterflies for exhibits, displays or 4-H insect collections. But, rather than simply removing the Monarch butterfly from the list of 150 insects that 4-H students are to recognize, we want to highlight it so that students really do learn to recognize them and understand their peril. After all, the more we are familiar with this species, the more apt we will be to assist and support the conservation of this iconic species.

Link to a recent article from our Department pertaining to Monarch butterflies

[\(https://www.purduelandscapereport.org/article/where-have-all-the-monarch-butterflies-gone/\)](https://www.purduelandscapereport.org/article/where-have-all-the-monarch-butterflies-gone/)

## Spotted Lanternfly Statement

**Q:** Are there any new changes to rules or directions for the 4H or FFA youth projects or competitions that students and coaches should look for?

**A:** To keep the youth Career Development (CDE judging) and 4-H collection projects current, it is important to occasionally add new insects to the list. Due to the invasion of a serious new insect pest throughout the Midwest called the Spotted Lanternfly, we have added it to the list of insects found in the “How to Make an Awesome insect Collection and (ID-401) and Who Let the Bugs Out (ID-402) extension resources. Please be aware that students are now expected to identify and understand its biology and behavior as well as its potential impact in Agriculture.

Indiana 4-H Youth Development partners with Purdue University academic departments to develop 4-H project guidelines. The Monarch butterfly and Spotted Lanternfly statements are provided by Dr. Timothy J. Gibb, Department of Entomology.

## Exhibit Class Guidelines:

### *Beginner (1<sup>st</sup>-3<sup>rd</sup> Year in Entomology)*

Create a collection based on the year in Entomology or an educational exhibit.

Year in Entomology	Collection Information	Total Boxes
1 <sup>st</sup> year	10 insects, identified and pinned on cards (ID 401A)	1
2 <sup>nd</sup> year	20 insects, mounted (pins or vials). Identify all insects by common name and identify five (5) to order. Include card ID 401B.	1
3 <sup>rd</sup> year	30 insects, mounted (pins or vials). Identify all insects by common name and identify 15 to order. Include ID 401C.	1

### *Intermediate (4<sup>th</sup>-6<sup>th</sup> Year in Entomology)*

Create a collection based on the year in Entomology or an educational exhibit.

Year in Entomology	Collection Information	Total Boxes
4 <sup>th</sup> year	40 insects, exhibit a minimum of 6 orders, mounted (pins or vials). Identify all insects by common name and order. Include ID 401D.	2
5 <sup>th</sup> year	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
6 <sup>th</sup> year	60 insects, exhibit a minimum of 10 orders, mounted (pins or vials). Identify all insects by common name and order. Identify 30 to family. Include card ID 401F.	2

### *Advanced (7<sup>th</sup>-10<sup>th</sup> Year in Entomology)*

Create a collection based on the year in Entomology or an educational exhibit. Advanced level insect collections are to also include an education box, for a total of four boxes. Advanced level youth may instead create an independent study topic of choice.

Year in Entomology	Collection Information	Total Boxes
7 <sup>th</sup> year	70 insects, exhibit a minimum of 12 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: insect behavior. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.	3

	Card ID 401I download	
8 <sup>th</sup> year	80 insects, exhibit a minimum of 14 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: insect pest management. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only. Card ID 401I download	3
9 <sup>th</sup> year	90 insects, exhibit a minimum of 16 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: insects in the environment. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only. Card ID 401I download	3
10 <sup>th</sup> year	100 insects, exhibit a minimum of 18 orders, mounted (pins or vials). Identify all insects by common name, order, and family. One educational box, theme: benefits of insects. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only. Card ID 401I download	3

Table of Contents

# Project Title: Floriculture

## Description:

Updated 10/25

Youth will learn basic information and skills needed to grow healthy plants and flowers as well as floral design techniques.

## State Fair Entries:

8 floral exhibits per county, 2 per level

4 educational exhibits per county, 1 per level

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Floral arrangements can be constructed using fresh flowers and greenery grown yourself or purchased, flowers and greenery dried yourself or purchased, or artificial flowers or greenery.

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

## Exhibit Class Guidelines:

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

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

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

1. Chronicle your work in your flower garden (planning, planting, care, harvest, arrangement made with your flowers)
2. Describe how you planned or designed your garden, including how you chose the kinds of flowers.

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

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

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

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

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

### *Level C (grades 7-9 suggested)*

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

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

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

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

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

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

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

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

# Project Title: Foods, Baked

## Description:

Updated 10/25

The foods project teaches basic baking, preservation and nutrition education skills.

## State Fair Entries:

- 2 Level A entries per county.
- 2 Level B entries per county.
- 3 Level C entries per county.
- 3 Level D entries per county.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

## Purdue Extension Food Safety Policy (revised 10/2022):

***For Food Competitions:*** Fillings, frostings, glazes, and meringues are not permitted to contain cream cheese, sour cream, heavy cream, or whipped cream if they are not fully cooked/baked. These items are allowed as ingredients in food products IF the final product is cooked/baked. Additionally, raw milk, raw milk products or uncooked eggs/egg whites are not permitted. Eggs/egg

*whites that have been cooked to 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 as ingredients in food products.*

*Foods should be transported to the competition in a way that minimizes contamination and maintains the quality of the food (i.e. foods that are judged as frozen should remain frozen at all times).*

*Recipes must be provided that identifies all ingredients that were used in each part of the product. Any ingredient that could be a potential allergen must be clearly identified. Potential food allergens include, but are not limited to, milk, eggs, peanuts, tree nuts, fish, crustacean shellfish, wheat, soy and sesame. Each food product must be labeled with the following information:*

- Name
- Date the food product was made

*Contestants should carefully wash their hands and make sure that their hands do not have any open cuts before preparing foods. If cuts are present, the wound should be bandaged and a single use food service glove worn on the hand during all stages of food production. Contestants should not be preparing food exhibits for competition within 48 hours of recovering from any illness. People experiencing symptoms of vomiting, diarrhea, fever, and/or jaundice should not be allowed to prepare food.*

*Judges and individuals who will consume products from county and/or state competitions should be informed that they are at risk for foodborne illness since the established policy cannot guarantee that an entry has been properly prepared or handled before, during or following the competition. The food products for competitions are home produced and processed and the production area is not inspected by the Indiana Department of Health. Tasting of a food product is solely at the discretion of the judge and consumers. Judges are **NOT** to taste any home preserved foods such as low-acid or acidified foods like green beans, tomatoes or tomato products, jams/jellies/fruit preserves or fermented products produced in the home.*

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

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

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

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

Perishable baked exhibits entered for state fair competition will not be displayed and instead will be donated to a central Indiana homeless shelter.

## Exhibit Class Guidelines:

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

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

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

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

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

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

### *Level C (grades 7-9 suggested)*

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

- Three yeast bread sticks or yeast rolls (any shape, medium size – not a sweet roll)
- Three (3) yeast bread sticks or yeast rolls (any shape, medium size - not a sweet roll), using a whole grain flour mixture. Participants are expected to learn how to knead bread dough by hand and allow it to rise appropriately. It is NOT acceptable to use a home bread maker.
- A yeast bread loaf or braid. Participants are expected to learn how to knead bread dough by hand and allow it to rise appropriately. It is NOT acceptable to use a home breadmaker.
- A yeast bread (can be loaf, braid) using a whole grain flour mixture such as whole wheat, rye, oat bran, etc. Participants are expected to learn how to knead bread dough by hand and allow it

to rise appropriately. It is NOT acceptable to use a home breadmaker.

- Homemade pizza using a yeast dough. Judges are not expecting this item to be presented hot out of the oven.
- One package of an, invented healthy snack (such as a granola bar, popcornsnack, trail mix, etc.). Your snack must include at least 2 food groups from MyPlate. Exhibit must include your snack product and a separate folder containing a marketing plan with product name, recipe, how it will be packaged, a package design, where it will be sold and suggested selling price. Style your snack for a photo shoot and include the picture in your marketing plan. Label should include product name, date, quantity, and serving size.
- Prepare an entrée casserole that meets three MyPlate requirements for a meal. Use care when transporting to prevent spoilage. Judges are not expecting this casserole to be presented hot out of the oven.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any similar baked item.

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

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

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

## Project Title: Foods, Preserved

### Description:

Updated 10/25

The foods project teaches basic baking, preservation and nutrition education skills.

### State Fair Entries:

- 2 Level A entries per county.
- 2 Level B entries per county.
- 3 Level C entries per county.
- 3 Level D entries per county.

### Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Refer to the [Purdue Extension Food Preservation](#) web site for resources and Purdue Extension educators trained to answer food preservation questions.

### Purdue Extension Food Safety Policy (revised 10/2022):

***For Food Competitions:*** *Fillings, frostings, glazes, and meringues are not permitted to contain cream cheese, sour cream, heavy cream, or whipped cream if they are not fully cooked/baked. These items are allowed as ingredients in food products IF the final product is cooked/baked. Additionally, raw milk, raw milk products or uncooked eggs/egg whites are not permitted. Eggs/egg*

*whites that have been cooked to 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 as ingredients in food products.*

*Foods should be transported to the competition in a way that minimizes contamination and maintains the quality of the food (i.e. foods that are judged as frozen should remain frozen at all times).*

*Recipes must be provided that identifies all ingredients that were used in each part of the product. Any ingredient that could be a potential allergen must be clearly identified. Potential food allergens include, but are not limited to, milk, eggs, peanuts, tree nuts, fish, crustacean shellfish, wheat, soy and*

sesame. Each food product must be labeled with the following information:

- Name
- Date the food product was made

*Contestants should carefully wash their hands and make sure that their hands do not have any open cuts before preparing foods. If cuts are present, the wound should be bandaged and a single use food service glove worn on the hand during all stages of food production. Contestants should not be preparing food exhibits for competition within 48 hours of recovering from any illness. People experiencing symptoms of vomiting, diarrhea, fever, and/or jaundice should not be allowed to prepare food.*

*Judges and individuals who will consume products from county and/or state competitions should be informed that they are at risk for foodborne illness since the established policy cannot guarantee that an entry has been properly prepared or handled before, during or following the competition. The food products for competitions are home produced and processed and the production area is not inspected by the Indiana Department of Health. Tasting of a food product is solely at the discretion of the judge and consumers. Judges are **NOT** to taste any home preserved foods such as low-acid or acidified foods like green beans, tomatoes or tomato products, jams/jellies/fruit preserves or fermented products produced in the home.*

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

Preserved food products should be displayed in an appropriate container, preferably disposable. Containers will not be returned to the exhibitor.

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

Frozen exhibits entered for state fair competition will not be displayed and instead will be donated to a central Indiana homeless shelter. Home-canned exhibits will be displayed but will be disposed at the state fair's conclusion.

## Exhibit Class Guidelines:

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

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

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

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

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

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

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

### *Level C (grades 7-9 suggested)*

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

- One (1) container of freezer jam. Include index card with recipe and instructions for storing. Label with name of product, quantity, and date frozen.
- One jar of a canned tomato product using the Hot Pack Method for a boiling water bath canner, such as tomato juice, catsup, barbecue sauce, or salsa. Include index card with recipe and instructions for cooking or using the product. Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. **Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.**
- One jar of a canned pickled product or canned pickles. Include index card with recipe,

processing, and storage instructions. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Canned products must have the ring on the jar top to protect the seal. **Note: Only food preservation products made using USDA approved recipes and techniques are acceptable.**

- Frozen yeast dough (bread loaf, roll balls, sticks, pizza, etc.). Include index card with recipe and instructions for defrosting and cooking. Label with name of product, quantity, and date frozen.
- An educational poster, notebook or display about a food or nutrition topic of choice that is age/grade appropriate.
- Any similar preserved item.

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

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

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

# Project Title: Forestry

## Description:

Updated 10/25

This project teaches youth natural resources and forestry related skills.

## State Fair Entries:

3 per county; one per level

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

Create an educational poster, notebook or display about any manual activity or on any forestry topic of choice that is age/grade appropriate, prepare a herbarium collection that contains at least 25 native Indiana forest leaves, or prepare a herbarium collection that contains at least 25 native Indiana forest shrubs. Youth can also design and complete an independent study activity.

Herbarium Collections - Collect 25 terminal twigs and at least two leaves, if space allows (only one compound leaf is required), from native forest trees. Mount the specimens on 11 1/2" x 16 1/2" paper.

One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. Cover each specimen. There are no specific references given for these exhibits. Youth are encouraged to use Extension publications, the Internet, books, and forest specialists when collecting and identifying specimens. The herbarium collection must be accessible to the judges. Do not cover it under the plastic that covers your poster. Youth may want to attach a folder or other holder over your poster to hold the mounted, covered specimens.

## Table of Contents

# Project Title: Garden

## Description:

Updated 10/25

Youth will learn about plant growth, soil nutrition, and management of insects and diseases related to fresh vegetable and herb production.

## State Fair Entries:

- 1 collection per member, unlimited number of county entries.
- 5 single vegetable entries per member, unlimited number of county entries.
- 3 herb entries per member, unlimited number of county entries.
- 1 potato tray entry per member, unlimited number of county entries.
- 1 tomato plate entry per member, unlimited number of county entries.
- 1 educational exhibit entry per county.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Refer to Suggested 4-H Garden Exhibits, 4-H 970-w, to learn about size, weight, and other suggested specifications.

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

Vegetable exhibits entered for state fair competition will not be displayed and instead will be donated to a central Indiana food bank.

## Exhibit Class Guidelines:

*Level A (grades 3-4 suggested)*

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

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

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

### *Level C (grades 7-9 suggested)*

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

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

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

## Garden Collection Option

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

## Single Vegetable Option

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

<b>Vegetable</b>	<b>Plated Display Description</b>
Asparagus	Asparagus, 5 spears
Beans	Cowpea, black-eyed pea, southern pea, etc., 10 pods or 1/2 cup shelled
Beans	Snap, Green or Wax, 10 pods
Beans	Lima-large or small - 10 pods or 1/2 cup shelled
Beans	Navy, kidney, shell out, etc.-1/2 cup shelled
Beets	Round, flat, and long types, 3
Broccoli	Broccoli, 1 head
Broccoli raab	Broccoli raab, 3 heads
Brussels sprouts	Brussels sprouts, 5 heads
Cabbage	Chinese type (bok choy or pak choi), 1 head
Cabbage	Chinese type (napa cabbage), 1 head
Cabbage	Round, Flat or Pointed type, 1 head
Carrots	Carrots, 3
Cauliflower	Cauliflower, 1 head
Celery	Celery, 1 bunch
Chard	Chard, 10 bundled leaves
Collards	Collards, 10 bundled leaves
Corn	Sweet-yellow, white or bicolor, 3 ears
Cucumbers	Dill, Pickling, 3

Cucumbers	English or hothouse, 1
Cucumbers	Slicing with seeds, 3
Eggplant	Eggplant, 1
Kale	Kale, 10 bundled leaves
Kohlrabi	Kohlrabi, 3
Muskmelon	Muskmelon (cantaloupe), 1
Okra	Okra, 3 pods
Onions	Green, 5 onions in a bunch
Onions	Red, Yellow or White, 3
Parsnip	Parsnips, tops off, 3
Peas	Peas, edible pod such as snow peas ,10 pods
Peas	Peas, unshelled, 10 pods
Peppers	Bell type, 3
Peppers	Chili type, 3
Peppers	Serrano type, 3
Peppers	Banana/Long/Wax/Hungarian type, 3
Peppers	Pimiento type (red), 3
Peppers	Cayenne type, 3
Peppers	Jalapeno type, 3
Peppers	Cherry type, 3
Peppers	New Mexican, long green, Anaheim type, 3
Peppers	Ancho type, 3
Peppers	Tabasco type, 3
Peppers	Habanero type, 3
Potato	Potatoes, any color, 3
Pumpkin	Pumpkin, (other), 1
Pumpkin	Table, Canning, or Ornamental, 1
Radishes	Radishes, 5
Rhubarb	Rhubarb, 3 stalks bundled
Rutabaga	Rutabaga, 3
Spinach	Spinach, 10 bundled leaves
Squash	Banana, or other large winter squash type, 1
Squash	Buttercups, Turbans, 1
Squash	Butternut, 1
Squash	Cushaw, 1
Squash	Hubbards – blue, green or golden, 1
Squash	Scallops/Patty Pans, 1
Squash	Straight or crookneck – i.e. summer squash, 1
Squash	Acorn, 1
Squash	Zucchini or cocozelle, 1
Sweet Potato	Sweet potatoes, 3
Tomatillos	Tomatillos, 3
Tomato	<u>Any tomato, 1</u>
Turnips	Turnips, 3
Watermelon	Watermelon, 1
Any Other Vegetable	Any vegetable not listed above, include 1-3 specimens

## Herb Option

Display from the list below a single herb plant you have grown and cared for in an appropriate size pot that has a saucer bottom.

Herb Name and Description
Basil ( <i>Ocimum basilicum</i> ) "all edible types"
Catnip ( <i>Nepeta cataria</i> ) "all edible types"
Chamomile ( <i>Chamaemelum nobile</i> ) "all edible types"
Chives ( <i>Allium schoenoprasum</i> ) "all edible types"
Coriander or Cilantro ( <i>Coriandrum sativum</i> ) "all edible types"
Dill ( <i>Anethum graveolens</i> )
French tarragon ( <i>Artemisia dracunculus</i> )
Lavender ( <i>Lavendula</i> sp.) "all edible types"
Mint ( <i>Mentha</i> sp.) "all edible types"
Oregano ( <i>Origanum vulgare</i> )
Parsley ( <i>Petroselinum crispum</i> ) "all edible types"
Rosemary ( <i>Rosemarinus officinalis</i> )
Sage ( <i>Salvia officinalis</i> )
Sweet Marjoram ( <i>Origanum majorana</i> )
Thyme ( <i>Thymus vulgaris</i> ) "all edible types"
Any Other Herb

## Potato Tray Option

Display from the list below approximately 30 potatoes you have grown and cared for in a 12 1/2" x18" tray. A tray will be provided when checking-in potato exhibits at state fair.

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

## Tomato Plate Option

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

Tomato Description
Pink or purple, 3
Red (for canning), 3
Red (for market), 3
Roma or paste type, 3
Intermediate type, 10
Small Cherry or Pear, 10
Yellow or orange, 3

## Educational Exhibit Option

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

# Project Title: Genealogy

## Description:

Updated 10/24

This project helps young people know where their ancestors resided, traveled, and developed some family tradition.

## State Fair Entries:

5 entries per county; one per division.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work.

Forms for this project are found on the Indiana 4-H Web site [www.extension.purdue.edu/4-H](http://www.extension.purdue.edu/4-H) 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 – Appropriate size notebook or binder, contains introduction sheet, pedigree charts and family group sheets
- Book #2 – Appropriate size notebook or binder, contains additional information worksheets and diary of work
- Book #3 – Appropriate size notebook or binder, contains supporting documents, pictures, etc.
- Book #4 – Appropriate size notebook or 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.

*Note – Youth may consolidate information in order to have fewer notebooks. In this case indicate on the cover the notebook numbers included and use dividers to separate information by notebook number as well as contents as indicated below.*

Notebooks should be tabbed and in the following order (tabs are to be easily visible to the reviewer):

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" -ring (D-ring type suggested) 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" -ring (D-ring type suggested) 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.

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

## Exhibit Class Guidelines:

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

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/4-H](http://www.extension.purdue.edu/4-H), 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.

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

- 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/4-H](http://www.extension.purdue.edu/4-H), 4-H 748Pc-W or 4-H 748Pbw-W** or the commercial software forms, but not the old "packet" pedigree charts
    - A Family Group Sheet for each pair of great-grandparents. Sources of information filled in on family group sheets (see section "Recording the Information" in the Indiana 4-H Genealogy Resource Guide 4-H 748).
  - Book #2 (Ancestors 8-15 information)
    - An additional information worksheet for each set of great grandparents.
    - A diary of your work

- Book #3 (Ancestors 8-15 information)
  - Any photographs taken of tombstones of your ancestors and their children. Please document location of tombstone(s) and label with ancestor name, ancestor number, and date photo was taken. Rubbings are acceptable in lieu of photographs.
  - Any other documents or pictures pertaining to these generations, correctly labeled.

Exhibit Book #1, Book #2, and Book #3. Books 2 and 3 should only include Division 2 ancestors 8-15 and related information.

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

- 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.

Exhibit Book #1, Book #2, and Book #3. Books 2 and 3 should only include Division 3 ancestors 16- 31 and related information.

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

- 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/4-H](http://www.extension.purdue.edu/4-H), 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.

Exhibit Book #1, Book #2, and Book #3. Books 2 and 3 should only include Division 4 ancestors 32- 63 and related information.

### *Advanced (5<sup>th</sup> year and above in project suggested)*

- 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.

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

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

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

- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- 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.
- K. Any other genealogy related activity of choice.

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# Project Title: Geology

## Description:

Updated 10/25

Geology involves studying the earth's crust, its layers, and their history. Youth learn to identify Indiana rocks, minerals, and fossils.

## State Fair Entries:

3 per county; one per level

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Specimens may also be displayed in a collection box no larger than 24"x 18"x 3", displayed horizontally.

You may purchase your specimens and may display rocks, fossils, and minerals. If you purchase a specimen, indicate when and where you purchased it and the location where you would expect to find the specimen. If you collect a specimen, indicate the county and township where you found it.

Posters and display boxes will be exhibited "standing up" at the Indiana State Fair. Therefore, you need to mount your specimens securely. Subject matter experts suggest the following methods: soaking 1/2 cotton ball in Elmer's glue, hot glue, or clear tub sealant. Place the cotton ball in your box and put your rock (or fossil or mineral) on the cotton ball and let sit. It will take 1-2 weeks for Elmer's glue to fully harden. Specimens mounted with Elmer's glue can be removed by soaking the cotton ball in water. Glue remaining on the rock may be brushed off with an old, damp toothbrush.

When exhibiting rocks show a fresh surface (recently cracked or broken surface) to help judges identify the rock.

Labels - Include the specific geographical location where you would expect to find any specimens as well as where you actually acquired it (found, purchased, etc.).

Do not identify your specimens any further than phylum and class. There is one exception to this for fossils which are identified to phylum OR class. Class should only be used for fossils of mollusks, backboned animals, and arthropods.

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

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# Project Title: Health

## Description:

Updated 10/25

The 4-H Health project is designed for youth interested in basic first aid and healthy well-being, as well as those interested in pursuing a medical profession career.

## State Fair Entries:

3 exhibits per county; one per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

# Project Title: Home Environment

## Description:

Updated 10/25

Youth will apply the principles of design to home design and decoration as well as learn about care of home furnishings.

## State Fair Entries:

6 per county; two per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

## Exhibit Class Guidelines:

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

Choose one of the following options:

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

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

Choose one of the following options:

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

### *Advanced (grades 9-12 suggested)*

Choose one of the following options:

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

### Exhibit Categories:

#### Furniture Item and Notebook

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

#### Design Board and Notebook

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

#### Portfolio

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

# Project Title: Horse & Pony

Modified 10/2023

## ENROLLMENT

- All horse and pony must enroll online with recent height measurement listed and photo ID of the horse by May 15. Animals must be in the 4-H member's possession and records by May 15. No animal may be substituted after May 15.
- All animals must be owned by the 4-H'er or in a family partnership with the 4-H'er. Animals must be owned by the 4-H exhibitor and under their continuous care from the date of enrollment through the fair. All entries must be entered through fairentry.com by June 1st to be eligible to show at county fair.
- The vaccination form (4-H-1031-W) must be completed and hand-carried to all 4-H Horse and Pony Events.

## FAIR

- The most current edition of the Indiana 4-H Horse & Pony Handbook published by Purdue University Cooperative Extension Service will be the governing rules and guidelines used for this project, to include the Scott County Fair horse and pony show. All other rules noted on this page are considered additions to or exceptions to that handbook.
- Animals are not to be ridden on the fairgrounds during the fair except in designated areas announced at fair time. This includes not riding in the parking lot or between the horse barn and the riding arena during fair week.
- Animals are not to be ridden on the fairgrounds for practice or pleasure on dates other than fair week unless leader and/or approved volunteer is present for supervision.
- There will be classes available for mini and special need 4-H'ers. Exhibitors must have their entry form completed in fairentry by the deadline set for fairentry. Mini/Special Needs exhibitors must be led by an adult over 18 or a senior 4-H member approved by committee.

## Suggested Show Dress

- Western boots, shirts with long sleeves and long pants should be worn by all 4-H exhibitors entering the show ring for western classes.
- Protective headgear must be worn in all classes with the exception Halter Class.

## Approved Protective Attire:

### Headgear:

- All 4-H members are required to wear a properly fitted ASTM or SEI standard F1163 (or above) certified equestrian helmet whenever mounted, or driving, at a 4-H horse and 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. This policy will be in effect beginning with the 2003 program year and applies to all county, area, and state 4-H horse and pony events, shows, and activities.

### Vests:

- Protective vests are recommended in all mounted classes.

## POTENTIAL CLASSES

- Classes will be announced after all horses and ponies are enrolled. Classes will conform as nearly as possible to State Fair Classes. No stallions are allowed at the fair.

Junior: 3rd – 7th grades

Senior: 8th – 12th grades

Beginner: 3rd – 5th grades

Intermediate: 6th – 8th grades

Advanced: 9th – 12th grades

# Project Title: Junior Leadership

# County Only Project

Jr. Leaders is open to youth grades 7-12. Jr. Leaders serve as mentors and role models to the younger 4-H members by sharing their knowledge and experiences. Their focus is leadership, community service and citizenship. Jr. Leader project year runs from October to October.

## Requirements:

- Be enrolled in the Junior Leaders Club and the Jr. Leader project.
- Attend at least three Jr. Leader club meetings.
- Complete a minimum of six hours or three Jr. Leader sponsored events for community service. (1 event/2 hours can be obtained through another organization)
- Fundraise and earn minimum \$50 for the club (\$50 profit, not \$50 sold)
- Help with the annual breakfast fundraiser during the fair. This does not count towards the fundraising money earned.
- Complete 6 hours of citizenship service, examples include:
  - Help with project check in or check out
  - Help with project judging
  - Hand out ribbons at a livestock show
  - Work the livestock auction
  - Guard the general 4-H Building
  - Help with barn & building clean up
  - Mini 4-H workshop
- Turn in a Junior Leader Completion form to the Extension Office by September 30th.

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# Project Title: Lawn and Garden Tractor Safety and Operator Skills

## Description:

Updated 10/25

The 4-H lawn and garden tractor and equipment program develops principles of engine operation, hydraulic systems, electrical systems, safe operation skills.

## State Fair Entries:

4 educational exhibits per county; one per level

3 junior and 3 senior driving contestants will qualify at the county level to compete at the area level contest. 3 junior and 3 senior driving contestants will qualify at the area level to compete at the state contest.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Youth may exhibit in the operator skills option, educational exhibit option or both. Youth choosing to exhibit in the lawn and garden tractor, tractor, or zero-turn mower operator skills driving option must select one, but may be enrolled in all three projects.

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

## Exhibit Class Guidelines:

### Educational Exhibit Option

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

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

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

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

### *Level C (grades 7-9 suggested)*

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

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

Create an educational poster, notebook or display about any manual activity or on any lawn and garden tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

## **Operator Skills Option**

The operator skills component is an educational and training activity conducted by adult 4-H volunteers. A parent or guardian is encouraged to be present when their child is operating a lawn and garden tractor. The adult 4-H volunteer has the authority to deny a child the opportunity to participate in the operator skills option when it is deemed a child is unable to safely operate a lawn and garden tractor due to size, weight, or any other reason that could place the child and/or others in harm.

### *Junior (grades 3-7 suggested)*

Youth will demonstrate their operation skills by driving a lawn and garden tractor through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

### *Senior (grades 8-12 suggested)*

Youth will demonstrate their operation skills by driving a lawn and garden tractor through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

# Project Title: Llamas & Alpacas

## Enrollment

- Llamas and Alpacas are to be enrolled in the online enrollment system by May 15 to be eligible to participate in the Scott County Fair. This includes having the animal's microchip number identification and a color picture must be uploaded for each llama/alpaca to be eligible for the Indiana State Fair as well as the Scott County fair. The picture must contain the face and all four (4) feet of the animal in the picture. Picture files must be a .jpg, .jpeg, or .png file
- All entries must be entered through fairentry.com by June 1st to be eligible to show at county fair. Lease agreements must be on file in the Scott County Extension office by May 15.
- A llama or alpaca may be owned or leased by the 4-H member and kept on the 4-H member's farm/ranch. Leader's animals, if available, may be used on the leader's farm/ranch by the 4-H member without being owned or leased. 4-H member is not required to own a llama or alpaca to be in the club or to show a llama or alpaca.

## Fair

- Animals must be at least 5 months of age at time of show. No intact males over 24 months of age may be shown. All animals are due on the fairgrounds no later than 12:00 Noon on Sunday.

## Suggested show attire

- Exhibitors should wear a shirt with collar and dark slacks or jeans (no holes). No tank tops or spaghetti strap tops. No open toed shoes. Closed toed shoes must be worn in the show arena and while working with animals.

## Project requirements

- Exhibit your Llama or Alpaca at the Scott County fair.

## Potential classes

- Animals will be judged in the following categories: Showmanship, Performance Class and Costume Exhibition.
  - Showmanship – member demonstrates the ability to show his/her animal to its best advantage at halter. Judging is based on the exhibitor's basic skill in fitting, grooming, following directions, and style presenting the animal to the judge for evaluation.
    - Beginner (grades 3-5)
    - Intermediate (grades 6-8)
    - Advanced (grades 9-12)
  - Performance Classes
    - Obstacle – member and animal are judged on their ability to negotiate obstacles. Five (5) specific obstacles are standard: jump, change of pace, backing, bridge/ramp, and maneuvering.
    - Public Relations – member and animal are judged on their ability to negotiate obstacles. Five (5) specific obstacles are standard: picking up foot/showing teeth, loading, backing, ramp/steps, and petting by strangers.
  - Costume - Member and animal are judged on originality, difficulty in training animals to accept and exhibit costume and suitability to theme. Exhibitors must submit a one (1) minute narrative to be read during their performance.

## Llama Craft Exhibit

- Llama/Alpaca Fiber Crafts - Exhibit will be judged on craftsmanship only. Crafts must have been made within one (1) year of exhibit. Any craft item constructed with llama or alpaca fiber may be entered. Craft may also contain other materials.
- Fiber may be processed (felted, spun, etc.) or unprocessed, and may be originated from any llama or alpaca. Exhibits will consist of one (1) completed craft item, which can be a single item or a set, and a notebook explaining how the craft was made.
- Exhibit will be judged in the following divisions: Beginner (3th-5th grade), Intermediate (6-8th grade) and Advanced (9th-12th grade)

# Project Title: Photography

## Description:

Updated 10/25

This project teaches youth how to take quality photographs with a camera or digital device.

## State Fair Entries:

2 beginner per county

3 intermediate per county

3 advanced per county

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

All images are to be original images taken by the 4-H member during the current program year. Captions are not recommended.

**Print board exhibits** are to include 10 photos mounted on a poster as described above, each no larger than 5"x7". Number each print 1-10. Prints may be a mix of digital and/or standard development. Create a title of choice for the print board exhibit. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

**Salon prints** are to be no larger than 11"x14", mounted on a standard 16"x20" salon mount, and displayed vertically. Salon prints are to be placed in a clear plastic sleeve and captions are not recommended. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Images may be taken with a film camera, digital camera, cell phone, or other electronic device. Replacing any pixels of the original digital image is to be entered in the **creative/experimental** category. This includes, but not limited to, using artificial intelligence (AI), any erasing tool, healing tool, patch tool, or any tool that replaces any of the original pixels. Creative/experimental exhibits must include the original photo on the back side of the board, a description of how the image was altered, and equipment/software used to alter the image.

Editing photos such as cropping, color adjustment, and other enhancements are considered to be part of the normal photography educational learning process and are permissible. So judges can better evaluate a photography exhibit, the 4-H member is asked to attach to the back of their salon or print board exhibit the make and model of camera used and a description of any editing.

A photo that has been modified to change the original intent, meaning or story captured should be entered in the creative or experimental class. Photos exhibited as creative or experimental are to attach to the back of their exhibit the make and model of camera used, software or other tools used to

change the photo, a description of how the photo was changed, and copy of the original photo before editing.

Sepia tone photographs (mono chromatic) are to be entered as black and white photos.

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

## Exhibit Class Guidelines:

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

Choose one or more of the following exhibits:

- Black and White Print Board
- Color Print Board
- Black and White Salon Print
- Color Salon Print
- Creative/Experimental Salon Print

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

Choose one or more of the following exhibits:

- Black and White Print Board
- Color Print Board
- Black and White Salon Print
- Color Salon Print
- Creative/Experimental Salon Print

### *Advanced (grades 9-12 suggested)*

Choose one or more of the following exhibits:

- Black and White Print Board
- Color Print Board
- Black and White Salon Print
- Color Salon Print
- Creative/Experimental Salon Print

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# Project Title: Sewing

## **Sewing, Non-Wearable**

Description:

The sewing project teaches fabric selection, pattern selection and sewing machine use to construct items used around the home or other purposes.

**State Fair Entries:**

**10 exhibits per county; one per grade level**

### **Exhibit Guidelines:**

- Older youth enrolled in the 4-H sewing project for the first time may not feel comfortable demonstrating their assigned grade level skills. In this instance the county 4-H youth development educator may, at the request of the 4-H member and parent, assign the member to a lower-level grade level to develop fundamental skills.
- **Provide a completed sewing skills card, 4-H 925c-W, with the exhibit.** Skills sheets are for judging purposes only and will not be returned to the exhibitor.
- Judges evaluating exhibits should recognize individual differences and creativity, therefore using information in this document as a guide rather than a requirement.

### **Exhibit Class Guidelines:**

#### **Grade 3**

- Create one non-wearable sewn item demonstrating at least 2 skills from Sewing Skills and Techniques, 4-H-925-SC-W.

#### **Grade 4**

- Create one non-wearable sewn item, or set of items, demonstrating at least 2 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in the prior grade.

#### **Grade 5**

- Create one non-wearable sewn item, or set of items, demonstrating at least 3 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

#### **Grade 6**

- Create one non-wearable sewn item, or set of items, demonstrating at least 4 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

#### **Grade 7**

- Create one non-wearable sewn item, or set of items, demonstrating at least 5 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades.

#### **Grades 8, 9, 10, 11 and 12:**

- Create one non-wearable sewn item, or set of items, demonstrating at least 6 skills from Sewing Skills and Techniques, 4-H-925-SC-W, in addition to those learned in prior grades:

# Project Title: Sewing Fashion Revue

Description:

Updated 10/24

This project teaches youth skills to present themselves in a professional manner by providing an opportunity for youth to model the outfit constructed in the 4-H sewing project.

## State Fair Entries:

6 senior exhibits per county with no more than two exhibits per category. An exhibitor may participate in only one senior fashion revue category at state fair.

Note – State fair fashion revue grand champion will be selected from the six senior sewing category champions modeling their sewn garment or outfit

## Exhibit Guidelines:

All garments and outfits modeled in Fashion Revue, must have been constructed by the 4-H member modeling that same garment or outfit. Youth qualifying to exhibit the same garment or outfit in Indiana State Fair Sewing and Sewing Fashion Revue must choose which project they wish to participate as one cannot exhibit the same garment or outfit in both projects at state fair.

**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.

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

## Exhibit Class Guidelines:

### *Junior (grades 3-7 suggested)*

Model the garment or outfit constructed for the sewing project. Accessories may be purchased or selected from what you currently have. There is no junior class at state fair.

### *Senior Categories (grades 8-12 suggested)*

**Informal or Casual Wear:** A complete outfit of 1 or 2 pieces suitable for school, weekend, or casual, informal activities. In this category, a complete outfit is defined as 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 combination, such as pants, vest, blouse or shirt.

**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. A

complete outfit is defined as 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. Individual garment examples include: tennis wear, swim wear, athletic or sportswear, lounge wear, riding habits, historic, dance, theatrical, or international costumes, capes, and unlined coats.

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

**Separates:** Consists of three garments that must be worn as a coordinated complete outfit. In this category, a complete outfit is defined as a garment or garments that when put together make a complete look - a three piece combination, such as pants, vest, and blouse or shirt. 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.

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## Indiana 4-H Sewing Skills and Techniques

Youth and their mentor/volunteer leader/instructor should use this chart as a guide when deciding appropriate skills to incorporate in a sewing wearable garment or outfit for exhibit. While this list is a guide, it is not meant to be an all-inclusive list and youth should demonstrate skills they are most comfortable mastering. Exhibited items must demonstrate the minimum skill techniques expected for their given grade level as outlined in the exhibit requirements. Youth are encouraged to utilize a number of resources such as web sites, print material, social media, and television shows when learning sewing skills and techniques. Skills learned from these types of resources may be demonstrated provided they are age/grade appropriate. It is always recommended to follow pattern instructions and demonstrate those mastered skills. Before purchasing a pattern it is important it be age and grade appropriate for the 4-H member. Fabric type should also be appropriate for the 4-H member's age and grade.

### Grades 3-7

Grade 3 and 4 exhibits must demonstrate two of the following skills, Grade 5 three skills, Grade 6 four skills, and Grade 7 five skills.

- Use a simple seam finish
- Insert elastic or a drawstring
- Do a machine-stitched hem
- Do a hand-stitched hem
- Do a machine-blind hem
- Do machine topstitching
- Stitch in the ditch
- Stitch curved seams
- Sew and trim a crotch or curved seam
- Trim or grade seams to reduce bulk
- Staystitch and understitch
- Apply a facing
- Use interfacing (can be iron-on or sew-in)
- Apply a collar
- Attach cuffs
- Make darts
- Gather fabric
- Insert a center-placed zipper
- Insert a lapped zipper
- Insert an invisible zipper
- Insert a separating zipper
- Insert a fly-front zipper
- Match fabric design (i.e. match plaids)
- Gather fabric
- Apply ruffles, trim, piping, binding, or ribbing (can be purchased or self-made)
- Sew with knit
- Insert sleeves
- Make/apply patch, inseam, or front-hip pockets
- Use a simple lining
- Hand-sew buttons
- Make machine buttonholes
- Sew tucks or pleats
- Construct with a serger
- Use machine or hand applique
- Do machine quilting
- Use a twin needle
- Any other skill not listed

Any additional skill(s) learned from using the pattern, or others taught by the mentor/instructor that are age and grade appropriate are also acceptable. Seam finishes are recommended on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.

## Grades 8, 9, 10, 11 and 12 — Demonstrate at least 6 of the following skills:

- Make darts or tucks
- Add lining
- Use underlining
- Add facings
- Add a placket
- Add lapels
- Insert sleeves
- Gather fabric
- Apply ruffles, trim, piping, binding, or ribbing (can be purchased or self-made)
- Insert elastic or add a drawstring
- Use shaped or curved seams
- Add a waistband
- Apply machine topstitching
- Make/apply patch, inseam, front hip, or welt pockets
- Match fabric design (i.e. plaids)
- Make shoulder pads
- Apply machine embroidery
- Do hand or machine beading
- Attach cuffs
- Make pleats
- Add boning
- Apply a collar and/or neckband
- Add vents (i.e. jacket)
- Hand-sew buttons
- Make machine or hand-bound buttonholes
- Make button loops
- Make self-covered buttons
- Sew with knit or other difficult fabric
- Use twin needle
- Make a reversible article of clothing
- Do hand or machine quilting
- Apply machine or hand applique
- Insert invisible, separating, fly-front, lapped, or hand-picked zipper
- Do a machine topstitched hem
- Do a hand-stitched hem
- Do a machine blind hem
- Use specialty threads (i.e. embroidery)
- Make French/self-enclosed, flat-felled/lapped, or Hong Kong/bound seams
- Use/apply lace work, smocking, or ruching
- Construct garment with serger
- Any other skill not listed

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

## Non-Wearable Sewn Item Skills

Non-wearable exhibits may utilize wearable sewn garment skills above, or any other skill that is age and grade appropriate. 4-H members should learn and demonstrate skills following pattern instructions or those provided by their mentor/instructor.

- Any junior or senior wearable sewing skill
- Non-observable skills such as basting, adjusting or designing pattern, using an AccuQuilt, or Cricut
- Using decorative hem finish
- Hand or machine quilting
- Accurate piecing of quilted item (i.e. seam crosses match, etc.)
- Internal and external pockets (i.e. those used in a bag)
- Insert a zipper in a bag or other non-wearable item
- Use fiberfill and/or batting or foam (can be fusible)
- Use specialty scissors
- Use Prairie Points as a trim
- Use mitered corners
- Use safety eyes and ball joints for stuffed animals
- Apply machine embroidery
- Quilt in the hoop
- Coordination of fabric for a quilted item including using fat quarters, charm packs, layer cakes, jelly rolls
- And other age and grade-appropriate skill not listed

## Project Title: Shooting Sports

### Description:

Updated 10/25

The 4-H shooting sports project teaches safe operation of firearms and archery equipment.

### State Fair Entries:

3 per county; one per level

### Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Live ammunition is not allowed to be exhibited (no powder or primer). Firearms or ready to shoot bows are not allowed to be exhibited. Unstrung bows are permissible.

An arrow with its arrowhead attached must be displayed in a secure case. An arrowhead without the arrow attached must be displayed in a secure case. An arrow may be displayed unsecured if its arrowhead is removed. Modern broadhead arrows are not allowed to be exhibited.

Displays involving firearms or bows may be exhibited as a photographic display on a poster or in a notebook following grade level guidelines. Handmade items must include information explaining how the item was made and its intended use. Photos are encouraged.

Some county 4-H programs offer in-person shooting instruction, depending on facilities. Disciplines include archery, rifle, shotgun, muzzleloader and pistol. In-person instruction in any of these disciplines must be led by a 4-H certified instructor. While some counties provide an option to exhibit at the county level, there is no state fair exhibit in these specific disciplines. Contact your county 4-H educator to learn about discipline opportunities in your county.

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

### Exhibit Class Guidelines:

*Beginner (grades 3-5 suggested)*

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

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

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

### *Advanced (grades 9-12 suggested)*

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

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# Project Title: Small Engine

## Description:

Updated 10/25

The 4-H Small Engine project creates the education and hands-on opportunity for youth to learn all about engines.

## State Fair Entries:

3 per county; one per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

The actual small engine may be displayed if mounted on a stable base. For safety reasons, all fluids (fuel and oil) must be removed before taking the exhibit inside a building. A notebook is to accompany the engine display and include details and pictures of what was done to the engine.

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

# Project Title: Soil and Water Science

## Description:

Updated 10/25

The soil and water science project teaches youth about soil, water, and environmental stewardship.

## State Fair Entries:

3 per county; one per level

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

# Project Title: Sportfishing

## Description:

Updated 10/25

The 4-H sportfishing project teaches safe habits and youth develop an appreciation for natural resources.

## State Fair Entries:

3 per county; one per level

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

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

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

# Project Title: Tractor Safety and Operator Skills

## Description:

Updated 10/25

The 4-H tractor and equipment program develops principles of engine operation, hydraulic systems, electrical systems, safe operation skills.

## State Fair Entries:

4 educational exhibits per county; one per level

3 junior and 3 senior driving contestants will qualify at the county level to compete at the area level contest. 3 junior and 3 senior driving contestants will qualify at the area level to compete at the state contest.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

Youth may exhibit in the operator skills option, educational exhibit option or both. Youth choosing to exhibit in the lawn and garden tractor, tractor, or zero-turn mower operator skills driving option must select one, but may be enrolled in all three projects.

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

## Exhibit Class Guidelines:

### Educational Exhibit Option

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

Create an educational poster, notebook or display about any manual activity or on any tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

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

Create an educational poster, notebook or display about any manual activity or on any tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

### *Level C (grades 7-9 suggested)*

Create an educational poster, notebook or display about any manual activity or on any tractor safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

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

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

## **Operator Skills Option**

The operator skills component is an educational and training activity conducted by adult 4-H volunteers. A parent or guardian is encouraged to be present when their child is operating a tractor. The adult 4-H volunteer has the authority to deny a child the opportunity to participate in the operator skills option when it is deemed a child is unable to safely operate a tractor due to size, weight, or any other reason that could place the child and/or others in harm.

### *Junior (grades 3-7 suggested)*

Youth will demonstrate their operation skills by driving a tractor and wagon or trailer through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

### *Senior (grades 8-12 suggested)*

Youth will demonstrate their operation skills by driving a tractor and wagon or trailer through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

# Project Title: Veterinary Science

## Description:

Updated 10/25

This project provides a hands-on learning experience that helps youth learn more about the Veterinary Science profession.

## State Fair Entries:

3 per county; one per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

Posters are to be 22"x28" and displayed horizontally and placed in a clear plastic sleeve or covered with clear plastic to protect contents. **The poster must be mounted on a firm backing to add stiffness to the exhibit, for example: a foam core board.** Display boards should be designed to sit on a table using no more than 36" of tabletop space. Space should be left in the lower right hand corner to place an exhibit tag provided by Purdue Extension staff.

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

# Project Title: Weather and Climate Science

## Description:

Updated 10/25

Youth will learn information about weather and climate science.

## State Fair Entries:

3 per county; one per level

## Exhibit Guidelines:

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

# Project Title: Wildlife

## Description:

Updated 10/25

This project helps youth learn to identify wildlife, basic wildlife needs, and how wildlife interacts with other wildlife and people.

## State Fair Entries:

3 per county; one per level

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

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

## Exhibit Class Guidelines:

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

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

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

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

### *Advanced (grades 9-12 suggested)*

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

# Project Title: Woodworking

## Description:

Updated 10/25

The 4-H woodworking project provides youth with educational information about wood and how it can be used to construct items.

## State Fair Entries:

4 per county; one per level.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

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

## Exhibit Class Guidelines:

### *Level 1 (grades 3-4 suggested)*

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart 4-H 6875C-W](#). Exhibits may also include higher level techniques that have been mastered. Any higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

### *Level 2 (grades 5-6 suggested)*

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W](#). Exhibits may also include lower and/or higher level techniques that have been mastered. Any lower/higher level techniques will not be counted as part of the minimum five, but

nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

### *Level 3 (grades 7-9 suggested)*

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W](#). Exhibits may also include lower and/or higher level techniques that have been mastered. Any lower/higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

### *Level 4 (grades 10-12 suggested)*

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the [Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W](#). Exhibits may also include lower level techniques that have been mastered. Any lower level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging. Skills sheets are for judging purposes only and will not be returned to the exhibitor. Youth may also choose to create an educational poster, notebook or display about any manual activity or on any woodworking topic of choice that is age/grade appropriate.

## Indiana 4-H Woodworking Tools, Skills and Techniques

Youth and their mentor/volunteer leader/instructor should use this chart as a guide when deciding appropriate tools and skills to use and incorporate in a woodworking exhibit. While this list is a guide, it is not meant to be an all-inclusive list and youth should demonstrate skills they are most comfortable mastering with tools used. For example, some youth in level 2 might feel comfortable attempting level 3 tools/skills, but it is unlikely that a level 1 exhibitor will be able to successfully master the level 4 tools/skills. Youth are encouraged to utilize a number of resources such as web sites, print material, social media, and television shows when learning woodworking skills. Skills learned from these types of resources may be demonstrated provided they are age/grade appropriate.

The "X" indicates suggested level to learn respective skill. Exhibits must include a minimum of 5 techniques from their level indicated in the chart below but may include additional techniques from other levels as deemed appropriate, but nevertheless will be evaluated for quality. For example, Level 3 exhibitors may use any techniques found in Level 1 or Level 2 but the exhibit must include a minimum of 5 Level 3 techniques. Level 4 may use any techniques found in the lower three levels but must have a minimum of 5 Level 4 techniques.

SKILL	LEVEL 1 & 2	LEVEL 1 & 2	LEVEL 3	LEVEL 4
<b>SAFETY (Required of all levels and not counted as a Skill or Technique)</b>				
Ear Protection	X	X	X	X
Eye Protection	X	X	X	X
Shop Organization	X	X	X	X
Machine Guards	X	X	X	X
<b>LAYOUT</b>				
Ruler	X			
Tape Measure	X			
Square	X			
<b>COMMON TOOLS</b>				
Hammer	X			
Handsaw	X			
Coping Saw	X			
Scroll Saw	X			
Screw Driver	X			
Wood Chisel	X			
Pliers	X			
Hand Plane		X		
<b>POWER TOOLS</b>				
Band Saw	X			
Table Saw		X		
Electric Drill		X		
Radial Arm Saw			X	
Circular Saw			X	
Planner				X
Lathe				X
Jointer				X
Miter Saw				X
Scroll Saw			X	X

<b>MATERIAL SELECTION</b>				
Wood	X			
Wood Products	X			
Plywood	X			
Fiberboard	X			
Synthetic Products			X	X
<b>JOINTS</b>				
Lap Joint	X			
Butt Joints	X			
Basket Joints		X		
Doweled Joints		X		
Mortise and Tenon Joints			X	
Dado Joints			X	
Miter Joint				X
Dovetail Joints				X
Box Joints			X	X
<b>TABLE ROUTING</b>				
Bevels			X	
Dadoing			X	
Rabbeting			X	
Planing				X
Jointing				X
<b>FASTENERS</b>				
Screws	X			
Nails	X			
Bolting	X			
Gluing	X			
Pocket Hole Fasteners		X		
Brad Nailer				X
<b>FINISHING</b>				
Sanding	X			
Penetrating Finish	X			
Painting	X			
Varnishing		X		
Spraying				X
<b>FREEHAND ROUTING</b>				
Bevels			X	
Dadoing			X	
Rabbeting			X	
Planing				X
Jointing				X

# Project Title: Zero-Turn Mower Safety and Operator Skills

## Description:

Updated 10/25

The 4-H zero-turn mower and equipment program develops principles of engine operation, hydraulic systems, electrical systems, safe operation skills.

## State Fair Entries:

4 educational exhibits per county; one per level

3 junior and 3 senior driving contestants will qualify at the county level to compete at the area level contest. 3 junior and 3 senior driving contestants will qualify at the area level to compete at the state contest.

## Exhibit Guidelines:

Artificial Intelligence (AI) may be used, with parent permission, when creating this exhibit and is to be documented as a reference. A majority of the work to create this exhibit is to be the 4-H member's original work. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the way references are listed.

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Youth may exhibit in the operator skills option, educational exhibit option or both. Youth choosing to exhibit in the lawn and garden tractor, tractor, or zero-turn mower operator skills driving option must select one, but may be enrolled in all three projects.

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

## Exhibit Class Guidelines:

### Educational Exhibit Option

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

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

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

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

### *Level C (grades 7-9 suggested)*

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety, maintenance, operating system or operation topic of choice that is age/grade appropriate.

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

Create an educational poster, notebook or display about any manual activity or on any zero-turn mower safety, maintenance, operating system or operation topic of choice that is age/grade appropriate. Youth can also design and complete an independent study activity.

## **Operator Skills Option**

The operator skills component is an educational and training activity conducted by adult 4-H volunteers. A parent or guardian is encouraged to be present when their child is operating a zero-turn mower. The adult 4-H volunteer has the authority to deny a child the opportunity to participate in the operator skills option when it is deemed a child is unable to safely operate a zero-turn mower due to size, weight, or any other reason that could place the child and/or others in harm.

### *Junior (grades 3-7 suggested)*

Youth will demonstrate their operation skills by driving a zero-turn mower through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.

### *Senior (grades 8-12 suggested)*

Youth will demonstrate their operation skills by driving a zero-turn mower through an obstacle course as outlined in 4-H 84, Conducting 4-H Operator Safety Contests.