

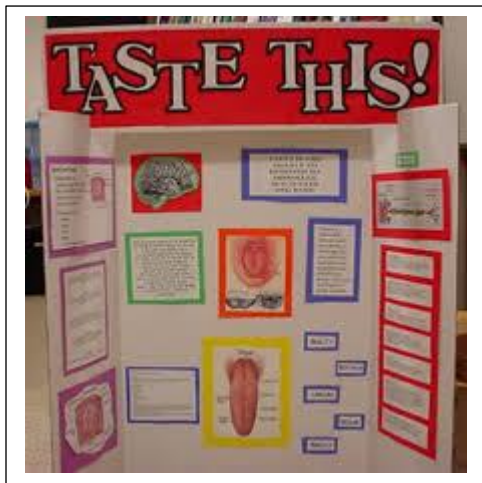
4-H EXHIBIT HALL PROJECTS

All state fair exhibit guidelines can be found at <https://extension.purdue.edu/4h/Pages/projects.aspx>.

REQUIREMENT FOR ALL EXHIBIT HALL PROJECTS:

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.



AEROSPACE

Updated 10/2018

The exhibit for this project can be EITHER a rocket, a **remote-control aircraft, a drone, or a poster**. **Please refer to the appropriate category to see exact exhibit requirements.**

If doing a poster follow general rules for posters in the “Basic Information” Section of this Manual.

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

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.

Remote control aircraft or drone of your choice must be 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.

Actual Rockets, Aircraft and Drones exhibited must be accompanied by a 3X5 index card with name, level, brand of rocket, skill level, skills to complete rocket, and activities completed for the Aerospace project.

All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H member's exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, 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.

Grades 3, 4, & 5 Lift-Off

Exhibit Options:

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

Remote control aircraft or drone of your choice must be age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional.

Grades 6, 7, & 8 Reaching New Heights

Exhibit Options:

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

Remote control aircraft or drone of your choice must be age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional.

Grades 9, 10, 11, & 12 Pilot in Command

Exhibit Options:

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

Remote control aircraft or drone of your choice must be age/grade appropriate and compliant with FAA regulations, federal and state laws, and local ordinances. This exhibit choice is to include a notebook or poster including how the aircraft/drone was used and aerospace skills learned. Displaying the aircraft or drone is optional.

STATE FAIR ENTRIES: EACH COUNTY MAY SEND ONE ROCKET,
AIRCRAFT OR DRONE AND ONE POSTER DISPLAY PER GRADE
CATEGORY.

ARTS AND CRAFTS

Project Leader- Pat Moster, 812-934-3791 email:ptmoster@epowerc.net

Assistant Project Leader- Michelle Hoff, 812-933-1526

EXHIBIT RULES

1. Each article shown must have the member's name and grade information attached ***on the outside of the artwork or craft so that ones work is not hidden.***
Beginner: Grades 3-5, Intermediate: Grades 6-8, Advanced: Grades 9-12.
2. Division Champions and Reserve Division Champions will be awarded to beginner, intermediate and advanced division as well as one Grand Champion and trophy award in each project category. (Fine Arts, Needle Craft, Models and Other Crafts).
3. Advanced divisions should exhibit a craft that shows a higher degree of skill and difficulty.
4. Articles should be judged according to these standards:
 - a. Each article should have a purpose
 - b. When articles are part of a set, such as four coasters, pair of pillowcases, the full set should be shown with each piece marked with name and category.
 - c. Designs should follow the rules of good design to be appropriate for the use of the article.
 - d. Articles should be simple and good taste.
 - e. Color combinations should be pleasing.
 - f. A protective coating, such as wax, shellac, should be used on articles that need it.
 - g. Articles should be clean and in good condition, free of defects, such as rough edges.
 - h. Articles intended for use over a period of time should be easily cleaned.
 - i. If the article is to be hung it should come prepared for hanging.

Please see hanging instructions on next page.

5. A 4-H member may enroll and exhibit one (1) entry per category as listed below.
 - a. Fine Arts - Oil, charcoal, pastels, pencils, ink, acrylic or watercolor - on canvas, canvas board or paper - framed as a picture prepared for hanging. (no paint by number) Canvas art on a wooden frame is considered prepared for hanging provided that frame has a hanger.

- b. Needle Craft (hand work) - *if the article is to be hung, it must come prepared for hanging*, or in a clear protected covering for display. (Hand work) knitting, embroidery, crocheting, needlepoint, crewel, hand quilting, tatting, candle wicking, chicken scratching, huck embroidery, hemstitching; also, pulled, drawn and counted thread work and punch needlework. Does not include latch hook, plastic canvas, machine knitting, machine quilting, or arm knitting/crocheting.
- c. Model craft - Exhibits must be a small scale replica and meet the following criteria:
- Must be of injected styrene plastics
 - At least 25% of the exhibit must be painted
 - Wood, paper, clay, die-cast, or snap together models are not permitted
 - Screws are not permitted
 - Pre-painted or pre-decaled factory models are not permitted
 - Legos are not considered models and are to be exhibited as Any Other Craft
 - **If the model is being built from a kit, include a copy of the instructions with the craft information card.**
- d. Any other craft - (*ceramic molds are not to be exhibited*). Includes latch hook, plastic canvas, string art, tin punch, paint by number, ceramics latch hook, fabric painting, sequin art, & bead art, as well as any crafts not included in the three classes listed above. **Legos or K-Nex are now exhibited in the Legos project.**
6. Arts and Crafts projects are hung on peg boards during the Ripley County Fair. When finishing your projects please remember that wire across the back works best and hangs better with the peg board hangers. **No saw tooth hangers are permitted.**
7. Ripley County/Purdue Extension/Purdue University is NOT responsible for accidents that may happen to projects.
8. **Crafts, Model Building –**
- **If the model is being built from a kit, include a copy of the instructions with the craft information card.**

STATE FAIR ENTRIES

TWELVE CRAFTS ENTRIES PER COUNTY WILL BE PERMITTED.

TWO FINE ARTS CRAFTS

TWO NEEDLE CRAFTS

TWO MODEL CRAFTS

ANY OTHER CRAFT (SIX ENTRIES PER COUNTY)

Ceramic molds are not exhibited

State Fair Entries MUST have the following attached to project: 4-H-618A-W "4-H Craft Information Card" for description of work completed on the project. **If your project is chosen for State Fair entry you will have to supply this to the Extension Office during the fair.**

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.

BEEKEEPING

Project Leader- John Garner 513-616-5419

Exhibit Introduction

Create an exhibit that shows the public what you learned in the beekeeping project this year. Posters are to be displayed horizontally, sized 22" x 28", mounted on a firm backing (foam-core board or other), and covered in clear plastic or other transparent material.

Choose one of the topics listed below, appropriate for your grade in school, and **use that topic** for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish. All posters, notebooks, and display boards must include a reference list indicating where information was obtained, giving credit to the original author, to complete the 4-H members exhibit. This reference list should/might include web site links, people and professionals interviewed, books, magazines, etc. It is recommended this reference list be attached to the back of a poster or display board, be the last page of a notebook, or included as part of the display visible to the public. A judge is not to discredit an exhibit for the manner in which references are listed.

Notes:

There are no age specifications for beekeeping exhibits.

No bee hives may be brought to the State Fair.

Honey water content will be measured.

Fill level: the honey should be filled to the jar shoulder, not over, nor under

Chunk honey should go in a wide-mouth jar, preferably one specially made for chunk honey (see beekeeping catalogs).

Be careful to distinguish "chunk honey"(comb in jar) from "cut comb" (comb only in box).

Honey (including chunk, cut comb and comb) must be collected since the previous county fair.

Requirements

Level: Division 1: (may do 1 to 2 years)

Exhibit:

Present one of the following topics on a poster, as specified above.

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

Level: Division 2: (may do 1 to 2 years)

Exhibit:

Exhibit one of the following:

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

Working with Honey Bees - Present a topic from your manual to teach fair goers about working with honey bees. Use your knowledge and creativity to display this information on a poster or in a notebook. Posters must follow the guidelines listed above.

Level: Division 3 and Above: (may do multiple years)

Exhibit:

Exhibit two of the four kinds of honey listed below (#1-4) or prepare an educational display about honey bees or beekeeping (#5).

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

Level: Independent Study: Grades 9 - 12

Exhibit

Exhibit one of the following:

Advanced topic - Learn all you can about a beekeeping topic and present it on a poster. Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, "**Advanced Beekeeping - Independent Study.**"

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

STATE FAIR ENTRIES

One State Fair entry per county for Division 1 4-H 586. There is no limit on the number of exhibits a county may enter in Division 2 and 3, but only one exhibit per 4-H member is allowed at the State Fair. Only one entry may be entered in the Independent Study Grade 9-12.

CAKE DECORATING

Updated October 2019

Project Leader- Michele Speer 812-689-7282
Heidi Speer 812-756-3689

Exhibit Introduction

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

Beginner Level (Grades 3-5)

Cakes must be on a cake board approximately 3/8" thick and **2-4"** larger than the cake. For example, if the cake is 8" in diameter, then the cake board must be **10-12"** in diameter. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the beginner level are to be a single

tier/layer, no more than 5" tall, and may be round, square, or rectangular and the cake board is to be no more than 12"x12". A minimum of five beginner level skills are to be demonstrated. A list of skills to choose from can be found on the Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A sheet.

Intermediate Level (Grades 6-8)

Cakes must be on a cake board approximately 3/8" thick and **2-4"** larger than the cake. For example, if the cake is 9"x13" rectangular, then the cake board must be **11"x15" to 13" x 17"** rectangular. The cake board must be neatly covered and well taped or otherwise attached underneath. Cakes exhibited in the intermediate level are to be a single or double tier/layer, no more than 12" tall and may be any shape. Youth may choose to decorate an inverted (upside down) character pan or create a 3-dimensional cake. It is also permissible to cut-up pieces of Styrofoam, foam, or other solid material to create a new shape, like a butterfly or castle for example. The cake board is to be no more than 24"x24". A minimum of five intermediate level skills are to be demonstrated and the cake may include additional skills from the beginner level. A list of skills to choose from can be found on the Indiana 4-H Cake Decorating Skills and Techniques, 4-H 710A sheet.

Advanced Level (Grades 9-12)

Cakes must be on a cake board approximately 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". 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.

***All exhibits** must have the Cake Decorating Skills Sheet attached to the cake board. Cut-up cakes and stacked or tiered cakes must also include a diagram showing how the cake project was put together (i.e. cake sizes, dowel rods, separator plates, etc.) Cut-up cakes and stacked or tiered cakes must also have a diagram showing how the cake project was assembled (i.e., cake sizes, dowel rods, separator plates, etc.).

ONE STATE FAIR ENTRY PER LEVEL

CHILD DEVELOPMENT

County Rule Note: the only activity required for this project is the one your project is based on. All others are optional.

Complete at least three activities, each from a different chapter. Within the two-year period for each level, completed at least six activities, and at least one activity from each of the five chapters.

Grades 3 & 4: Building a Bright Beginning

Choose one of the following to exhibit.

1. Choose one activity that you completed in this level. Design a poster or a binder notebook that shows or tells what you did with this activity.
2. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40. Use a 5 x 8 index card or larger cardstock to create your card.
3. Interactive Demonstration (See guidelines under the Project - Communications)

Grades 5 & 6: Building Blocks of Learning

Choose one of the following to exhibit.

1. Choose one activity that you completed in this level. Design a poster or a binder notebook that shows or tells what you did with this activity.
2. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40. Use a 5 x 8 index card or larger cardstock to create your card.
3. Interactive Demonstration (See guidelines under the Project - Communications)

Grades 7, 8 & 9: Building a Strong Foundation

Choose one of the following to exhibit.

1. Design a poster based on one activity you completed in this level in your manual or one that promotes physical, emotional, or cognitive skills.
2. Display a binder notebook that includes the information from the three activities you completed this year.
3. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual or one that promotes physical, emotional, or cognitive skills. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40. Use a 5 x 8 index card or larger cardstock to create your card.
4. Interactive Demonstration (See guidelines under the Project - Communications)

Grades 10, 11 & 12: Building Relationships toward a Brighter Tomorrow

Choose one of the following to exhibit.

1. Design a poster based on one activity you completed in this level in your manual or one that promotes physical, emotional, or cognitive skills.
2. Display a binder notebook that includes the information from the three activities you completed this year.
3. Create a display no larger than 36 x 36 x 36 inches using one of the activities from your project manual or one that promotes physical, emotional, or cognitive skills. Complete an Activity Card and attach it to the exhibit. A sample Activity Card is on page 40. Use a 5 x 8 index card or larger cardstock to create your card.
4. Interactive Demonstration (See guidelines under the Project - Communications)

Details for exhibit options:

Binder notebook:

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

Display

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



COLLECTIONS

All items in exhibit must be securely attached. Exhibit must be able to be moved after it is judged. Exhibit should not include items of monetary and/or sentimental value. If you display these items, their safety cannot be guaranteed. Photos of valuable items may be displayed in a notebook. If project is displayed in a notebook, follow general rules for notebooks in front of Handbook. **Collection Log must be exhibited with Collection project.**

Grades 3, 4 & 5

1. Select a representative sample of your collection and exhibit it attractively and neatly as a display (space not to exceed 18" x 24"), **OR** on a poster, **OR** in a notebook.
2. Attach your completed project manual to your exhibit.
3. Label the items in your collection. If space does not allow this, then number each item and attach a sheet with a brief description of each item displayed.
4. No live items are acceptable.
5. Add to your collection by displaying 2 (two) new items each year.
6. Minimum display is 6 (six) items.

Grades 6, 7 & 8

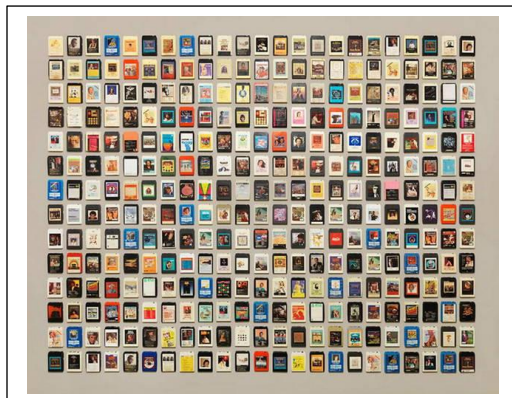
1. Follow rules from grades 3, 4 & 5.
2. Add to your collection by displaying 2 (two) new items each year.
3. No live items are acceptable.
4. Minimum display is 10 (ten) items.

Grades 9, 10, 11 & 12

1. Follow rules from grades 3, 4 & 5.
2. Add to your collection by displaying 2 (two) new items each year.
3. Minimum display is 14 (fourteen) items.

A champion will be awarded in each grade/level for a display, a poster, and a notebook.
A 4-H member may enter only one Collections project.

NO STATE FAIR ENTRY



Communications (Action Demo, Public Speaking)

10/2019

Project Leader: Baylee Dwenger, 812-621-2112

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

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

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

Verbal Communication Events

The following verbal communication events and activities are offered to 4-H members as a way to teach presentation and public speaking skill development. They are often used in 4-H meetings, and a county 4-H youth development program may choose to offer these as competitive events. While the interactive demonstration is a non-competitive event at the Indiana State Fair, the demonstration, informative presentation, professional persuasive presentation, public speaking, and illustrated talk are competitive events. Refer to the Indiana State Fair 4-H handbook for the date, time, and location of each event. Check with your county extension educator for information about entering these events.

Interactive Demonstration (Action Demonstration)

- Any 4-H member may participate in the Interactive Demonstration.
- This is designed for the novice person, and the topic can be related to any 4-H project. The 4-H member will provide a short demonstration of no more than 3 minutes that will actively engage members of the audience in a how-to-do skill development.
- Examples include, but are not limited to, how to use a measuring cup, how to use a ruler, how to knead dough, how to clean grooming clippers, how to crop a photo, etc.
- Props are permitted.
- Live animals and PowerPoint displays are not permitted.

- Although participants will not be judged, an adult will watch the 4-H member's interactive demonstration and will provide feedback to the member.
- The 4-H member will continually repeat their how-to interactive demonstration for the designated time period, typically 45-60 minutes.

Demonstration

- Any 4-H member in grades 6-12 may participate in the Indiana State Fair demonstration contest.
- This contest allows the 4-H member to show the audience step-by-step procedures how to do something related to any 4-H project.
- Examples of a demonstration include how to take a prize winning photograph, how to give an intramuscular antibiotic injection or shot, how to design a mini-barn blueprint, how to construct a garment, how to develop a wildlife rehabilitation plan, how to treat a cat for fleas, etc.
- Members may use a PowerPoint, Prezi, or other digital presentation, signs, and other props that will enhance their presentation when giving their how-to demonstration to the audience from a stage or stage-like setting.
- If digital media will be used to enhance the presentation, contestants are encouraged to provide their own laptop computer. If the laptop is not equipped with a standard VGA external video connection, the contestant will need to supply an appropriate adapter. While a standard PC laptop will be available, the quality and compatibility of the digital media cannot be guaranteed as PowerPoint will be the only digital media available.
- Live animals are not permitted.
- There is no interaction with the audience.
- Junior members (grades 6-8) have 5-7 minutes to present their demonstration, while senior members (grades 9-12) will present their demonstration in 5-10 minutes.
- Questions may be asked of the contestants by the judges following the demonstration.
- Categories will be Junior Individual, Senior Individual, Junior Team, and Senior Team.
- The team category is for two (2) people and will be determined by the highest grade level of any member of that team. If a team is awarded the State Fair Achievement Trip, only those team members who are 14 years of age or older as of January 1 will be permitted to attend the trip. Those members of the winning team who are younger than 14 years of age will not be able to compete in a team demonstration in future years.
- The State Fair Achievement Trip may be awarded by the judges to a maximum of the top three (3) blue merit senior individual members and top (1) blue merit senior team at the discretion of the judges. Trip winners must be of blue merit quality.
- A county may have no more than three (3) entries in each of these categories.

Informative 4-H Presentation

- Any 4-H member in grades 6-12 may participate in the Indiana State Fair informative presentation contest.
- This contest allows the 4-H member to present a topic of their choice related to a 4-H event, project, or activity to the audience.
- Examples of an informative 4-H presentation include the benefits of attending 4-H Round-Up, State 4-H Junior Leader Conference, Science Workshops, or Citizenship Washington Focus; the impact of a community service project on the 4-H members

involved and their community; why a family should enroll their children in 4-H; how 4-H prepares a young person for the workforce or college, etc.

- Members may use a PowerPoint, Prezi, or other digital presentation, signs, and other props that will enhance their presentation when giving it to the audience from a stage or stage-like setting. If digital media will be used to enhance the presentation, contestants are encouraged to provide their own laptop computer. If the laptop is not equipped with a standard VGA external video connection, the contestant will need to supply an appropriate adapter. While a standard PC laptop will be available, the quality and compatibility of the digital media cannot be guaranteed as PowerPoint will be the only digital media available.
- Live animals are not permitted.
- There is no interaction with the audience.
- Junior members (grades 6-8) have 5-7 minutes to present their informative presentation, while senior members (grades 9-12) will present their informative presentation in 5-10 minutes.
- Questions may be asked of the contestants by the judges following the informative 4-H presentation.
- Categories will be Junior Individual and Senior Individual.
-
- The State Fair Achievement Trip may be awarded by the judges to a maximum of the top three (3) blue merit senior individual members at the discretion of the judges. Trip winners must be of blue merit quality.
- A county may have no more than three (3) entries in each of the categories.

Professional Persuasive Presentation

- Any 4-H member in grades 6-12 may participate in the Indiana State Fair professional presentation contest.
- Contestants will be required to research a public issue in their community, collect data showing how this issue is or could affect their community, formulate a plan to address this issue, and present it in a professional manner using electronic digital media such as PowerPoint, Prezi, etc.
- Contestants are to submit three (3) sets of accompanying handouts at registration. These handouts will be provided to the judges.
- It is suggested that youth practice by presenting their professional presentation to service clubs, 4-H council or fair board, government officials, or other boards.
- Examples of public issues could be the lack of accessibility to trails or public parks, congested traffic locations, public health issues, impoverished neighborhoods, school dropout rates, the size of farm machinery outgrowing the size of roads, etc.
- Members must use a PowerPoint, Prezi, or other digital media presentation when giving it to the audience from a stage or stage-like setting.
- Other props may be used to enhance the presentation but are not required.
- Live animals are not permitted.
- There is no interaction with the audience.
- Junior members (grades 6-8) and senior members (grades 9-12) will present their professional presentation in 5-10 minutes.
- Questions may be asked by the judges following the professional presentation.
- Categories will be Junior Individual, Senior Individual, Junior Team and Senior Team.
- The team category is for two (2) people and will be determined by the highest grade level of any member of that team. If a team is awarded the State Fair Achievement

Trip, only those team members who are 14 years of age or older as of January 1 will be permitted to attend the trip. Those members of the winning team who are younger than 14 years of age will not be able to compete in a team informative presentation in future years.

- Contestants are encouraged to provide their own laptop computer. If the laptop is not equipped with a standard VGA external video connection, the contestant will need to supply an appropriate adapter. While a standard PC laptop will be available, the quality and compatibility of the digital media cannot be guaranteed as PowerPoint will be the only digital media available. A wireless internet connection will be available.
- The State Fair Achievement Trip may be awarded by the judges to a maximum of the top three (3) blue merit senior individual members and top (1) blue merit senior team at the discretion of the judges. Trip winners must be of blue merit quality.
- A county may have no more than three (3) entries in each of the categories.

Public Speaking

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

Illustrated Talk

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

- The State Fair Achievement Trip may be awarded by the judges to a maximum of the top two (2) blue merit Masters Category rabbit members and poultry members at the discretion of the judges. Trip winners must be of blue merit quality.

COMPUTER ARTS

This project is designed for 4-H members to use their creativity and computer skills to develop artistic projects on the computer. Any computer program can be used. This project is no longer a state fair entry project.

EXHIBIT: You have the option of displaying your design on a poster or exhibiting it and explaining the procedure in a notebook. Please use the guidelines listed under the Basic Information section on Posters and Binders. Please include the title “Computer Arts” on your poster or binder.

Level A: - Grades 3, 4, & 5:

Design two of the following in any combination. You can do two of the same item.

- a. Banner
- b. Certificate
- c. Greeting Card
- d. Business Card
- e. An Event Ticket



Level B - Grades 6, 7 & 8:

Design one of the following:

- a. Plan a party and create an invitation, place cards, and a game for your party
- b. Create a flyer to promote an imaginary company or business.
- c. Make a T-shirt design. You do not need to transfer it to the T-shirt.
- d. Design a magazine cover.
- e. Create your own personal stationery and matching envelopes.

Level C - Grades 9, 10, 11 & 12:

Design one of the following:

- a. A 12-month calendar for the upcoming year; Include graphics, holidays, and dates of importance to you.
- b. A book for small children.
- c. A building plan for a new house.
- d. Develop a new product and design advertising for your product.
- e. A menu to promote a new restaurant.
- f. A vacation resort brochure.
- g. A promotional brochure for any large city.
- h. A promotional brochure for any sports team.

NOT A STATE FAIR ENTRY PROJECT

CONSUMER CLOTHING

Project Leader:

For questions, call the Extension Office 812-689-6511

To complete this project you must complete the stated activities and exhibit your notebook on Judging Day or model your outfit at the Fashion Revue. You may do both if you choose. Fashion Revue Information is listed alphabetically in this section of the Manual. Follow general rules for assembling notebooks as described in your Consumer Clothing project book. Please use a heavy sturdy binder with sheet protectors when assembling. All grade/levels should include a description of ***purchased outfit*** in notebook as well as picture of outfit. Notebook only will be exhibited.

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

Grades 3, 4 & 5

1. Complete one activity from each group in the beginner's manual. Write your results or answers in a notebook. Label each activity so you can discuss it with the judge. If you take Consumer Clothing again in this Level, complete different activities.
2. Help purchase an item of clothing that will be worn with other clothes in your wardrobe (for example: slacks, shirt, jeans, sweater, etc.). Select an accessory that goes with your purchase like shoes, belt, jewelry, socks, etc.
3. Be prepared to tell the judge about your purchases, what you learned, and about the activities you completed. Take your manual and notebook to the judging.

Grades 6, 7 & 8

1. Complete one activity from each group in the intermediate manual. Write your results or answers in a notebook. Label each activity so you can discuss it with the judge. If you take Consumer Clothing again in this Level, complete different activities.
2. Purchase and accessorize a casual or school outfit. Accessories may be purchased or from items you already own.
3. Be prepared to tell the judge about your purchases, what you learned, and about the activities you completed. Take your manual and notebook to the judging.

Grades 9, 10, 11 & 12

1. Complete one activity from each group in the advanced manual. Write your results or answers in a notebook. Label each activity so you can discuss it with the judge. If you take Consumer Clothing again in this Level, complete different activities.
2. Purchase and accessorize an outfit. Accessories may be purchased or from items you already own.

3. Tell the judge about your activities in this year's project and how you plan to use this year's purchases in your future wardrobe. Take your manual and notebook to the judging.
4. If a member has completed all activities in the manual in prior years, the member is to consult with their extension educator, leader, or mentor to create an activity. When assembling the exhibit notebook be sure to include a note to the judge explaining how the activity was determined and the intended objectives.

ONE STATE FAIR ENTRY PER GRADE LEVEL – NOTEBOOK ONLY

CROPS

Project Leader- Steve Pitts, 812-662-4528, spitts@stewartseeds.com

Crops consist of Corn, Soybeans, Wheat, Tobacco, and Hay. Please look at the following subsets for your project requirements.

There will also be a Grain Show held after the fall harvest for Corn and Soybeans.

CORN:

BEGINNERS - Grades 3, 4, & 5

Exhibit a poster (22"x28") horizontally on stiff backing.

Year 1 - Exhibit a poster related to Section 2 of the project manual, example "Corn Seed or Corn Plant".

Year 2 - Exhibit a poster related to Section 3 of the project manual, example "Weed Pest", "Pest Insects", "Corn Diseases".

Year 3 - Exhibit a poster related to Section 4 of the project manual, example "Uses of Corn".

Beginners Only – Grades 3, 4, & 5 - Exhibit a quart of cleaned corn at the grain show*. (4-H 626 is not required for beginners)*

Intermediates – Grades 6, 7, & 8 and **Advanced** Grades 9, 10, 11, & 12 - Three (3) stalks of corn, with exposed and washed roots.

Intermediates & Advanced - Exhibit a gallon of cleaned corn and 4-H crops record (4-H 626) at the grain show*.

SOYBEANS:

Beginners - Grades 3, 4 & 5

Exhibit a poster (22"x28") horizontally on stiff backing

Year 1 - Exhibit a poster related to "The Soybean Described" section of the Project Manual, example "Soybean Seed or Soybean Plant".

Year 2 - Exhibit a poster related to "Protecting the Soybean" section of the Project Manual, example "Weed Pest", "Pest Insects", "Soybean Diseases".

Year 3 - Exhibit a poster related to "Using the Soybean" section of the Project Manual, example "Uses of Soybeans".

Beginners Only - Years 1, 2 & 3 - Exhibit a quart of cleaned soybeans at the grain show (4-H 626 is not required for beginners)*

Intermediates -Grades 6, 7 & 8 and Advanced Grades 9, 10, 11 & 12 (five (5) soybean plants dug and dirt washed from roots.

Intermediate & Advanced - Exhibit a gallon of cleaned soybeans and the 4-H Crops record 4-H 626 at the grain show*.

**Grain Show conducted during the winter following the fall harvest.*

WHEAT:

One (1) gallon wheat in glass jar.

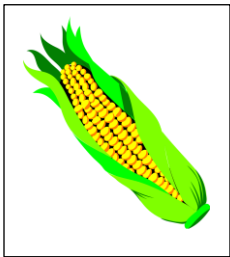
TOBACCO:

Four (4) stalks of tobacco, mounted on 18" sticks

Add 5" X 7" hang tag to the tobacco telling variety of tobacco and date tobacco was set.

HAY:

Exhibit 1/4 bale - double tied



ELECTRIC

Updated October 2019

Project Leader- Dave Osborne, 812-689-6511 e-mail: osbornda@purdue.edu

DIVISION I – Project completion recommendations

1. Make a circuit board
2. Conduct a Hazard Hunt
3. Complete your record

Exhibit Circuit Board **no larger than 6” by 6”** (using kit provided, label parallel or series circuit).

“What I Have Done and Learned” is required for county only.

DIVISION II –Project completion recommendations

1. Make a magnetic powered flashlight or exhibit a poster (22”x28”) on a topic described in the manual.
2. Complete your record

Exhibit a Magnetic Powered Flashlight or a poster (22”x28”) as outlined in the project manual or project CD.

DIVISION III – Project completion recommendations

1. Make one of the following
 - a. Build an extension cord using all new parts
 - b. Build an incandescent trouble light using all new parts
 - c. Build a fluorescent trouble light using all new parts
 - d. Repair an extension cord or trouble light by replacing the cord, plug, connector body or socket handle with a new part(s)
 - e. Create a poster about
 - *wire size
 - *wire type
 - *current carrying capacity
 - *the parts of an extension cord or trouble light
 - *an important safety-related topic
 - *any topic covered in the Division III manual

2. Complete your record.

Exhibit Extension cord; trouble light or a poster as outlined in the project manual.

DIVISION IV – Project completion recommendations

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

Exhibit one of the following:

1. Made or remade lamp
2. Display board on any topic covered in manual

3. Poster on any topic covered in this manual

Note: Poster and display boards should be 22" tall by 28" wide. Equipment wiring boards differ from display boards in that they show hands-on wiring techniques (i.e., complete wiring of a light controlled by a three-way switch system). Equipment wiring boards should be no larger than 3' by 3'. The boards should be designed so that they can be displayed horizontally. If the exhibit is not a poster attach a note explaining how it is to be used. **Display boards should be appropriately sized for the displayed equipment.**

ADVANCED– Divisions 5-10 Project completion recommendations

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

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

Exhibit ONE of the following:

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

****For other exhibit ideas, refer to the Advanced Electric Project Ideas resource available on the Indiana 4-H Electric project page.**

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

Display boards should be appropriately sized for the displayed equipment.

ALL DIVISIONS - Your completed record sheets must be checked in at time of entry. Poster exhibits must be backed foam core and covered with clear plastic 22"x28". A statement should be attached to any article that is not commonly known, explaining its purpose. Division 3 and above should attach a note to the exhibit, explaining what was done, why and the intended use of the item.

ENTOMOLOGY

Project Leader: Christy Swango, 812-689-5934

The exhibit for this project can be EITHER insect specimens or a poster. Please refer to the appropriate category to see exact exhibit requirements.

Important Notes:

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

Use the orders listed in the reference material (above), which are found on page 57 in ID-401 and the Table of Contents in 4-H-764.
- **Title:**
 - For Collections – Insect Collection, Grade X (where X = your grade in school)
 - For Posters – Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title.
- **Display:**

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

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

Cards A-F (for grades 3-8) are to be placed inside the display box in an attractive manner. ID 401-I cards, (for grades 9-12), should be placed in the lower right hand corner of box #1.
- **Identification:**

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

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

- **Pin Labels:** Each pin or vial must contain two labels:
 1) Top label is to include collection date, location, and collector name.
 2) Bottom label is to include common name and other optional identification data

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

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

Exhibits - Insects Option:

Title: Insect Collection, Grade X (where X = your grade in school)

Grade 3 – Exhibit exactly 10 insects, labeled and pinned on cards (ID 401A) **1 box**

Grade 4 – Exhibit exactly 20 insects, mounted (pins or vials) and identified all insects by common name and identify five (5) to order. Include card ID 401B. **1 box**

Grade 5 – Exhibit exactly 30 insects, mounted (pins or vials) and identified all insects by common name and identify fifteen (15) to order. Include card ID 401C. **1 box**

Grade 6 – Exhibit exactly 40 insects, mounted (pins or vials) and identified; list common name order and collection information (date and place). Group insects by order and exhibit a minimum of 6 orders. Include ID 401D. **2 boxes**

Grade 7 – Exhibit exactly 50 insects, mounted (pins or vials) and identified; list common name, order and collection information (date and place). Identify ten (10) to family. Group insects by order and exhibit a minimum of 8 orders. Include card ID 401E. **2 boxes**

Grade 8 – Exhibit exactly 60 insects, mounted (pins or vials) and identified; list common name, order and collection information (date and place). Identify

thirty (30) to family. Group insects by order and exhibit a minimum of 10 orders. Include card ID 401F. **2 boxes**

Grade 9 – Exhibit exactly 70 insects, mounted (pins or vials) and identified; list common name, order, family and collection information (date and place) for all insects. Group insects by order and exhibit a minimum of 12 orders. **One Educational box; theme: insect behavior** 3 boxes total Include card ID 401I.(1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.**

Grade 10- Exhibit exactly 80 insects, mounted (pins or vials) and identified; list common name, order, family and collection information (date and place) for all insects. Group insects by order and exhibit a minimum of 14 orders. **One Educational box; theme: insect pest management** 3 boxes total. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.**

Grade 11- Exhibit exactly 90 insects, mounted (pins or vials) and identified; list common name, order, family and collection information (date and place) for all insects. Group insects by order and exhibit a minimum of 16 orders. **One Educational box; theme: insects in the environment** 3 boxes total Include card ID 401I. ((1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.**

Grade 12- Exhibit exactly 100 insects, mounted (pins or vials) and identified; list common name, order, family and collection information (date and place)for all insects. Group insects by order and exhibit a minimum of 18 orders. **One Educational box; theme: benefits of insects** 3 boxes total. Include card ID 401I. (1-3 collection boxes plus 1 educational box*). Place ID 401I in first collection box only.**

***MAX # boxes-** The number in this column indicates the maximum number of insects that may be used for the insect collection. Educational boxes are in addition to the boxes.

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

Exhibits – Poster Option:

All divisions may also exhibit a poster. Posters must be displayed horizontally, sized 22" x 28", mounted on a firm backing (foam-core board or other), and covered in clear plastic or other transparent material. Be sure to include a label with your name, grade, and county. Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

Grades 3-5 – Display a poster based on the following activities:

Big Mouth Bugs-Show the 4 different mouth types that you studied. Create a chart listing the four mouth types, an insect with this mouth type, food they eat, and where these insects might be found.

Pit Stop-Make two pit traps and use them to collect insects. Exhibit your completed record sheet. You can use the format given for your data collection, or make your own. Include some of the insects, or pictures of your trap and insects collected.

Buz-z-zing Around-Present three to five ways that insects communicate. Include an insect, or picture of each insect that communicates in each of the ways you are describing.

FACETnating!-Show how insects see (compound eyes) and explain how they see colors.

Ants and Uncles-Compare insects with their non-insect relatives by completing the chart in your book (copy or make your own). Include some of the insects and their non-insect relatives, or pictures of them, on your poster.

Chirp, Chirp-Watch and listen to crickets for five minutes, three times a day, for three days. Include day and night observations. Record what you see and hear.

Grades 6-8- Display a poster based on the following activities:

Collecting Insects -- Use two of the insect collecting traps described in Activity 2 (Berlese Funnel, Indoor Insect Trap), Activity 3 (Modified Wilkinson Trap), Activity 4 (Fruit Bait), or Activity 5 (Light Attractor) to collect insects. Exhibit a picture of your traps and an Insect Collection Data Chart that gives the trap location (for example, in the basement or in the back yard), date collected, and insects collected.

Spread Your Wings and Fly -- Make and use a spreading board. Exhibit two pictures of your spreading board and three butterflies or moths that you prepared using your board.

Insect Experiments -- Complete one of the following activities: Activity 8 (Color My World), Activity 9 (Sowbug Investigations), or Activity 10 (Life's Stages). Exhibit your data sheet and answers to the "Talk It Over" questions. For activities 8 and 9 include your hypothesis and a conclusive statement about your hypothesis (indicate if it was proved or disproved).

Invasive Species Investigations -- Create an informational exhibit about one (Indiana) invasive insect. Include the information requested in the activity for this insect (first eight (8) questions on page 29).

A Sticky Situation -- Make and use sticky traps for four weeks as described in Activity 13. Exhibit your data sheet and the answers to "Talk It Over" questions.

Footprint Clues -- Study the tracks of 3 different species of insect and one arthropod as described in Activity 14. Exhibit your data sheet and the answers to "Talk It Over" questions.

Grades 9-12-Display a poster based on the following activities:

The Scientific Method - Use the scientific method to complete one of the problems listed in Activity 3. Describe what you did to complete the five scientific method steps and include your data and drawings or pictures of your experiment.

Transecting for Insects - Compare three habitats using the scientific method to determine which one has the most terrestrial insect activity. Display your transect data sheet for each habitat and answer the "Talk It Over" questions.

Please Drop In -- Create your own hypothesis and collect insects in five pitfall traps to prove or disprove your hypothesis, as described in Activity 7. Display how you completed your experiment (including each step in the scientific method) and your data for each habitat.

Aliens Among Us -- Complete the "Natives vs Non-natives Survey Data Sheet" by checking two boxes (Native or non-native and damage or no damage) for five native and five non-native insects as shown in Activity 9. Answer the "Talk It Over" questions.

IMP -- Learning and Teaching - Make an informational flier and use it to teach younger 4-H members about five insect pests that might be found in a home or school in your county. Exhibit your flier, lesson plan, and photograph of you teaching. Answer the "Talk It Over" questions.

Meal from a Worm -- Use the scientific method to study how mealworm larvae grow. Include your hypothesis, data charts, and conclusions. Answer the "Talk It Over" questions.

Independent: Grades 9-12-

Advanced topic-Learn all you can about a topic of your choice and present it on a poster **or in an Entomology box.** . Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, “**Advanced Entomology_- Independent Study**”.

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

TWO STATE FAIR ENTRIES PER CATEGORY: ONE INSECT
COLLECTION AND ONE POSTER

FARM SCENE

Project Leader- Robin Young Miller 812-614-7216

All pieces must be securely fastened or attached to the exhibit. Not responsible for damage or lost/stolen items. If multiple pieces make up the exhibit, a photograph of the complete exhibit should be attached to the exhibit so the total exhibit can be properly displayed. For safety purposes, any craft exhibit resembling a sword, knife, or look-a-like weapon will be judged but will not be displayed.

This project will be divided into three (3) divisions:

Level A/Beginner – Grades 3-5

Level B/Intermediate – Grades 6-8

Level C/Advanced – Grades 9-12

Project Exhibit Requirements

1. Exhibits will be judged according to the arrangement, scaling, detail, and realistic feel of all items that make up the exhibit. Judging will also be based on neatness of appearance and presentation.
2. All displays should be built on a solid, rigid base (i.e. plywood).
3. Members may use a variety of mediums and materials to create their farm scenes.
4. The same farm toys and/or layout may be used in more than one year but exhibits need to be changed, altered, or modified so as not to repeat the same exact exhibit.
5. Each exhibit MUST include a 4-H Craft Information Card with information on the design and build process.

Level A – Beginner (Grades 3-5)

- Exhibit: One (1) farm scene display that measures no more than 24" X 24" and no taller than 12".
- No more than 10 items/pieces as a part of this display. ('Extras' – like roads, trees, bushes, shrubs, light poles, and/or fence – are not included in this total.)
- Pre-built/manufactured pieces (barns, houses, etc.) are permitted.

Level B – Intermediate (Grades 6-8)

- Exhibit: One (1) farm scene display that measures no more than 36" X 36" and no taller than 24".
- No more than 20 items/pieces as a part of the display. ('Extras' – like roads, trees, bushes, shrubs, light poles, and/or fence – are not included in this total.)
- At least one item must be an original design/creation and/or custom built.
- Any combination of items may be used but:
 - Not more than 3 structures (barn, building, house, shed, silo, etc.)
 - Not more than 15 animals
 - Not more than 15 wheel toys (tractors, trucks, equipment, etc.) A tractor with an implement is considered 2 wheel toys.

Level C – Advanced (Grades 9-12)

- Exhibit: One (1) farm scene display that measures no more than 36" X 36" and no taller than 24".
- No more than half of your items can be pre-manufactured scenes or buildings (i.e. fully assembled buildings or barns).

FASHION REVUE

Project Leader-

Committee members: Jessie and Darren Engelking, 812-621-1879

For questions, call the Extension Office 812-689-6511

Pre-Registration for Fashion Revue is required. Send completed form to:

Ripley County Extension Office

525 W Beech St

Osgood IN 47037

Fashion Revue is divided into 4 Shows:

#1-Consumer Clothing – All Divisions, **#2**-Junior Sewing – Grades 3-7

#3-Senior Sewing – Grades 8-12, **#4**- Wearable Arts – All Divisions

Project members of the Sewing project making wearable garments, Consumer Clothing, and Wearable Arts may choose to participate in Fashion Revue.

Consumer Clothing & Wearable Arts Registration:

(You **MUST** be registered, dressed and ready by 6:10 pm the night of Fashion Review to be considered for AWARDS unless you are participating in both sewing & consumer clothing)

FASHION REVUE - CONSUMER CLOTHING

Consumer Clothing Project members may model an outfit that they have purchased . **NO**

NOTEBOOK required at fashion revue.

Beginner: Help purchase an item of clothing that you'll wear with other clothes in your wardrobe. Examples might be slacks, blouse, jeans, shirt, sweater, or sweatshirt.

Choose an accessory to go with your purchase. You might buy shoes, sweatband, belt, jewelry, or socks.

Intermediate: Purchase and accessorize a casual or school outfit. You may purchase accessories or select from items you already own.

Advanced: Choose an outfit and accessorize it. You may purchase or select from items you already own.

Fashion Review-Consumer Clothing is NOT a State Fair Entry.

FASHION REVUE – JUNIOR SEWING

JUNIOR RULES – Grades 3-7:

Sewing Project members (grades 3-7) may model the piece or outfit that has been made and exhibited in the Sewing project.

Fashion Review – Junior Division is NOT a State Fair Entry.

FASHION REVUE – SENIOR SEWING

SENIOR RULES – Grades 8-12:

1. A participant must be a 4-H member in grades 8 through 12 of the current academic year or

up to age 19. The overall category winners of the state 4-H fashion revue must meet the guidelines for the National 4-H Congress Event and the State Fair Achievement Trip in order to participate in those events. National 4-H Congress guidelines require that a participant must be age 15 to 19 on January 1st of fair year. State Fair Achievement trip guidelines require that a participant must be age 14 to 19 of January 1st of fair year.

2. 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.
3. Garments modeled must have been made by participant since the prior county 4-H fair.
4. Handcrafted garments made in the 4-H craft projects may be modeled in 4-H fashion revue whenever the finished garments meet the requirements of a fashion revue classification.
5. An entrant may enter only one state 4-H fashion revue classification.
6. Outfits to be worn in the state 4-H fashion revue cannot be exhibited in any other 4-H exhibit section.
7. Each county can send 6 participants to the state 4-H fashion revue (maximum 2 per category).

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.

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

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

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

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

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.

Fashion Review – Senior Division IS a State Fair Entry.

FASHION REVUE - WEARABLE ARTS

Wearable Arts project members may model the item that has been made and exhibited in the Wearable Arts project.

This Revue will be divided into the following categories:

Beginner: Grades 3, 4 & 5

Intermediate: Grades 6, 7, & 8

Advanced: Grades 9, 10, 11, & 12

Fashion Review – Wearable Arts is NOT a State Fair Entry.

FLORICULTURE

Superintendent- Elaine Weber, 812-623-3616

Notebook Guidelines

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

Poster Guidelines

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

Level A-Grades 3 & 4

Flower Exhibit Categories- Choose 1 of the Following:

1. Create flower arrangement in a simple bud vase, provide your own vase, from cut flowers you grew in your garden.
 - vase must be no more than 9 inches tall by 3 inches wide, neck opening of vase not to exceed 1.5 inches and be clear or white only. Include 1-3 stems of a main flower, along with appropriate amount of filler flower and greenery. Flowers should be in their natural stat, and not wired for display.
2. Create flower arrangement in a simple bud vase, provide your own vase, from fresh flowers you purchased.
 - vase must be no more than 9 inches tall by 3 inches wide, neck opening of vase not to exceed 1.5 inches and be clear or white only. Include 1-3 stems of a main flower, along with appropriate amount of filler flower and greenery.

3. Create a simple round arrangement (small, compact round cluster of flowers) with fresh flowers you purchased. Including the vase or container, **must be no larger than 12"x12"**.
4. Create a simple round arrangement (small, compact round cluster of flowers) with fresh flowers you grew. Including the vase or container, **must be no larger than 12"x12"**.

Poster or Notebook Exhibit: Choose 1 of the following:

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

Demonstration-Participate in an Interactive demo.

Level B-Grades 5 & 6

Flower and Plant Exhibit Categories- -Choose 1 of the Following:

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

Poster or Notebook Exhibits: Choose 1 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, etc)
11. Describe an experiment you did and the results.
12. Explore and explain topics from "Imagine That"-plants around the world, information about different cultural uses of plants, different ways you used your plants/herbs/flowers.

Demonstration-Participate in an Interactive demo.

Level C-Grades 7, 8 & 9

Flower and Plant Exhibit Categories-- Choose 1 of the Following:

1. Display a terrarium (size should be appropriate for the use on a table at home, and NO larger than 18" long and 16" high. MUST have a cover. See activity information for details.)
2. Combination or European planter. Exhibit a container of plants (3 or more kinds of plants) that you have planted and cared for a minimum of 2 months. See activity for information on plants and design. The container must NOT exceed exhibit space of 18"x18" **(height will be variable)**..
3. Create one corsage or two boutonnieres made from only fresh flowers, Corsages should contain 3 or more blooms. NO artificial flowers or greenery should be used in this category. Bows and decorative items are okay.
4. Create one corsage or two boutonnieres made from silk or other artificial flowers and greenery. Can be created with mixed fresh and artificial materials, or all artificial. Bows and decorative items are okay.
5. A dried arrangement in a container or a specialty item made (such as but not limited to a wreath made with dried flowers and plant materials.) NO artificial flowers/plant materials should be included. Bows and decorative items are okay. Maximum size **24" x 24", height will be variable**.
6. Create a flower arrangement using either roses or lilies as the primary component of the arrangement. Arrangement should be made with all fresh materials (NO artificial, flowers/plant material). Bows and decorative items are okay. **The exhibit must not exceed 18" x 18" (height will be variable).**

Poster or Notebook exhibits: choose any 1 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, etc.)
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.

Demonstration-Participate in an Interactive demo.

Level D-Grades 10, 11, & 12

Flower and Plant Exhibit Categories--Choose 1 of the Following:

1. Create a seasonal arrangement from only fresh flower and/or plant materials. Flowers and plant materials specific to a season or holiday should be used. For example, fall mums or spring tulips. **Maximum size 24"x24"x36"**. This category could include a traditional floral arrangement, but also items such as wreaths. Bows and decorative accessories are okay.
2. Create a seasonal arrangement that can include fresh and/or artificial flower/plant material. Flowers and plant materials specific to a season or holiday should be used. **Maximum size 24"x24"x36"**.. This category could include a traditional floral arrangement, but also items such as wreaths. Bows and decorative accessories are okay.
3. Create a modern or contemporary style arrangement using fresh flower and plant materials. See manual for suggestions. Max. size 18"x18"x18". Include a label that states what type of design you have created. (botanical, pavè, parallel, free form, abstract, etc.)
4. Create a bridal bouquet. Proper display of the bouquet should be considered, but only the bouquet will be judged. Bouquet should include only fresh plant materials. Bows and decorative accessories are okay.

5. Create a centerpiece for an event, such as a banquet, party, wedding, funeral, or church. Arrangement should be no larger than **24"x24"x36"**. and be made from EITHER fresh flower and/or plant materials or artificial or silk flower and /or plant materials. Bows and decorative accessories are okay.
6. Display a plant that you propagated (and grew and cared for) by tissue culture or other vegetative propagation methods, or flowering bulbs that you forced. Max pot size should not exceed 10" diameter. Must include "4-H 969c Level D Plant Record" sheet chronicling the care of your plant.

Poster or Notebook Exhibits: choose 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-spring, mums-fall, etc.) or how to utilize similar flowers to make different styles of arrangements.
3. Explore and explain: the cost of arrangement and/or cost comparison with flowers.
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 around the world.
7. Explore and explain: the origins of flowers and/or the floriculture industry around the world
8. Explore and explain: tissue culture, biotechnology, or traditional breeding of new flower types-what are they, how are they used, pros and cons.
9. Explore and explain: be a plant detective-what kinds of problems might you have in growing and caring for flowers, and how to solve.
10. Describe an experiment you did and the results.
11. Describe a community service activity you did related to your flowers project. How, why, results.

Demonstration-Participate in an Interactive demo.

STATE FAIR ENTRIES: EACH COUNTY WILL BE ALLOWED TO SEND ONE FLOWER AND PLANT EXHIBIT **PER CATEGORY PER LEVEL** AND ONE POSTER OR NOTEBOOK EXHIBIT **PER LEVEL**, AND ONE DEMONSTRATION **PER EXHIBITOR**. **TOTAL ENTRIES ALLOWED PER COUNTY:** LEVEL A, FOUR FLOWER AND PLANT EXHIBITS AND ONE POSTER/NOTEBOOK; LEVEL B, THREE FLOWER AND PLANT EXHIBITS AND ONE POSTER/NOTEBOOK; LEVEL C, SIX FLOWER AND PLANT EXHIBITS AND ONE POSTER/NOTEBOOK; AND LEVEL D, SIX FLOWER AND PLANT EXHIBITS AND ONE POSTER/NOTEBOOK.

FOODS

Superintendent / Project Leader – Tammy Sidell, 812-934-4086

Bring exhibit, recipe on a 5 x 7 or 5 x 8 recipe card/index card and Food Manual to Judging

Members are required to complete a minimum three (3) activities, each from a different “bite” category each year they are in the project. **Project Manual MUST accompany the exhibit. (County level only)**

Exhibit Introduction

Purdue Extension Food Safety Policy (effective 11/2013):

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

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

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

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

Labeling Suggestions:

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

Recipe or index cards:**1. A recipe card or index card (no larger than 5 1/2" x 8 1/2") is required for all food exhibits.**

Be sure to include the recipe source and all the information requested in the exhibit description, as well as your name, county, and the grade level/exhibit option. It is recommended that you wrap the card in plastic wrap or in a plastic bag. Recipe cards will not be returned.

2. Since it is illegal in the State of Indiana for youth under the age of 21 to purchase or consume alcoholic beverages, 4-H members are to use recipes that do not include an alcoholic beverage as an ingredient. A suitable non-alcoholic or imitation product may be substituted.

Food preservation jars/containers:

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

How to prepare products for display.

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

Requirements

Level A Grade 3 Exhibit

(Participants may exhibit one baked per grade)

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

Level A Grade 4 Exhibit

(Participants may exhibit one baked item per grade)

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

Level B Grade 5 Exhibit

(Participants may exhibit one baked item per grade)

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

Level B Grade 6

(Participants may exhibit one baked item per grade)

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

Level C Grade 7, 8, 9 Exhibit

Exhibitors may choose one baked product from the following list. It is suggested a participant choose a different option each year, but this is not a requirement.

Baked Product Options List:

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

shoot and include the picture in your marketing plan. Label should include product name, date, quantity, and serving size.

Level D Grade 10, 11, 12 Exhibit

Exhibitors may choose one baked product from the following list. It is suggested a participant choose a different option each year, but this is not a requirement.

Baked Product Options List:

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

ONE STATE FAIR ENTRY PER OPTION

FOOD PRESERVATION

Superintendent / Project Leader – Tammy Sidell, 812-934-4086

Bring exhibit, recipe on a 5 x 7 or 5 x 8 recipe card/index card and Food Manual to Judging

Members are required to complete a minimum three (3) activities, each from a different “bite” category each year they are in the project. **Project Manual MUST accompany the exhibit. (County level only)**

Exhibit Introduction

Purdue Extension Food Safety Policy (effective 11/2013):

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

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

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

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

Labeling Suggestions:

1. Cover label with clear plastic wrap so that it will not become grease stained.

2. Tape label to the paper plate or container before the product is wrapped.

Recipe or index cards:

1. A recipe card or index card (no larger than 5 1/2" x 8 1/2") is required for all food exhibits.

Be sure to include the recipe source and all the information requested in the exhibit description, as well as your name, county, and the grade level/exhibit option. It is recommended that you wrap the card in plastic wrap or in a plastic bag. Recipe cards will not be returned.

2. Since it is illegal in the State of Indiana for youth under the age of 21 to purchase or consume alcoholic beverages, 4-H members are to use recipes that do not include an alcoholic beverage as an ingredient. A suitable non-alcoholic or imitation product may be substituted.

Food preservation jars/containers:

1. All canned products must have the ring on the jar top to protect the seal.

2. Containers will NOT be returned from the Indiana State Fair.

How to prepare products for display.

1. Most food products should be displayed on a paper or foam plate.

2. For cakes - cut a piece of cardboard about 1/2 inch larger than the bottom of the cake. Cover this cardboard with wax paper, plastic wrap, or foil before putting the cake on it.

3. Any product that may be sticky on the bottom, such as some fancy breads, should be put on round, square, or rectangle cardboard. Cover this cardboard with wax paper, plastic wrap, or foil before putting the food product on it.

4. Frozen food exhibits (containers and food) will not be returned to the exhibitor. Please display in freezer bags or disposable freezer containers.

5. Pies should be exhibited in disposable pie tin. Reusable containers or pans will NOT be returned from the Indiana State Fair.

Requirements

Level A Grade 3 Exhibit

(Participants may exhibit one preserved item per grade)

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

Level A Grade 4 Exhibit

(Participants may exhibit one preserved item per grade)

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

Level B Grade 5 Exhibit

(Participants may exhibit one preserved item per grade)

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

Level B Grade 6

(Participants may exhibit one preserved item per grade)

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

Level C Grade 7, 8, 9 Exhibit

Exhibitors may choose one preserved product from the following list. It is suggested a participant choose a different option each year, but this is not a requirement.

Preserved Product Options List:

- One (1) container of freezer jam. Include index card with recipe and instructions for storing. Label with name of product, quantity, and date frozen.
- One jar of a canned tomato product using the Hot Pack Method for a boiling water bath canner, such as tomato juice, catsup, barbecue sauce, or salsa. Include index card with recipe and instructions for cooking or using the product. Label with name of product, quantity, and date canned. Note: Only food preservation products made using USDA approved or Ball Blue Book recipes are acceptable.

- One jar of a canned pickled product or canned pickles. Include index card with recipe, processing, and storage instructions. (Products using a fancy pack are not accepted.) Label with name of product, quantity, and date canned. Note: Only food preservation products made using USDA approved or Ball Blue Book recipes are acceptable.

Level D Grade 10, 11, 12 Exhibit

Exhibitors may choose one preserved product from the following list. It is suggested a participant choose a different option each year, but this is not a requirement.

Preserved Product Options List:

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

ONE STATE FAIR ENTRY PER OPTION

FORESTRY

Project Leader Mark Thomas 812-667-5453

Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title. Exhibits must be displayed horizontally, sized 22”X28”, mounted on a foam core and covered in clear plastic or transparent material.

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

Forestry 1-Grades 3-5 Follow the Path

Exhibit: display a poster based on 1 of the following activities.

1. **Leafing Out-comparisons** (pp 6 & 7). Collect, dry and mount 6 different species of leaves showing leaf differences; one leaf with opposite arrangement and one with an alternate arrangement, two leaves with different leaf margins, a compound leaf, and simple leaf. Use the 50 Trees of Indiana book as a reference and identify the leaves and group them under the titles of “arrangement” “leaf margins” and “compound or simple”. Draw (or copy the picture) and label the parts of a leaf using the diagram from the manual (Level 1).. Title your poster, “Leafing Out-Leaf Differences.”
2. **Leafing out-collection** (pp 6 & 7) Identify and exhibit leaves from 10 different trees that are listed in 50 Trees of Indiana book (4-H 15-80 or CD-FNR-3). List at least two unique characteristics of each tree. Title your poster, Leafing Out-Collection
3. **Hold on Tight** (pp 10 & 11) Dig up a small plant root system and display along with a drawing of the root system with the anchor, lateral, and feeder roots identified and the “Parts of a Tree” diagram.
4. **Down in the Dirt** (pp20 & 21) collect roots from 3 different habitats: woods, near a creek, and in a pasture or prairie. Display the roots along with the completed root test chart showing the color, size, and shape information. Include any unique features you noted.
5. **My Couch is a Tree?** (pp 30 & 31) Use pictures to show 10 things in and around your home that are made from wood.
6. **Fun in the Forest** (pp 32 & 33) Visit a state park or state forest, take your 50 Trees of Indiana book, diagram the trails you hiked, and list the types of trees you saw. Photographs of you hiking and some of the trees you saw will help tell your story.

Forestry 2: Grades 6-8 Reach for the Canopy.

Exhibit: display a poster based on 1 of the following:

1. **The Leaf Machine** (pp 8 & 9) copy, draw, or find a picture of a cross-section of a leaf. Label the 7 parts. Give the chemical reaction for

photosynthesis, defining the chemicals: CO₂, H₂O, O₂, and C₆H₁₂O₆. Be sure to balance your equation. There should be the same number of Carbon, Oxygen, and Hydrogen molecules on each side of the equal sign. You may need to ask an older (high school) 4-H member or science teacher for help. Draw the tree canopy, trunk, and roots (or use the tree diagram, 4-H 641B) and identify the crown, trunk (with the parts; heartwood, sapwood, cambium, and bark listed), feeder roots, and anchor roots.

2. **My State's Forests** (pp 14 & 15) use a map, draw, or find a picture of Indiana on the Internet. Show where your home, your school, and your fairgrounds are located. Choose one of the following options to complete your poster.
 - a. Show where Indiana's state forests are located. List a few facts about each. Visit a state forest and have someone take your picture by the sign, if possible.
 - b. Show where some state parks and state forests are located (5-15). List some facts about each one. Visit a state park or forest and have someone take your picture by the sign, if possible
3. **Someone Call a (Tree) Doctor and Stop Bugging Me** (pp 22-25) Collect 10 samples of tree leaves, twigs, stems, or roots damaged by insects or disease and the fruiting body or disease that caused the damage. List Information about the insect or disease and the species of tree that was affected.
4. **Fire in the Forest** (pp 26 & 27) explain the Fire Triangle and describe what happened during and after a famous forest fire. Drawings or pictures will help tell the tale.
5. **Growing Every Day** (pp 30 & 31) Complete the table for 5 large trees that you can find and measure in your county. Research to find out how to make and use a Tree Measuring Stick and use that to calculate the volume of each tree. Explain why you think your results varied with the two methods of determining tree volume (the one in our 4-H manual or using a tree measuring stick).
6. **Tree Planting** Plant 1-3 shade trees. Include information about the tree you planted, why you chose the species you did, what are the benefits of this tree, and how tall this tree will be when mature. Explain why you chose the planting site that you did, where you found your planting information, what steps you followed, the hole size, care of your tree and any other information you can give. Include a picture of your tree.

Forestry 3: Grades 9-12 Explore the Deep Woods

Display a poster based on one of the following activities:

1. **A World of Forests** (pp 16 & 17) indicate the 3 major forest biomes on a copy, drawing or picture of the world. Complete the table given in the activity.
2. **City Trees** (pp 20 & 21) complete the questions about Tree City. Show some trees that are often used in city plantings and explain the benefits of these trees.
3. **Trim the Trees** (pp 26 & 27) explain the 5 different kinds of tree pruning for urban trees. List some do's and don'ts of proper pruning.

4. **My Boss is a Tree** (pp 34 & 35) list 5 jobs that require a knowledge of trees and forestry. Explain the training and education that is needed and what types of things you might be doing if you had this job.
5. **Tree Planting** Present a tree planting plan for at least 100 trees. Include the type of trees you planted, pictures, cost, method of planting, weeding, pruning your trees, and any additional information. Your exhibit must have a title, labels, backing, and plastic covering as required in the manual.
6. **Herbarium Collection – Trees** Collect 25 terminal twigs and at least two leaves, if space allows from native forest trees. Mount the specimens on 11 ½ x 16 ½ paper. One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. **Cover each specimen.** There are no specific references given for these exhibits. **MUST** be assessable to the judges.
7. **Herbarium Collection- Shrubs** Collect 25 terminal twigs, with leaves attached, from native shrubs. Mount the specimens on 11 ½ x 16 ½ paper. One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. **Cover each specimen.** There are no specific references given for these exhibits. **MUST** be assessable to judges.

Independent Study: Grades 9 -12

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

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

There are no specific references given for these exhibits. Youth are encouraged to use publications, internet, books and forest specialists.

ONE STATE FAIR ENTRY PER CATEGORY

GARDEN/POTATOES

Project Leader - Mike Swango 812-689-5934

NOTE: Anyone completing the Gardening Project may take gardening to the State Fair. Please tell the Extension Office by County Fair project checkout if you would like to take something so it can be entered for State Fair Check-in.

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

Level A: See Them Sprout (3rd and 4th grades)

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

Level C: Take Your Pick

(7th-9th grades)

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

What can I learn?

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

Exhibit Introduction

Extra Exhibit Classes that may be offered in your county.

Largest (by weight) 1) pumpkin/squash 2) watermelon 3) tomato 4) potato 5) onion 6) head of cabbage 7) sunflower 8) unusual growth forms

Garden

manuals:

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

Garden Manuals:

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

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

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

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

4-H-1041-W — Garden Helper's Guide

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.

Poster Guidelines

Exhibit Hall - 52

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

Requirements

Level: All levels

Project Completion Recommendations

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

Exhibit

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

I. Single Vegetable

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

Example:

Green bean (*Phaseolus vulgaris*)

‘Blue Lake 47 Bush’

II. Garden Collection

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

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

III. Single Herb Exhibit

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

IV. Garden Education

One garden education exhibit per county.

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

Produce Options

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

Poster Options

3. Make a poster of five commonly found diseases in vegetable gardens, the damage caused by each, and the control options for each.

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

Resources

4-H Garden Publication 4-H 970-W

POTATOES

Exhibit one peck (about 30) potatoes in a box approximately 12½” wide, 18” long and 2½” deep.

Note: Potatoes exhibited this way is categorized under the “Potatoes” project instead of the “Garden” project.

Anyone taking the Garden or Potatoes project may exhibit at the State Fair. Please see the Extension Office during the Ripley County Fair for details on doing this.

GENEALOGY

Project Leader - Nikki Allen, nikkisallen@hotmail.com, 513-218-3471

In the genealogy project, you will learn to:

1. Complete a family pedigree for up to eight (8) generations (in the advanced divisions).
2. Communicate with family members and close friends of the family about the family's heritage.
3. Use county and state historical files for finding information on the family.
4. Secure family history information from governmental agencies.
5. Document and cite sources for your family history.
6. Preserve valuable documents and records.
7. Prepare a genealogical notebook for the 4-H fair.

4-H Genealogy Exhibit Guidelines

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

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

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

Notebooks should be tabbed and in the following order:

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

Book #2 - Additional Information Worksheets; Diary of Your Work
Book #3 - Any Other Documents (label with ancestor numbers on tab)
Book #4 – Advanced Division Options (label each tab separately with the specific option); Diary of Your Work (this will be a second diary describing work done for each advanced division option)

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

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

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

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

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

Suggested Genealogy Supply List:

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

One 2” D-ring notebook (Book #2)

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

#2 lead pencil with soft eraser

Black ink pen

Yellow highlighter

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

Fine point permanent Black marker

Acid free and non-glare sheet protectors

Acid free paper

Acid free glue stick

Acid free satin Scotch tape

Scissors

Correction tape

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

Requirements

Level: Division 1

Last Modified: 11/11/16

Exhibit

1. Exhibit notebook that includes the following:

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

Level: Division 2

Last Modified: 11/11/16

Exhibit

- Exhibit notebook that includes the following:

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

Level: Division 3

Last Modified: 11/11/16

Exhibit

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

correctly labeled.

- Turn in a completed record sheet.
- Exhibit Book #1, Book #2, and Book #3. Books 2 and 3 should only include Division 3 ancestors 16-31 and related information.

Level: Division 4

Last Modified: 11/11/16

Exhibit

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

Level: Advanced Division

Last Modified: 11/11/16

Exhibit

- Exhibit notebook that includes the following:
 - Book #1
 - Seventh and eighth-generation pedigree charts, ancestors #64 through #255. If ancestry is unknown, please indicate as Unknown. Computer programs do not generally print chart numbers, so if you are using a computer program, make sure you have the correct number of

ancestors.

Your family group sheet for generations seven and eight.

- Sources of information filled in on family group sheets (see section "Recording the Information" in the Indiana 4-H Genealogy Resource Guide, 4-H 748).
- Book #2 (Ancestors 64-255 information)
 - Additional Information worksheets
 - Diary of your work
- Book #3 (Ancestors 64-255 information)
- Any documents or pictures pertaining to these generations; correctly labeled.
 - Book #4
 - One new advanced level option (see below). Advanced division exhibitors must include ALL options submitted in prior years, with each option labeled with the year completed.
- Turn in a completed record sheet.

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

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

ONE STATE FAIR ENTRY PER LEVEL

GEOLOGY

Project Leader –Nikki Allen, 513-218-3471, email: nikkisallen@hotmail.com

Follow general rules for posters and displays in front of Handbook.

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

Notes:

- You may purchase your specimens and may display rocks, fossils, and minerals. If you purchase your specimen, indicate where and when. If you collect your specimen, indicate the county and township where you found your specimen.
- Posters and display boxes will be exhibited "standing up" at the Indiana State Fair. Therefore, you need to secure your specimens securely. Project leaders suggest the following methods: soaking ½ cotton ball in Elmer's glue, hot glue, or clear tub sealant. Place the cotton ball in your box and put your rock (or fossil or mineral) on the cotton ball and let sit. It will take 1-2 weeks for Elmer's glue to fully harden. Specimens mounted with Elmer's glue can be removed by soaking the cotton ball in water. Glue remaining on the rock may be brushed off with an old, damp toothbrush.
- When exhibiting rocks - show a fresh surface to help judges identify the rock.
- Labels - Include the specific geographical location where you would expect to find any specimens as well as where you actually acquired it (found, purchased, etc.).
- Do not identify your specimens any further than phylum and class. **There is one exception to this for fossils which are identified to phylum OR class. Class should only be used for fossils of mollusks, backboned animals, and arthropods.**

Level 1: Grade 3-5

Exhibit

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

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

Level 2: Grades 6-8

Exhibit

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

- **Rocks with Different Textures.** Identify and display six rocks with three very different textures (two rocks of each general type). Include three grades of sandpaper and show how the differences in sandpaper is similar to the differences in rock texture.
- **Indiana Limestone.** Show and label pictures or photographs of ten buildings, sculptures, or monuments made from Indiana limestone.
- **Mineral properties and tests.** Explain the characteristics: crystal form, cleavage, hardness, appearance, and streak. Explain tests used in identifying specimens. Examples you might include are streak, acid, hardness, chemical analysis, and specific gravity.
- **How We Use Minerals.** Show 10 common products that contain minerals. Explain the minerals that are contained in these products and the characteristic that makes them useful.
- **Geologic Time.** Create a display to show the major geologic eras. Indicate the names, specific features, and approximate length of each.
- **Indiana's Glaciers.** Show the extent of Indiana's three main glaciers.

- **Indiana Geology.** Exhibit a map or sketch of Indiana showing at least ten sites with interesting geological formations. Describe the formation and sketch or show a picture of the formation.
- **Field Trip.** Describe a geology field trip that you took. Describe where you went and what you learned. Include photographs (if possible) or sketch what you saw.
- **Collections.** Display and identify one of the following: 8-16 minerals, fossils, or 4-8 of each (half minerals and half fossils). You may exhibit a new collection in subsequent years but not one you have already exhibited.

Level 3: Grades 9-12

Exhibit

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

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

Level: Independent Study: Grades 9-12

Exhibit

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

ONE STATE FAIR ENTRY PER GRADE LEVEL

GIFT WRAPPING

Project Leader –

For questions, call the Extension office 812-689-6511

Purchased bows are not acceptable in this project. Commercial wrapping paper can only be used in the Beginner category. The exhibit packages should not contain an article. Gift bags must be weighted for support. Each wrapped package should include an index card, attached to the outside bottom of the package, containing the following information: 1)theme, 2)occasion for the gift, 3)gender and age of the recipient. (example: 1)Sweet Sixteen, 2)Birthday Party, 3)female, 16 yrs old). All exhibits are limited to a table space of 24"x30", unless prior approval is granted by the Extension office.

Please do a different option each year if in the same category.

Beginner Category – Grades 3, 4 & 5

Choose one of the following to Exhibit:

- Wrap one rectangular box. Decorate using a self-made bow. Try to show creativity.
- Wrap top and bottom of box separately and decorate accordingly. Show creativity in the materials chosen.
- Wrap either a suit box or a deep box (minimum 12" deep). Decorate the outside of the package to accent the contents. Show creativity.

Intermediate Category – Grades 6, 7 & 8

Choose one of the following to Exhibit:

- Wrap a cylinder package. Be creative. Make an object from it, such as a truck, fire engine, etc.
- Wrap a package of your choice using materials you have made. Package may be wrapped with hand painted paper, etc. Be original. Be creative. Display skills you have gained through the previous divisions. Judging will be on neatness and creativity.
- Wrap three different shaped boxes (such as: square, rectangular, and cylinder) separately. Decorate all three with a common theme, such as a child's birthday. Display the skills you have gained through the previous years.

Advanced Category – Grades 9, 10, 11 & 12

Choose one of the following to Exhibit:

- Take a purchased item (items) and disguise them using other purchased items. Or use them to make another item, such as cloth diapers and baby rattles into a decorated "cake" for a baby shower. Attach a card to the bottom with the occasion and a complete list of items used and the total cost.
- Use your imagination to demonstrate skills you have learned. Gift or gifts should show more creativity and be more challenging than those for previous years.

NO STATE FAIR ENTRY

HEALTH

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

Grade 3 - Level A

- A poster on one of the following topics or any other topic covered in Level A:
 1. First Aid for Cuts and Scrapes
 2. First Aid for Choking
 3. First Aid for Strains, Sprains, and Bruises
- A family first aid kit
- An Interactive demonstration related to a topic covered in Level A. (See guidelines under the Project - Communications)

Grade 4 - Level A

- A poster on one of the following topics or any other topic covered in Level A.
 1. First Aid for Treating Nosebleeds
 2. First Aid for Foreign Objects
 3. First Aid for Stings or Bites
- A family first aid kit (including at least 1 Make Your Own item discussed in your 4-H manual)
- An Interactive demonstration related to a topic covered in Level A (See guidelines under the Project - Communications)

Grade 5 - Level A

- A poster on one of the following topics or any other topic covered in Level A:
 1. First Aid for Poisons
 2. First Aid for Broken Bones
 3. First Aid for Burns
- A family kit for an emergency (tornado, snowstorm, no electricity, fire, etc.)
- An Interactive **demonstration** related to a topic covered in Level A (See guidelines under the Project - Communications)

Grade 6 - Level B

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

Grade 7 - Level B

- A poster on one of the following topics or any other topic covered in Level B.
 1. Nutrient rich "Power" foods
 2. Healthy snacks
 3. Appropriate portion sizes
- A report of three activities you completed in the 4-H manual
- An Interactive demonstration related to a topic covered in Level B (See guidelines under the Project - Communications)

Grade 8 - Level B

- A poster on one of the following topics or any other topic covered in Level B:
 1. The importance of eating breakfast
 2. The importance of physical activity
 3. Turning everyday activities into exercise opportunities
- A report of three activities you completed in the 4-H manual
- An Interactive demonstration related to a topic covered in Level B (See guidelines under the Project - Communications)

Grade 9-12 – Level C

- A poster on a topic covered in Keeping Fit: Fitness Activities for Youth
- A report of three activities you completed in the 4-H manual
- An Interactive demonstration related to a topic covered in Level C (See guidelines under the Project - Communications)

ONE STATE FAIR ENTRY PER LEVEL

HOME ENVIRONMENT

Project Leader: Jane Brinkman – 812-623-5050

Assistant Leader: Hanna Speer – 812-756-0695

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

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.

Other information:

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

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

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

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

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

Furniture Options for Level 1

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

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

Design Board Options for Level 1

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

Portfolio Options for Level 1

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

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

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

Furniture Options for Level 2

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

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

Design Board Options for Level 2

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

Include paint samples and/or wall-treatment samples, flooring samples, and cabinet and/or countertop samples. **Include your 3-ring notebook.**

Portfolio Options for Level 2

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

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

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

Furniture Options for Level 3

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

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

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

Design Board Options for Level 3

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

Portfolio Options for Level 3

- Samples of three different lighting treatments. Explain how and when each is appropriate for use. Examples include but are not limited to: overhead, recessed, and table/floor lamps. Include information as it relates to energy use and efficiency.
- Samples of three different types of window treatments. Include information on the use of each kind and in what room each would be appropriate. Include information on the advantages/disadvantages of each. Also, include information as it relates to energy use and efficiency.
- Using the same window (size and shape), apply three different types of window treatments. Explain the advantages and disadvantages of each. Explain what type

of setting (formal, country, traditional, modern, etc.) would be appropriate for each treatment. Include information related to energy use and efficiency.

- A career plan. Interview an interior designer. Include the advantages and disadvantages of being a professional interior designer. Research two different design schools or training programs. Include the advantages and disadvantages of each program. Include the cost of attaining a degree or completing the program.
- An energy-savings plan. Design an energy-savings plan for your family's home or room(s). List the current energy use along with your plan to conserve energy. Plan should include techniques, how to conserve energy, cost savings, etc. You may add additional rooms or other plans to extend this option over a few years. Include each previous year's work, but be sure that you indicate which information represents the current year's work.

Independent Study Option for Level 3

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

Follow general rules for notebooks, posters and educational displays in front of Handbook.

- Do not bring valuable articles that could be easily stolen or lost.
- All exhibitors should inconspicuously label articles that could be easily lost from the project exhibit, such as books, curtain rods, figurines, etc.
- Exhibitors should bring proper size bulbs to be used in lamps.
- Exhibitors should bring proper size bulbs to be used in lamps.
- Plastic covering on shades to protect them from dust during the fair should bear a note stating that plastic covering will be removed for use at home.
- Do not bring extra accessories with exhibits (i.e., bring only storage item and notebook, 3-5 piece exhibit and notebook).

NOTE: Some Advance exhibits are larger than 3 feet by 4 feet deep. If your winning county exhibit is larger than this, special permission must be obtained from the State 4-H Office prior to the State Fair.

JUNIOR LEADERS

Superintendent / Project Leader - Dave Osborne 812-689-6511

Project Leaders - Monica Hansen 812-756-0200

Monthly Meetings are held. It is important to attend the monthly meetings since the studies and aspects of Leadership will be discussed at these meetings. These meetings are currently the 3rd Monday of each month at 7:30 pm and are held on the Fairgrounds.

Anyone taking Junior Leaders must participate in the Fair fundraiser activity. There will be no exhibit required during Fair week but you must turn in your record sheet to the Extension Office.

Six Hours of Community Service is required each year.

Anyone taking Junior Leaders is given the opportunity to participate in travel exchange.

A completed Junior Leader Record Sheet **MUST** be turned in to the Extension Office during fair week to complete this project.

Lego Project

Updated 10/2019

Project Leader – Sheena Speer 812-689-4904

The Lego project allows youth to learn life skills and grow in project knowledge while expressing creativity in a medium. Building with Legos can be a fun past time that can easily turn into a 4-H project. Use a kit or do it from all the Legos you have laying around the house. Build something, be creative, and see it at the fair!

Level A (grades 3-5)

Level B (grades 6-8)

Level C (grades 9-12)

Resources

There is no manual for this project but a record sheet must be turned in.

Exhibit Requirements

Record Sheet Required (No Manual)

1. Create an exhibit consisting of one or more items. Member may use any type of K-Nex or Lego-style building blocks, not just Lego brand. All building blocks being used must be from the same type or style of Lego building blocks or K-Nex.
2. For each level there will be two classes: Kits and Non-Kit/Creative. Only one exhibit may be entered. Member must distinguish if project is Kit or Non-Kit/Creative. To be classified as Non-Kit/Creative, at least 50% of the exhibit must be not made from kit(s).
3. Blocks are not to be defaced. No cutting, painting, filing or using crayons markers, etc. on blocks. Blocks may be glued together, but it is not mandatory.
4. All construction must be assembled on heavy cardboard or plywood or similar. Lego bases may be used if secured on top of something stronger. Base may be decorated, e.g. adding trees, ponds, train tracks, etc. decorate your board.
5. Judging will be based on overall creative depiction and construction.
6. Grand Champion entries may be considered for State Fair under Crafts. If selected, it is recommended that the exhibit be secured in a clear plastic enclosure. Exhibitor may be responsible for transportation.

Level Requirements

Level A (grades 3-5)

1. Exhibit shall not exceed 12" long x 12" wide.
2. Exhibit may have moving parts but no motorized parts.

Level B (grades 6-8)

1. Exhibit shall not exceed 18" long x 18" wide.
2. Exhibit may have moving parts but no motorized parts.

Level C (grades 9-12)

1. Exhibit shall not exceed 28" long x 22" wide.
2. Exhibit may include movable or motorized parts.

MICROWAVE

Superintendent / Project Leader, Tammy Sidell, 812-934-4086

Bring Exhibit, your completed project book and recipe on recipe/index card (5x7 or 5x8) for Judging

REQUIREMENT: Members are required to complete a minimum three (3) activities, each from a different “bite” category each year they are in the project. **Project Manual MUST accompany the exhibit.**

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

Since the Microwaving project promotes baking in a time-saving manner, store bought mixes (i.e. cake, brownie, or pie shells) are allowed to be used for the project exhibit at the Ripley County Fair.

- Level requiring snack: display at least one cup of snack in air-tight container
- Levels requiring six baked items for exhibit - items must be exhibited on paper plate.
- Levels requiring one baked item for exhibit - item must be exhibited on piece of cardboard. The cardboard is to be covered with wax paper, foil, or plastic wrap.

EXHIBIT REQUIREMENTS

LEVEL A: (Grades 3-4).

Within the two year project period, members should have completed a minimum of 6 activities, at least one activity from each of the four “bite” categories

Grade 3 Exhibit a microwave snack mix

Grade 4 Exhibit 6 pieces of Fudge

Level B

Within the two year project period, members should have completed a minimum of 6 activities, at least one activity from each of the four “bite” categories

Grade 5 Exhibit **6** bar Cookies

Grade 6 Exhibit Upside down cake.

Level C

Within the three year project period, members should have completed a minimum of 9 activities, at least one activity from each of the four “bite” categories.

Grade 7 Exhibit Fruit crisp.

Grade 8 Exhibit Coffee cake.

Grade 9 Exhibit **6 pieces** candy, hard

Level D

Within the three year project period, members should have completed a minimum of 9 activities, at least one activity from each of the four “bite” categories.

Grade 10 Exhibit Double layer or bundt cake

Grade 11 Exhibit Pie

Grade 12 Exhibit Jam or Jelly in a Glass Jar with a Sealed Lid

NO STATE FAIR ENTRY

Project Leader: Meagan Hughes, 812-756-8395 email:
Meaganhughesphoto@outlook.com

REQUIREMENTS:

1. All images are to be original images taken by the 4-H member.
2. Complete a 4-H Photography record sheet each year.
3. Photos must have been taken since the last project entry date of the county fair.
4. All poster exhibits are to be mounted on a background board 22" x 28", displayed horizontally, mounted on foam core and covered with clear acetate/plastic.
5. Place standard identification label in the lower right hand corner on poster boards and salon prints. Place your identification label on your board and under your plastic if at all possible. Label should be placed along the bottom of the slide-view. Leave your county ID tag on the exhibit and place the state fair tag over it for those selected as State Fair Entry.
6. **Number photos 1 to 10.**
7. Captions with photographs are NOT recommended nor are fluorescent posters.
8. Salon prints are one print, either black & white or color, printed horizontally or vertically from any size negative. The print must be mounted on a standard 16 x 20 inch salon mount, displayed vertically and covered with plastic.
9. Sepia tone photographs (mono chromatic) are entered under the Black & White classes.
10. Do NOT take pictures of computer screens or screensavers/backgrounds as someone else has already taken this picture. It is a form of plagiarism.
11. Please refrain from loading your pictures on shareable websites until after you have exhibited at fair.
12. **For families that have siblings in the photography project, please refrain from choosing VERY similar photos for two or more family members. For example, three siblings may all take pictures while on vacation but they will not take the same photos because they are at different learning points. Trying to use the same photo setting, a copy of the photo, or cropping a sibling's photo to look like a different photo is a form of plagiarism. This will result in the exhibit being ineligible for higher placings.**

MOUNTING AND LABELING —

- The mounting may be of any color or texture. The pictures are to be neatly and securely mounted. Dry mounting tissue is best.
- Salon mounts are available in most photo and art supply stores. They are available either in plain or with a cutout of the picture area. You may make your own. Matting is not required.
- **On 10-print options number photos 1 to 10**
- Label each exhibit with either a county designated exhibit label or 2"x4" VERTICAL label stating 4-H'ers name, club, township, grade level, and exhibit level/division. It is recommended that this identification label be placed in the lower right-hand corner of your poster board or salon print and

under the plastic, if at all possible. For State Fair entries, do not remove the 4-H member's ID label.

BEGINNER DIVISION – Grades 3, 4 & 5

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

1. Black & White Prints EXHIBIT: 10 black & white pictures, none of which is larger than 4"x 6", nor smaller than 3 ½" x 5", any subject, mounted on a background board 22"x28", displayed horizontally, on stiff backing covered with plastic. The poster must carry the title **"Capturing Memories"**. It is recommended that you use and exhibit standard processing size for your prints. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.
2. Color Prints EXHIBIT: 10 color pictures, none of which is larger than 4"x 6", nor smaller than 3 ½" x 5", any subject, mounted on a background board 22"x28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry the title **"Experiences in Color"**. It is recommended that you use and exhibit standard processing size for your prints. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

INTERMEDIATE DIVISION – Grades 6, 7 & 8

You may choose from the list below:

1. Black & White Prints EXHIBIT: 10 black & white pictures, none of which is larger than 5" x 7" nor smaller than 2" x 3 ½", mounted on a background board 22"x 28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry the title **"Photography is Fun"**. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.
2. Color Prints EXHIBIT: 10 color pictures, none of which is larger than 5" x 7" nor smaller than 2" x 3 ½", mounted on a background board 22"x 28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry the title **"Adventures in Color"**. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.
3. Color Salon Print EXHIBIT: One color print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16"x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.
4. Black & White Salon Print : EXHIBIT: One black & white print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16"x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.
5. Creative/Experimental – One Black & White or Color or Combination Salon Print: EXHIBIT: One (1) print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended. See additional notes regarding digital below. **MUST** include original photograph on the back of the board **and attach a listing of steps and/or procedures used to create the end product.**

ADVANCED DIVISION – Grades 9, 10, 11, 12

You may choose from the list below:

1. **Black & White Prints EXHIBIT:** 10 black & white pictures, none of which is larger than 8" x 10" nor smaller than 2" x 3 1/2", mounted on a background board 22" x 28", displayed horizontally, with stiff backing and covered with plastic. The poster must carry a title, use your own creativity. See mounting and labeling instructions section. Your prints may be a mix of digital and standard development.
2. **Color Prints EXHIBIT:** 10 color pictures, none of which is larger than 8" x 10", nor smaller than 2" x 3 1/2", mounted on a background board 22" x 28", displayed horizontally with a stiff backing and covered in plastic. The poster must carry a title, use your own creativity. See mounting and labeling instructions section. Your prints may be a mix of digital and standard development.
3. **Color Salon Print EXHIBIT:** One color print no smaller than 7" x 9" no larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.
4. **Black & White Salon Print EXHIBIT:** One black & white print no smaller than 7" x 9" nor larger than 11" x 14", printed horizontally or vertically, mounted on a standard 16" x 20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended.
5. **Creative /Experimental Salon Print: EXHIBIT:** One (1) black & white or Color or Combination Salon Print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount, displayed VERTICALLY and covered with plastic. No title recommended. See additional notes regarding digital below. **MUST** include original photograph(s) on the back of the board **and attach a listing of steps and/or procedures used to create the end product.**

STATE FAIR ENTRIES:

Class Champions only designates a State Fair entry possibility. Counties may only send a total of 10 entries to the State Fair within these guidelines:

**TWO ENTRIES FROM BEGINNER, FOUR ENTRIES FROM INTERMEDIATE
AND FOUR ENTRIES FROM ADVANCED FOR A TOTAL OF TEN
EXHIBITS**

RECYCLING

Exhibit Rules:

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

Beginner (Grades 3, 4, & 5)

Choose 1 of the following to Exhibit:

1. Exhibit a useful or decorative item that you have made from items normally thrown away. Must include notebook as stated above.
2. Exhibit a poster based on what you learned this year. Choose one of the following
 1. What is Recycling?
 2. The 5 Rs of Recycling
 3. The Seven Recycling Codes
 4. How to Identify Recyclables
 5. How to Prepare Recyclables
 6. How to Set Up a Recycling Center

Intermediate (Grades 6, 7, & 8)

Choose 1 of the following to Exhibit:

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

Advanced (Grades 9, 10, 11, & 12)

Choose 1 of the following to Exhibit:

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

NO STATE FAIR ENTRY

SCRAPBOOKING

Superintendent- Sue Hartman 812-623-2400 email:s.hartman83@gmail.com

Please pick up your scrapbook after 5:00 pm Sunday of Fair or Fair week in the Extension Office.

The Scrapbook project allows you to preserve your memories in an organized and creative way.

Divisions

Beginner:... Grades 3-5

Intermediate Grades 6-8

Advanced . Grades 9-12

Exhibit

A scrapbook album should have a hard front and back cover with pages firmly attached between the covers. Each page will be covered with a plastic protector. Scrapbook will have 3 pages front and back for a total of 6 for beginners, 4 pages front and back for a total of 8 for intermediate and 5 pages front and back for a total of 10 for advanced.

All grades should have memorabilia within the pages judged. Memorabilia does not have to be on each page; just at least 1 memorabilia item on 1 of the total pages being judged.

Project Card should be attached with string NOT taped on front or on a page. This is important for taking the picture of the 2-page spread for the Album for displaying at the 4-H Fair.

Grades 3, 4, 5

Must label pages with who, what, where, & when on each page.

Grades 6, 7, 8

Must include who, what, when, and where but in sentence form on each page.

Grades 9, 10, 11, 12

Must include basic information (who, what, when, where) and additional details to tell a complete story or memory on each page.

*Only half of your pages must be hand written
the other half may be typed, this is for all grade levels.*

See manual for more details.

NO STATE FAIR ENTRY

SEWING

Updated October 2019

Project Leader- Jessica Engleking 812-621-1879

This Project may participate in Public Fashion Review

(Optional – See Fashion Review information listed alphabetically in this section of the Manual)

EXHIBIT RULES

All garments should be brought to the fair on rust proof hangers. Other articles should be neatly folded. All exhibits should be clean, well pressed and covered with a plastic garment bag.

Level A (Grade 3)

Skills to Learn and Include in Exhibit

Include at least 2 of the following skills in the exhibit:

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

Exhibit one of the following:

Wearable: Elastic waist shorts, pants OR skirt with fold over casing; no pockets. Attach Sewing Skills Card (4-H 925c-W) to the exhibit.

Non-wearable: Simple pillow sham with lapped back opening and purchased pillow form (following instructions provided in manual) OR simple totebag with handles or drawstring. Attach Sewing Skills Card (4-H 925c-W) to the exhibit.

Interactive **demonstration** (See guidelines under the Project - Communications)

Level A (Grade 4)

Skills to Learn and Include in Exhibit

Seam finishes are recommended on all exposed seams.

Include at least 2 of the following skills in the exhibit:

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

Exhibit one of the following:

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

Non-wearable: Shaped pillow with curved seams, stuffed and sewn closed OR hanging pocket organizer OR bound edge placemats (set of 4). Attach Sewing Skills Card (4-H 925c-W) to the exhibit.

Interactive **demonstration** (See guidelines under the Project - Communications)

Level B (Grade 5) – updated October 2019

Skills to Learn and Include in Exhibit

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

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

match fabric design	sew with knit
gather fabric	insert elastic
insert zipper	apply facings
use a drawstring	sew buttons
hand-stitch a hem	apply binding
sew a simple sleeve	use batting
apply purchased trim or ribbings	
sew patch or inseam pockets	
use a simple lining	
do a machine blind hem	
apply machine topstitching	
do a machine topstitched hem	

Exhibit one of the following:

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

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

Interactive **demonstration** (See guidelines under the Project - Communications)

Level B (Grade 6)

Skills to Learn and Include in Exhibit

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

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

make darts	sew facings
set in sleeves	apply ribbings
insert a lapped zipper	sew a simple collar
hand-stitch a hem	do a machine blind hem
make buttonholes	sew with knit
sew tucks or pleats	match fabric design
sew ruffles	use fiberfill
hand sew buttons	apply machine appliqué
apply trim	insert piping
sew a simple lining	apply machine topstitching
sew patch pockets	construct with a serger
apply bindings	sew inseam pockets
do a machine topstitched hem	

Exhibit one of the following:

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

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

Interactive **demonstration** (See guidelines under the Project - Interactive Demonstration)

Level C (Grade 7)

Skills to Learn and Include in Exhibit

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

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

make darts	attach cuffs
set in sleeves	apply binding
sew facing	sew lining
apply ribbing	apply ruffles
apply a collar	insert piping
sew on buttons	make buttonholes
use doll joints	use fiberfill
apply inseam pockets	apply patch pockets
apply front hip pockets	use a twin needle
match fabric design	apply tucks/pleats

apply trims
 apply machine or hand appliqué
 apply machine topstitching
 insert a lapped zipper
 insert an invisible zipper
 insert a separating zipper
 insert a fly front zipper
 do machine quilting
 do a hand-stitched hem
 do a machine topstitched hem
 do a machine blind hem

construct with a serger
 apply machine embroidery

Exhibit one of the following:

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

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

Interactive **demonstration** (See guidelines under the Project - Communications)

Level C (Grades 8 and 9)

Skills to Learn and Include in Exhibit

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

make darts	attach cuffs	do machine or hand quilting
make tucks	make pleats	apply machine or hand applique
add lining	insert elastic	apply machine topstitching
add facings	add boning	insert an invisible zipper
add plackets	apply a collar	insert a separating zipper
add lapels	insert piping	insert a fly front zipper
make sleeves	make a neckband	insert a lapped zipper
add gathers	add vents	insert a hand picked zipper
apply trim	sew buttons	do a machine topstitched hem
apply ribbing	add underlining	do a machine blind hem
add a drawstring	add ruffles	do a hand-stitched hem
use shaped seams	sew with knit	make self-covered buttons
use fiberfill	make button loops	use specialty threads
add a waistband	do hand beading	make self-enclosed seams
add patch pockets	add inseam pockets	sew with difficult fabric
add front hip pockets	add welt pockets	make machine buttonholes
match fabric design	use twin needle	make bound buttonholes
make shoulder pads	create bound edges	make bound buttonholes

Apply machine embroidery

Exhibit one of the following:

Wearable: Same as fashion revue categories. Attach Sewing Skills Card (4-H 928C-W) to the exhibit.

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

Interactive **demonstration** (See guidelines under the Project - Communications)

Level D (Grades 10, 11, and 12)

Skills to Learn and Include in Exhibit

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

make darts make tucks add lining add facings add plackets add lapels make sleeves add gathers apply trim apply ribbing add a drawstring use shaped seams use fiberfill and/or batting add a waistband add patch pockets add front hip pockets match fabric design make shoulder pads apply machine embroidery coordination of fabric for quilted item	attach cuffs make pleats insert elastic add boning apply a collar insert piping make a neckband add vents sew buttons add underlining add ruffles sew with knit make button loops do hand beading add inseam pockets add welt pockets use twin needle create bound edges hand/machine beading make a reversible item	do machine or hand quilting apply machine or hand appliqué apply machine topstitching insert an invisible zipper insert a separating zipper insert a fly front zipper insert a lapped zipper insert a hand picked zipper do a machine topstitched hem do a machine blind hem do a hand-stitched hem make self-covered buttons use specialty threads make self-enclosed seams sew with difficult fabric construct with a serger make machine buttonholes make bound buttonholes piece quilted item other skills not listed above
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Exhibit one of the following:

Wearable: See categories listed below under “Definition of An Outfit” These categories are the same as fashion revue categories. Attach Sewing Skills Card (4-H 928C-W) to the exhibit.

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

Interactive **demonstration** (See guidelines under the Project - Communications)

Advanced Sewing Wearable Exhibits (Levels C & D)

DEFINITION OF AN OUTFIT: An outfit is a garment or garments that when put together make a complete look - such as one or two piece dress, or one or two piece pant suit, or a three piece combination, such as pants, vest, and blouse or shirt.

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

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

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

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

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

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

Fashion Review information is listed alphabetically in this section of the Manual.

THIS PROJECT IS A STATE FAIR ENTRY

SHOOTING SPORTS

Project Leaders:

Shotgun: Daren Sarringhaus 812-212-1060 email: dsarringhaus1975@gmail.com

Rifle: Jim Luers 812-852-2178 email: luers48@gmail.com

Pistol: Michael Luers 812-756-2999 email: luers48@gmail.com

Archery: Bill Parcell 513-673-4606 email: Edwardscontractinginc@gmail.com

Marksmanship: Bill Jordan 317-525-1102 email: whjordan333@gmail.com

The 4-H shooting sports project teaches safe operation of firearms and archery equipment. Volunteer instructors must be certified at a workshop. Six disciplines are offered at the state level: archery, hunting, muzzle loading, pistol, rifle, and shotgun. The disciplines offered in any county will depend on the availability of certified 4-H shooting sports instructors to teach the classes, ranges, and equipment.

Exhibit Requirements:

Create an exhibit that shows the public what you learned in shooting sports education this year. Exhibits must be on a Poster or a Notebook. The poster must be displayed horizontally, sized 22"x28", mounted on a foam core and covered in clear plastic. Be sure to include a label with your name, grade, and county. Title your exhibit with one of the following: archery, hunting, muzzle loading, pistol, rifle, shotgun, or shooting sports. You can use a subtitle, if you wish.

Important Notes:

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

Projects involving firearms, bows, arrows, ammunition, may be exhibited as a photographic display on a poster or in a notebook following grade level guidelines.

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

Grades 6, 7, & 8: Choose one of the following options.

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

Grades 9, 10, 11 & 12: Choose one of the following options.

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

Independent Study: Grades 9, 10, 11 & 12: Choose one of the following options:

Advanced Topic – Learn all you can about an advanced shooting sports topic and present it on a poster. Include a short manuscript, picture, graphs, and a list of works cited to describe what you did and what you learned. Title your poster, “Advanced Shooting Sports - Independent Study”

Mentoring – exhibit a poster that shows how you mentored a younger 4-H member, Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, “Advanced Shooting Sports – Mentor.”

ONE STATE FAIR ENTRY PER CATEGORY

SMALL ENGINES

Updated October 2019

Project Leader- John Garner 513-616-5419

In this project, members learn about small engines-engine types & parts, tools, diagnostic tools, safety, how engines work, and small engine careers. Working with a project leader, members will have the opportunity to tear down and rebuild an engine.

Exhibit Guidelines

All Levels **MUST** turn in completed manual with project. Complete 7 activities each year from the Required and Optional Activities listed on page 4 in the manual. Write dates completed on charts on page 4 and/or page 5.

Exhibit 1 of the Following:

- Exhibit a poster or display board on a topic listed below, displayed horizontally, 22" x 28", mounted on foam **core, thin plywood, peg board or very stiff cardboard** and covered in clear plastic. Include label with name, grade, county, and project title and level. Display Board Requirements:
 - No more than 36" wide x **36"** and free standing
 - 3-dimensional display
 - All items to be securely fastened
 - 4-H member's exhibit card to be secured in lower right hand corner
- Exhibit an actual small engine display. It must be mounted on a stable base no larger than 30"x 30". For safety reasons, all fluids (fuel and oil) must be removed. A notebook with details and pictures of what was done to the engine should accompany engine.
- An Interactive demonstration on any aspect of small engines covered in the manual. (See guidelines under the Project - Communications)

Level 1 (Grades 3, 4, & 5)

1. Picture poster showing what you have learned about small engines.
2. Display of basic tools needed to maintain a small engine.
3. Display related to two-cycle engines.
4. Display related to four-stroke engines.
5. Display showing proper maintenance and care of a lawn mower.
6. Display of proper safety labels and procedures for small engines.
7. Small engines parts display board with a brief explanation of the purpose of the parts and how they work.
8. Display related to filters, cooling, ignition, etc.

Level 2 (Grades 6, 7, & 8)

1. Display comparing the different types of engines.
2. Poster illustrating and explaining the internal parts of an engine.
3. Display showing how transmissions work.
4. Display showing how to conduct a compression check.

5. Display showing how to adjust a carburetor.
6. A display using a real small engine with a brief explanation showing steps in preparing a small engine for storage.
7. Carburetor parts display board with a brief explanation of the purpose of the parts and how they work together.
8. An income and expense record of your lawn mowing business, including costs, hours worked, pay for individual jobs, etc.

Level 3 (Grades 9, 10, 11, & 12)

1. Display showing how to use diagnostic tools on small engines.
2. Display showing how to tear down and reassemble a small engine.
3. Display related to the electrical system of a small engine.
4. Display about emissions systems on small engines and future trends.
5. Display showing how to remove and sharpen a mower blade.
6. Display about careers in small engines.
7. Display about your work in finding resources about small engines on the Internet.
8. Display about trouble-shooting common problems with small engines.
9. Display about small engines designs.
10. Display related to what you have learned in this project.

ONE STATE FAIR ENTRY PER LEVEL

SOIL AND WATER CONSERVATION

Project Leader Mark Thomas 812-667-5453

Create an exhibit that shows the public what you learned in the soil and water conservation project this year. Exhibits must be displayed horizontally, sized 22"x28", mounted on a foam core and covered in clear plastic. Be sure to include a label with your name, grade, and county. Choose one of the topics listed below, appropriate for your grade in school and create a poster based on what you learned from the activity. **Use that topic for your exhibit title**, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

Level 1- Grade 3-5

Exhibit:

A poster based on one of the following activities from the 4-H manual, OR
A poster and/or notebook of a soil or water related science experiment appropriate for grades 3-5

Level 2 – Grade 6-8

Exhibit:

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

Level 3 – Grade 9-12

Exhibit:

A poster related to an activity from the level 3 manual, OR
A poster and/or notebook of a soil or water related science experiment appropriate for grades 9-12, OR

Independent Study-Learn all you can about a soil and/or water topic, program, facility, project, etc. and present it on a poster or in a notebook. . Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster or notebook, “**Advanced Soil and Water Science - Independent Study**”

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

ONE STATE FAIR ENTRY PER CATEGORY

SPORT FISHING

Superintendent- Dave Osborne 812-689-6511 Email: osbornda@purdue.edu

Create an exhibit that shows the public what you learned in the sport fishing project this year. The poster must be displayed horizontally, sized 22"x28", mounted on a foam core and covered in clear plastic. Be sure to include a label with your name, grade, and county. Choose one of the topics listed below, appropriate for your grade in school, and create a poster based on what you learned from the activity. Use that topic for your exhibit title, so the judges know which activity you completed. You can also use a creative subtitle, if you wish.

Level 1 (Grades 3, 4, & 5)

Exhibit a poster based on one of the following activities:

1. Lets Go Fishing

Complete the Angling Self Assessment and practice landing a fish as described in Playing a Fish. Display your self assessment to show what you currently know about fishing and indicate what you hope to learn in this project. Draw or take photos of you "Playing a Fish."

2. Pop Can Casting

Display a photo of you casting your pop can rig and your casting record. Optional - display a photo of you casting a regular fishing rig and your casting record with that rig.

3. Hook, Line, and Sinker

Display at least two the rigs listed in Fishing Deeper, #1. You can use a drawing or a picture to show these rigs. Answer the questions (Casting Out, Working the Lure, Setting the Hook, and Landing the Fish) on your exhibit.

4. Fishy Baits

Complete and display cards similar to those shown (natural baits, prepared bait, and artificial flies and lures). Answer the Casting Out questions on your exhibit.

5. Which Fish is it?

Copy the pages in your manual and use the fish and the crossword puzzle. Identify the fish and make a display that shows the correct answers in the puzzle. (Optional - enlarge the crossword puzzle).

Level 2 (Grades 6, 7, & 8)

Exhibit a poster based on one of the following activities:

1. A Different Spin

Display a picture of you while casting and a completed Casting Record and Spinning Reel Parts diagram. Also, answer the Working the Lure and Setting the Hook questions. (You may copy the ones in your manual or make your own.)

2. A Fine Kettle of Fish

Show a drawing or photograph of you cooking fish. Include your recipe and, if possible, pictures of you cleaning and/or cooking your fish.

3. Clean up the Litterbug

Complete and display the chart shown on page 16. Draw or take a photo of the fishing place that you cleaned up (before and after).

4. The Woolly Bugger

Take pictures or make drawings to show how a woolly bugger is made. Answer the Casting Out and Working the Lure questions.

5. A Fish by Design

Draw, take pictures, or find pictures on the Internet or in magazines to show (and identify) different mouth/feeding fish, body shapes, and fish with different coloration. Briefly explain (3-5 sentences or bullet points) why fish have different mouths, body shapes, and coloration.

Level 3 (Grades 9, 10, 11, & 12)

Exhibit a poster based on one of the following activities:

1. A Reel Mess

Draw, take photos, or copy the reels shown in Cleaning a Reel. Label the reels, the parts of each reel, and where you might use it. Show how you cleaned a reel using pictures or drawings.

2. Designing a Skillathon Station

Make two skillathon stations (you may use the suggestions on page 9 or another fishing topic of your choice). List the topic, realistic situation, task, and materials needed. Take photographs of younger 4-H members using your stations.

3. Beads, Dog Hair, and Feathers

Collect materials and tie a fly. You can display your fly or a picture of the fly. Also, list and draw or take pictures of the 7 materials in the matching game and indicate their potential use.

4. Collecting Aquatic Insects

Complete and display the chart on page 18 (you may copy the chart in your book or make your own). Draw or take pictures of your kick net and your sampling procedures. Answer the questions in Casting Out and Working the Lure.

5. Cast Into the Future

Complete the Career Investigation Record after talking with someone currently working in an area related to fish or fishing. Include a picture of the person you interviewed and answer the questions in Casting Out, Working the Lure, Setting the Hook, and Landing the Fish.

6. Keep a Field Journal

Reproduce or copy 3-5 Field Journal entries on your display. Include photographs that show where you had the fishing experience, if possible.

7. Playing Know Your Fish

Make a "flap" quiz to teach fish facts. Show a picture or ask a question about a fish. Give the answer(s) under the flap. Choose 5 - 10 fish using at least 5 fish from your manual. Be sure to list multiple species if the information you provide applies to more than one of the species you choose.

Advanced Topic

Learn all you can about a sport fishing topic of your choice and present it on a poster. Include a short manuscript, pictures, graphs, and list the references you used to describe what you did and what you learned. Title your poster, “**Advanced Sport Fishing- - Independent Study**”

Mentoring

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

ONE STATE FAIR ENTRY PER CATEGORY

SPORTS - BASKETBALL

Superintendent- Dave Osborne 812-689-5406/ 812-689-6511 Email:
Osbornda@purdue.edu

Sports Day will be held prior to fair and is required to be eligible for Division and Advanced Champions.

4-H members enrolled in the 4-H Sports Project will be expected to participate in a county-wide Sports Day. Awards will be given to the top senior and junior basketball participants. All trophies will be awarded based on a combination of posters and sports day activities.

*The first year sports member must do a poster on basketball.
After the first year any sport can be used.*

EXHIBIT REQUIREMENTS

DIVISION I – Turn in a completed record sheet and exhibit a 22” X 28” poster explaining the various rules and precautions used in ***basketball***. Include pictures of the sport.

DIVISION II – Turn in a completed record sheet and exhibit a notebook or 22” X 28” poster on the history of a sport that interests you.

DIVISION III – Turn in a completed record sheet and exhibit a 22” X 28” poster or a notebook on your personal participation in a sport. Include pictures of yourself and explain your participation and how the sport has affected your life.

DIVISION IV and ADVANCED – Turn in a completed record sheet and exhibit one of the following you have not done previously:

- a. A notebook on a present or past sportsman, such as a professional football player. The report should be at least 100 words minimum in length and can include pictures, newspaper and magazine articles, etc. 22” X 28” poster on the major rule changes on a particular sport from an elementary level to a professional level. (For example: Little league vs. professional baseball).
- b. Exhibit a 22” X 28” poster on the lifestyle an athlete should maintain to remain healthy and competitive. (Examples: nutrition and diet, exercise, drug abuse, etc.)
- c. Research on a topic that is sports related and of interest to you.

TRACTOR/TRACTOR-COMPACT/ZERO-TURN

Project Leaders

Ralph Meyer 812-852-4491

Harry Weber, 812-623-3983

Josh Weber 812-525-0676

Duane Roepke 812-623-3746 email:cuzzineddie@yahoo.com

Steve Meyer 812-662-4303 812-756-1010

TRACTOR OPERATING CONTEST

This contest is held prior to Fair and completes the project.

Project Manuals and Activities are Required for this Project.

Please bring completed project manual to contest.

A child must be a 4-H club member enrolled in the 4-H Tractor Program and have their parents' consent to drive. Drivers must complete the prescribed course of instruction and submit record books before they drive in the contest.

JUNIOR DIVISION members, grades 3-7, drive through a prescribed course with a tractor pulling a 2 wheel trailer and are graded on proficiency in tractor operation. Drivers are scored on written examination over project material, operating safety and time on the course.

SENIOR DIVISION members, grades 8-12, drive a tractor and four-wheel wagon.

Drivers are scored on a written examination over project material, operating safety, time on the course, and proficiency in tractor operation.

Compact Lawn Tractor: Junior Division, grades 3-7 drive through a prescribed course and Senior Division, grades 8-12 drive through a prescribed course. Drivers are scored on a written examination over project material, operating safety, time on the course, and proficiency in tractor operation.

Zero-Radius: Junior Division, grades 3-7 drive through a prescribed course and Senior Division, grades 8-12 drive through a prescribed course. Drivers are scored on a written examination over project material, operating safety, time on the course, and proficiency in tractor operation.

VETERINARY SCIENCE

Project Leader – Kelli Cobler 812-852-7004

Level 1 (Grades 3-5):

Exhibit a 22"x28" poster related to Chapter 1, 2 or 3

OR Interactive Demonstration (See guidelines under the Project - Communications)

Level 2 (Grades 6-8):

Exhibit a 22"x28" poster, display, or quiz board related to chapter 1, 2 or 3

OR Interactive Demonstration (See guidelines under the Project - Communications).

Quiz board should be no larger than 36"x36"x36".

Level 3 (Grades 9-12):

Develop and assemble a teaching aid. Display Teaching Aid and two-page typed report

OR Develop a project in conjunction with a veterinarian. Display the project with a report of the results, recommendations, findings, and conclusions

OR Write a one page outline of a workshop or demonstration you presented.

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

ONE STATE FAIR ENTRY PER CATEGORY

WEARABLE ARTS

This Project may Participate in Fashion Review.

(Optional – See Fashion Review information listed alphabetically in this section of the Manual)

Exhibits include, but are not limited to, painted T-shirts, sweatshirts, jackets, tennis shoes, appliqué work, puff painted articles, sequined and rhinestone articles, tie dye, jewelry. If you take this project more than one year, members should choose a more difficult project each succeeding year.

Exhibit Requirements:

1. Exhibit completed article or related articles that you have made which can be worn.
2. Turn in a completed record sheet.
3. Attach a 3" x 5" index card to the exhibit describing the project.

LEVEL A (Grades 3, 4, & 5)

LEVEL B (Grades 6, 7 & 8)

LEVEL C (Grades 9, 10, 11 & 12)

NOTE: A member may also model their article(s) in the Fashion Revue judging for additional competition. Fashion Review information is listed alphabetically in this section of the Manual.

NO STATE FAIR ENTRY

WEATHER

Project Leader Mark Thomas 812-667-5453

Create an exhibit that shows the public what you learned in the weather and climate project this year. Poster exhibits must be displayed horizontally, sized 22"x28" mounted on foam core, and covered in clear plastic **or other transparent material**. Notebook exhibits must be displayed in a standard three ring binder. **Choose one of the options listed below, appropriate for your grade in school. Use an appropriate exhibit title.** Be sure to include a label with your name, grade, 4-H club, and county in the lower right hand corner.

Level 1 Grades 3-5

Exhibit:

A poster related to an activity from the level 1 manual, OR

A poster and/or notebook of a weather or climate related science experiment appropriate for grades 3-5

Level 2: Grades 6-8

Exhibit:

A poster related to an activity from the level 2 manual, OR

A poster and/or notebook of a weather or climate related science experiment appropriate for grades 6-8

Level 3: Grades 9-12

Exhibit:

A poster related to an activity from the level 3 manual. OR

A poster and/or notebook of a weather or climate related science experiment appropriate for grades 9-12, OR

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

ONE STATE FAIR ENTRY PER CATEGORY

WEEDS

Project Leader Mark Thomas 812-667-5453

Follow general rules for posters and notebooks in front of Handbook.

General Requirements:

- Each notebook should be labeled on the outside of the front cover with name of exhibitor, address, county, and name of club.
- Each weed specimen in the notebook is to be pressed, dried, and then mounted on 8 ½ x 11 inch poster board. The specimens should be mounted on separate sheets of poster board and covered with transparent plastic or cellophane.
- Each specimen should show flower and/or fruit, leaf, stem, and root characteristics, all of which are necessary for complete and accurate identification.
- Every weed mount must have a 1 ½ x 2 inch label containing 1) Common name; 2) Where found (lawn, garden, pasture, etc.); 3) Method or methods of reproduction (seeds, creeping rootstalks, etc.).
- The 4-H club record sheet should be filled out and inserted into the notebook.

Division 1: (May do 1 to 2 years)

- Collect and identify 15 different weeds from the common and/or invasive plants of Indiana. Your collection of weeds must be taken from the list of common weeds in publication 4-H 247-W. Be aware that some weeds may be more prevalent at different times of the year. Each specimen should show flower and/or fruit, leaf, stem, and root characteristics, all of which are necessary for complete and accurate identification.
- Press weeds (see page 4, 4-H 247-W)
- Mount each individual weed on 8 ½" x 11" poster board by either taping or gluing the plant to the poster board.
- Cover the poster board containing the plant specimen with cellophane or clear sheet plastic or put it in a plastic sheet protector. Place the pages in a three-ring binder (punch holes of adequate size to allow easy turning on the pages of the binder)
- Label (label size 1 1/2" x 2") each weed as to:
 - Name of the weed (common and scientific names – remember to italicize or underline scientific names)
 - Where found (lawn, garden, pasture, etc)
 - How it reproduces (seed and/or underground root plant)
- Answer questions on record sheet (4-H 247A-W, and put a copy of the record sheet in your notebook
- In year two, exhibit a different set of weeds, not repeating the ones from year one.

Division 2: (May do 1 to 2 years)

- Collect and identify 5 noxious and five poisonous weeds of Indiana. Your collection of weeds must be taken from the list of noxious and poisonous weeds in publication 4-H 247-W. Be aware that some weeds may be more prevalent at different times of the year. Each specimen should show flower and/or fruit, leaf, stem, and root characteristics, all which are necessary for complete and accurate identification.

- Press weeds (see page 4, 4-H 247-W)
- Mount each individual weed on 8 ½" x 11" poster board by either taping or gluing the plant to the poster board.
- Cover the poster board containing the plant specimen with cellophane or clear sheet plastic or put it in a plastic sheet protector. Place the pages in a three-ring binder (punch holes of adequate size to allow easy turning of the pages in the binder).
- Label (label size 1 1/2" x 2") each weed as to:
 - Name of the weed (common and scientific names – remember to italicize or underline scientific names)
 - Where found (lawn, garden, pasture, etc)
 - How it reproduces (seed and/or underground root plant)
- Answer questions on record sheet (4-H 247B-W, and put a copy of the record sheet in your notebook
- In year two, exhibit a different set of weeds, not repeating the ones from year one.
-

Division 3: (May do multiple years)

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

THIS PROJECT IS NO LONGER A STATE FAIR PROJECT.

WELDING

Project Leader- Mark Struewing- 812-212-0836- mstruewing@batesville.k12.in.us or mstruewing@yahoo.com

Terms & Conditions

1. Posters must be displayed horizontally, sized 22" x 28", mounted on a firm backing (foam core board or other), and covered in clear plastic or other transparent material. Refer to 4-H Poster Guidelines.
2. Exhibit entry tags must include the name of the exhibitor, grade and level.
3. There is no State Fair entry at this time, but each division will have a champion and reserve champion. One overall grand and reserve grand champion will be chosen.

Project Objectives

1. To learn about different methods of welding and what materials are best suited for each type of welding.
2. To acquire a working knowledge of the machines and equipment used in the building trade.
3. To know the safety procedures and practices involving the equipment used.
4. To understand the proper care and maintenance of welding equipment and accessories.
5. To obtain a working knowledge of equipment and accessories in a modern workshop.
6. To acquire knowledge of the techniques involved in arc and gas welding and oxygen cutting.
7. To be familiar with the terms and definitions of welding.

Techniques To Be Taught

1. Safety in welding, clothing, gloves, shoes, helmet, jacket. Safe practices.
2. Basic skills: striking an arc, running a bead, setting heat range, learning electrodes and current flow, etc.
3. Use of measurement and cutting tools, other fabrication techniques.
4. Joint preparation (using a grinder).
5. Out-of-position welding.
6. Multiple fillet welds.
7. Flame cutting and learning the parts, safety, igniting and stopping a cutting torch.

DIVISION DEFINITION

Division I (suggested for grades 3 – 5):

- A. Exhibit a poster illustrating. Welding Safety, Welding Equipment, Types of Welds, General Welding Information.

DIVISION II (suggested for grades 6 - 8):

- A. Exhibit a poster on Welding. OR
- B. Exhibit one of the exhibit choices from 6th, 7th & 8th grade categories it is suggested to do a different item each year.

DIVISION III (suggested for grades 9 – 12):

- A. Exhibit one item of your own creation. Exhibit a different item each year.

PROJECT IDEAS & SUGGESTIONS

6th, 7th & 8th Grade:

Chipping hammer
Boot scraper
Tool box, hinged lid, handle
Step stool
Flower pot holder
Flower trellis
Coat rack
Tool stand
Shooting target
C clamps
Horseshoe sign
Pipe whistle

9th & 10th Grade:

Tool stand/rack
Tool base
Hay rack/feeder
Milking stand
Work/car ramps
Hand cart
Steel post driver
Rolling work stool
Corner welding fixture
w/clamps
Coffee table
Portable welder base

11th & 12th Grade:

Adjustable jacks
Pipe saw horses
Snow blade
Portable loading chute
Trailer
Hand cart
Garden cart
Welding table/stand
Tool rack
Mechanics floor creeper
3 point hitch tractor hoist

NOT A STATE FAIR ENTRY PROJECT

WILDLIFE

Project Leader Mark Thomas 812-667-5453

Exhibit Introduction

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

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

Level: Level 1

Exhibit

A poster related to an activity from the level 1 manual

A poster and/or notebook of a wildlife related science experiment appropriate for grades 3-5

Level: Level 2

Exhibit

A poster related to an activity from the level 2 manual

A poster and/or notebook of a wildlife related science experiment appropriate for grades 6-8

Level: Level 3

Exhibit

A poster related to an activity from the level 3 manual

A poster and/or notebook of a wildlife related science experiment appropriate for grades 9-12
Independent Study -Learn all you can about a wildlife topic, program, facility, project, etc.
and present it on a poster or in a notebook. Take care to follow all state and federal
guidelines when working with wildlife, with particular care when raising game birds,
migratory birds, and endangered species. See the Indiana 4-H Wildlife project website,
www.ydae.purdue.edu/natural_resources/4-H,NR,Projects/Projects/wildlife/, for more
information. Include a short manuscript, pictures, graphs, and list the works cited to describe
what you did and what you learned. Title your poster or notebook, "Advanced Wildlife -
Independent Study"

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

ONE STATE FAIR ENTRY PER CATEGORY

Superintendent / Project Leader Mary Ann Hartman 812-623-3222

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

Level 1 (Grades 3 & 4)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W. Exhibits may also include higher level techniques that have been mastered. Any higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging.

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

Level 2 (Grades 5 & 6)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W. Exhibits may also include lower and/or higher level techniques that have been mastered. Any lower/higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging.

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

Level 3 (Grades 7, 8 & 9)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W. Exhibits may also include lower and/or higher level techniques that have been mastered. Any lower/higher level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging.

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

Level 4 (Grades 10, 11 & 12)

Exhibit one article of choice made during the current 4-H program year demonstrating a minimum of five (5) techniques outlined in the Indiana 4-H Woodworking Tools, Techniques and Skills Chart, 4-H 6875C-W. Exhibits may also include lower level techniques that have been mastered. Any lower level techniques will not be counted as part of the minimum five, but nevertheless will be evaluated for quality. A woodworking skills sheet is to be submitted with the exhibit for judging.

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

ONE STATE FAIR ENTRY PER LEVEL FOR PROJECT AND POSTER