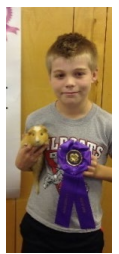


# Fulton County 4-H Show Book – *Plan B Edition*



# 2020



**I** ILLINOIS  
Extension



College of Agricultural, Consumer & Environmental Sciences  
Serving Fulton, Mason, Peoria, & Tazewell Counties

# FULTON COUNTY 4-H SHOW REQUIREMENTS

For all projects – Look in this 4-H Show Book to see basic requirements. Go to the pages where your 4-H projects are listed. It will tell you about sending photo(s) or a video of your projects, a one-page 4-H Project Report, and in some cases, other things to attach.

A copy of the 4-H Project Report can be found on the next page, and is available to download at <https://uofi.app.box.com/s/orac82jh5x9ybctbvs2dch34phb0bo14>

Project photos/videos and reports are due by email or mail at the Extension Office no later than the following dates –

Public Presentations, Performing Arts, Sewing/Shopping – June 20

Pet Show projects – July 8

General Show projects – July 11

Dog, Livestock – July 20

Horses (if we cannot have August 1<sup>st</sup> show) – August 1

You can --

·Email to [jblout@illinois.edu](mailto:jblout@illinois.edu)

Or

·Mail to

U of I Extension

15411 N IL 100 Hwy

Lewistown IL 61542

Or

·Bring to the Extension Office if we open by then (the pictures and report, not the actual projects). Leave in basket in front foyer if office closed.

Projects will be judged and ribbons will be awarded. We are unsure at this time if premiums are available for these virtual project shows.

**Call the Extension Office at 547-3711 or email [jblout@illinois.edu](mailto:jblout@illinois.edu) if you have any questions.**

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## 4-H Project Report (Maximum 1 page)

Name:

County: Fulton

Project:

1. What are three things you learned or insights you gained this year from doing this project?
2. What would you like to describe or share about your exhibit that we can't see easily in your uploaded photos or documentation?
3. What steps did you take to complete this exhibit?
4. If you did this project again, what would you change or do differently?
5. How will you apply what you have learned to your life?

# Table Of Contents

<u>Section</u>	<u>Begins on Page</u>
<b>General Information</b>	
4-H Show Rules.....	6
4-H Premiums .....	7
<b>Agriculture - Animal Sciences</b>	
Beef.....	8
Cat .....	8
Dairy Cattle.....	8
Dog.....	8
Goat.....	8
Guinea Pigs.....	8
Horse.....	8
Poultry.....	8
Rabbit.....	8
Sheep.....	8
Small Pets .....	8
Swine.....	8
Veterinary Science.....	9
<b>Agriculture - Plants and Soils</b>	
Crops and Soils .....	10
Floriculture.....	11
Horticulture – Vegetable Gardening.....	13
Plant and Soil Science .....	15
<b>Community Involvement and Global Awareness</b>	
Civic Engagement (Citizenship).....	16
Service Learning.....	16
Exploratory (Welcome To 4-H, Collectibles).....	17
Intercultural.....	17
<b>Environment and Natural Resources</b>	
Beekeeping.....	18
Entomology.....	19
Exploring Your Environment.....	20
Forestry .....	20
Geology.....	21
Natural Resources.....	22
Outdoor Adventures.....	22

<u>Section</u>	<u>Begins on Page</u>
Sportfishing.....	22
Weather.....	23
Wildlife.....	23
Shooting Sports.....	23
<b>Food, Nutrition, and Health</b>	
Food and Nutrition.....	24
Health and Fitness.....	27
<b>Home and Family</b>	
My Financial Future.....	28
Entrepreneurship.....	29
Build Your Future – Workforce Prep.....	29
Interior Design.....	30
Sewing and Textiles.....	31
Child Development.....	37
Family Heritage.....	37
<b>Engineering and Technology</b>	
Aerospace.....	38
Bicycle.....	38
Computer Science.....	39
Technologies (3-D Printing, Drones).....	40
Maker Exhibits.....	42
Electricity.....	43
Robotics.....	44
Small Engines.....	45
Tractor.....	45
Welding.....	47
Woodworking.....	47
<b>Personal Development</b>	
Communications.....	48
Creative Writing.....	48
Journalism.....	48
Filmmaking.....	49
Leadership.....	50
Performing Arts/Theater Arts.....	51
Photography.....	52
Public Presentations.....	54
Visual Arts.....	55
<b>Fulton County 4-H Awards Manual.....</b>	<b>63</b>

*If you have any questions about the information in this book, please call University of Illinois Extension, Fulton County Office, at 547-3711, or email [jblout@illinois.edu](mailto:jblout@illinois.edu)  
Visit our website -- <https://extension.illinois.edu/fmpt/4-h-fulton-county>*

# General Information

## 4-H Show Rules

1. Exhibitors in a Fulton County 4-H Show must be enrolled in 4-H in the current 4-H year, and must be an active Fulton County 4-H member in good standing. "Active" means fulfilling club expectations, such as adequate meeting attendance, talks/demonstrations, etc. Members with inactive status are not eligible to exhibit or receive premiums for 4-H.
2. All 4-H projects must be made by the member during the current 4-H year, which runs September 1 - August 31. All livestock must be cared for by the 4-H member.
3. If we receive premium funding, there will only be one premium paid for each project in which the member is enrolled.
4. If a member exhibits a project for which he or she is not enrolled, no premium will be paid. Exhibits not following requirements at all will be marked down one ribbon level (for instance, you exhibited a cake, and you were supposed to exhibit cookies).
5. The following projects have a January 1st enrollment deadline each year. All other project enrollments and changes are due May 1st. They will not be accepted after this date. Projects with a January 1st deadline are: Beef (for production animals); Dairy; Dairy Goat/Meat Goat (for production animals); Horse (for production animals); Sheep (for production animals); Swine (for production animals); and Poultry (Egg Production). **Basically, any livestock project where production is the main focus needs to be enrolled in by January 1st each year.** However, be aware that a young person may join 4-H at any time of the year, but in order to show at the 4-H Shows, the above deadlines are in force.
6. Each 4-H entry will be judged on its own merit and not against another 4-Her's project.
7. 4-H Youth Committee members and Extension Staff reserve the right to make final interpretation on any controversies, covered or not covered in the Show Book. The judge's decision is final, unless it has been determined that an exhibitor has not followed the guidelines or rules for that exhibit class.
8. Judging Standards sometimes change from year to year, based on state requirements. Judging sheets are updated yearly. Copies of the current judging sheets (judging criteria) can be obtained at the Extension Office.
9. For most 4-H projects, the standard scoring system is:  
Blue = Very Good, Exceeds Standards  
Red = Standard  
White = Needs Improvement
10. If you are a person who needs a reasonable accommodation to participate in any 4-H Show or the Fair, contact University of Illinois Extension, Fulton County Office, at 309-547-3711, at least two weeks prior to the event.

16. A youth may only belong to 4-H in one county, unless special family circumstances are a factor (for example, child lives with other parent in the summer), or unless a nearby county offers a project that your own county currently does not (Archery would be an example). Call the Extension Office if you have questions about this policy.

## 4-H Premiums

1. All exhibits in Fulton County 4-H Shows will be judged on the Danish Judging System. Each completed exhibit meeting the project show requirement will receive either a Blue, Red, or White award ribbon.

A =	Blue	=	Superior	(3X)
B =	Red	=	Good	(2X)
C =	White	=	Fair	(1X)

The dollar value of X will be determined after all the county 4-H shows have been held, depending on the number of exhibits and the amount of money allotted for Fulton County 4-H Shows. This amount is based on the number of enrolled 4-H members, and is paid from funds received from the State of Illinois, if allocated by the state that year.

2. When/if 4-H members receive their 4-H premium checks, enclosed will be a list of projects exhibited, ratings, and premium money. If there is an error on this, the 4-Her must present his/her ribbon as proof of exhibiting to the Extension Office. At the 4-H Shows, the volunteers are instructed to fill in the back of all 4-H ribbons. This will serve as the members' receipt of their rating. No additional premiums will be paid without the ribbon as proof of rating. This rule makes it vital that you keep your ribbons!

***NOTE: The Department of Agriculture shall use its best efforts to secure sufficient appropriations to fund premiums. In any year for which the General Assembly of the State of Illinois fails to make an appropriation sufficient to pay such premiums, premium money may not be available.***

## Agriculture -- Animal Science

**Beef**

**Cat**

**Dairy Cattle**

**Dog**

**Meat/Dairy Goat**

**Guinea Pigs**

**Horse** (We will know July 1 if we can have Horse Show or not.)

**Poultry**

**Rabbit**

**Sheep**

**Small Pets**

**Swine**

Email or send in the 4-H Project Report and one or two photos of your project animal(s). You may exhibit a slideshow or video (one minute or less) if you prefer.

Or --

Prepare an Animal Science display focusing on any activity related to the project. The exhibit may include, but is not limited to, poster displays, digital presentations, programs, websites, games, apps, etc., which you have made. Email or send in as described on page two -- 4-H Project Report plus three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

-----  
**For those enrolled in Beef, Dairy Cattle, Sheep, Swine, and Goat (if your project is a live animal)** -- New statewide requirement this year is that members in these projects must complete YQCA – Youth for the Quality Care of Animals.

Must be done every year they are in the project. There are two options –

Youth may attend one in-person training at the Extension Office, a little over one hour long. Enrolled 4-H members will receive notice in the mail of these dates.

**In 2020 it might not be possible to offer these in-person trainings.**

- Pre-registration online is required.
- \$3 per person online payment ahead of time is required. No cash payments.
- Adults may attend with their kids, but do not register. Adults may not be certified in this by attending, just youth.

or

Youth may take training online individually. <http://yqca.org>

Cost for this is \$12 per person

**4-H members who are enrolled in Cat, Dog, Horse, Poultry, or Rabbits** are required to complete Quality Assurance and Ethics online training, one time during their 4-H years, if their project is a live animal. The website for that is – <https://web.extension.illinois.edu/qaec/>



## **Horse Show –**

Information on the Official 4-H Horse Show classes and rules will be sent to those who have submitted 4-H horse ownership or lease papers. The Show is set for August 1, and we will know on July 1 if we are able to have it, or if we will instead do the virtual format like the other species.

## **Veterinary Science 1, 2, and 3**

Email or send in as described on page two -- 4-H Project Report plus three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Prepare a display focusing on any activity related to the project. The exhibit may include, but is not limited to, poster displays, digital presentations, programs, websites, games, apps, etc., which you have made.

# Agriculture -- Plants and Soils

## Crops and Soils

**Corn** -- Email or send in as described on page two -- 4-H Project Report plus three photos or a slideshow (maximum of 10 slides), and Crop record form. Images to include: photo of two fresh plants or whole exhibit, closeup of root system or detail of exhibit, closeup of plant detail or exhibit.

Choose one of the following to exhibit:

1. Exhibit two fresh plants of field corn, representative of member's 4-H project field (include root system that is washed). Include the member's crop records with the exhibit, such as the 4-H Crop record found online  
[@https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf](https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf), an FFA crops record, or similar information.  
***ALL CROPS EXHIBITED MUST HAVE BEEN GROWN AND CARED FOR BY THE EXHIBITOR AS PART OF HIS/HER CURRENT 4-H CROPS PROJECT.***  
 If you wish to show popcorn or sweet corn, you should be enrolled in the Vegetable Gardening project area.
2. Display of experimental or educational project related to one experience from your project. Include explanation of the project in a report for public understanding. Include the member's crop records with the exhibit, such as the 4-H Crop record found online  
[@https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf](https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf), an FFA crops record, or similar information.

**Small Grains** — Email or send in as described on page two -- 4-H Project Report plus two photos or a slideshow (maximum of 10 slides), and Crop record form. Images to include: photo of one gallon grain or whole exhibit, closeup of grain spread out on a cloth or line sheet, or detail of exhibit.

Choose one of the following to exhibit:

1. Exhibit one gallon of small grain (oats, wheat, rye, or barley) from the current year's crop, that is representative of the member's 4-H project field. Include the member's crop records with the exhibit, such as the 4-H Crop record found online  
[@https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf](https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf), an FFA crops record, or similar information.  
***ALL CROPS EXHIBITED MUST HAVE BEEN GROWN AND CARED FOR BY THE EXHIBITOR AS PART OF HIS/HER CURRENT 4-H CROPS PROJECT.***
2. Display of experimental or educational project related to one experience from your project. Include explanation of the project in a report for public understanding. Include the member's crop records with the exhibit, such as the 4-H Crop record found online  
[@https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf](https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf), an FFA crops record, or similar information.

**Soybeans** — Email or send in as described on page two -- 4-H Project Report, plus three photos or a slideshow (maximum of 10 slides), and Crop record form. Images to include: photo of five fresh plants or whole exhibit, closeup of root system or detail of exhibit, closeup of leaf or exhibit.

Choose one of the following to exhibit:

1. Exhibit five fresh soybean plants, representative of member's 4-H project field (include root system that is washed). Include the member's crop records with the exhibit, such as the 4-H Crop record found online  
[@https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf](https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf), an FFA crops record, or similar information.  
***ALL CROPS EXHIBITED MUST HAVE BEEN GROWN AND CARED FOR BY THE EXHIBITOR AS PART OF HIS/HER CURRENT 4-H CROPS PROJECT.*** *Or --*
2. Display of experimental or educational project related to one experience from your project. Include explanation of the project in a report for public understanding. Include the member's crop records with the exhibit, such as the 4-H Crop record found online  
[@https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf](https://4h.extension.illinois.edu/sites/4h.extension.illinois.edu/files/projects/documents/STEM/crops-and-soils-record-form-2016.pdf), an FFA crops record, or similar information.

## Floriculture

Exhibit your project as listed below, based on which unit you are enrolled in.

**Floriculture A** — Email or send in as described on page two -- Three photos: image of full arrangement, collage or container exhibit, image of leaf close up, image of stem bottom or collage closeup; and 4-H Project Report.

Exhibit one of the following completed options:

Create a flower arrangement, either a round arrangement or a bud vase. **No silk flowers are permitted.**

**OR**

Create a photo collage or a collection of pictures of flowers that you have raised. Label your flowers by name, and tell if you started with a seed, cutting, or transplants. Mount pictures on a poster board.

**OR**

Exhibit in one container, 3 stems of blooms -- each with attached foliage. Foliage that would go inside the container may be removed. All three blooms or stems are to be the same variety, color, shape, and size. Must have been grown from seed, young seedling plants, bulbs, or rhizomes by exhibitor. (NOTE: Exhibitors choosing lilies should include no more than 2/3 of foliage for their exhibit.)

**OR**

Present an exhibit of the member's choice that focuses on some aspect of floriculture which does not fit in the categories above. The exhibit may include, but isn't limited to, dish gardens, original works, objects, demonstrations, digital presentations, programs, websites, games, apps, performances, or posters which you have made.

If choosing this option, email or send in 4-H Project Report plus three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

**Floriculture B** – Email or send in as described on page two -- Three photos: image of full exhibit or collage, image of close up, image of stem bottom or collage closeup; and 4-H Project Report.

Exhibit one of the following options:

Create an artistic display of dried flowers, explaining how each was dried.

**OR**

Create a photo collage or collection of pictures of plants from your theme garden. Label your plants by name, and explain how the plants were chosen to fit the theme.

**OR**

Present an exhibit of the member's choice that focuses on some aspect of floriculture which does not fit in the categories above. The exhibit may include, but isn't limited to, dish gardens, original works, objects, demonstrations, digital presentations, programs, websites, games, apps, performances, or posters which you have made.

If choosing this option, email or send in 4-H Project Report plus three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

**Floriculture C** – Email or send in as described on page two -- Three photos: image of full exhibit, image of exhibit close up, image of exhibit closeup; and 4-H Project Report.

Exhibit one of the following options:

Create a terrarium. Selected plants should be started by the exhibitor from cuttings or seeds or as purchased plugs. The terrarium must be cared for by the exhibitor for at least five months. The exhibitor should be able to explain the different plant, soil, and environmental needs and watering requirements of a closed system.

**OR**

Exhibit a plant that you propagated from cutting, layering or division, or started from seed. Create a photo board showing the progression of growth.

**OR**

Present an exhibit of the member's choice that focuses on some aspect of floriculture which does not fit in the categories above. The exhibit may include, but isn't limited to, dish gardens, original works, objects, demonstrations, digital presentations, programs, websites, games, apps, performances, or posters which you have made.

If choosing this option, email or send in 4-H Project Report plus three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

**Floriculture D** – Email or send in as described on page two - Three photos: image of full exhibit, image of leaf close up, image of stem bottom or closeup of forced bulb pot display; and 4-H Project Report.

Exhibit one of the following options:

Create a centerpiece around a theme such as a wedding, holiday, birthday, etc. **No silk flowers are permitted.**

**OR**

Create an exhibit of forced bulbs in a pot.

**OR**

Present an exhibit of the member's choice that focuses on some aspect of floriculture which does not fit in the categories above. The exhibit may include, but isn't limited to, dish gardens, original works, objects, demonstrations, digital presentations, programs, websites, games, apps, performances, or posters which you have made.

If choosing this option, email or send in 4-H Project Report plus three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

## Horticulture – Vegetable Gardening

**Vegetable Gardening A, B, C, and D** – Email or send as described on page two -- If you are enrolled in any of the Vegetable Gardening projects, you may exhibit any or all of the following requirements.

### Horticulture/Vegetable Display Exhibit:

Send 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

You may exhibit any type of horticulture display, experimental or educational, related to the project. This may be a poster or other type of display, including digital. Herb displays would be included in this category.

**OR**

### Vegetable Gardening Exhibit:

All vegetables exhibited must have been grown and cared for by the exhibitor as part of his/her current gardening 4-H project. Exhibitors should be knowledgeable about various aspects of the vegetables, including, but not limited to, different varieties, soil testing, fertilizers used, etc. Waxes and oils may not be used on vegetables. Vegetable exhibits should be prepared according to the Illinois Vegetable Garden Guide website: <http://web.extension.illinois.edu/vegguide/>.

### Choose one of the following to exhibit:

**1. Vegetable Display** (in basket or other container) – Send 4-H Project Report and seven photos: image of whole display, close up of each of the six required varieties with clear labeling.

- A. Display must include six or more different kinds of vegetables. There may not be more than two different varieties of any vegetable. For example, red and white potatoes would be classified as two different varieties. Acorn squash and zucchini would be classified as two different vegetables.
- B. The number and type of vegetables used must conform to the Vegetable Plate/Basket List found below.
- C. Display must be labeled with the name and variety of all vegetables used (such as Cabbage – Golden Acre; Cucumber, slicing – Straight Eight; Tomatoes, slicing – Rocky Top; Snap Beans – Contender, etc.).
- D. The size of the display must not exceed a 2 1/2' wide x 2 1/2' deep display area.

**2. Vegetable Plate Exhibit** – Send 4-H Project Report and four photos: image of first variety plate with label, closeup of first variety, image of second variety plate with label, closeup of second variety.

- A. Must include two single vegetable plates

- B. Number of vegetables on plates must conform to Vegetable Plate/Basket List found below.
- C. Only one variety on each plate.
- D. An exhibitor cannot show two plates of the same type vegetable (Such as -- Cannot exhibit red and white potatoes, or zucchini and straightneck summer squash).

### **Vegetable Plate/Basket List**

When selecting vegetables for exhibition, keep in mind that the judge will evaluate them on the basis of cleanliness, uniformity, condition, quality, and trueness to variety.

(Lists are provided by UI Extension Horticulturists; Items are listed according to the correct definition of vegetables.)

**So -- If you exhibit this item, here is how many you need to have --**

Asparagus (5 spears)	Parsnips (5)
Beans, Lima (12 pods)	Peas (12 pods)
Beets (5)	Peppers, large fruited (bell/banana) (5)
Broccoli (1 head)	Peppers, small fruited(chili/cherry)(12)
Brussels Sprouts (12 sprouts)	Popcorn (5)
Cabbage (1 head)	Potatoes (any variety) (5)
Cauliflower (1 head)	Pumpkin (1)
Carrots (5)	Rhubarb, trimmed stalks (3)
Cucumber, pickling or slicing (5)	Rutabaga (5)
Eggplant (1)	Salsify (5)
Garlic (5)	Squash, summer (any variety) (3)
Kohlrabi (5)	Sweet Corn, in husks (5)
Lettuce (1 head or plant)	Tomatoes, slicing (5)
Muskmelon incl. cantaloupe (1)	Tomatoes, small fruited (12)
Okra (12)	Turnip (5)
Onions, large, dry (5)	Watermelon (1)
Onions, green or set (12)	
Squash, winter (Acorn, butternut, buttercup, spaghetti, Hubbard, Turks's Turban) (1)	
Beans, Snap, Green Pod, or Golden Wax (12 pods)	
Greens (collard, endive, escarole, kale, mustard, spinach, Swiss chard) (1 plant)	
Horseradish Root (1 marketable root specimen harvested this year)	

# **Plant and Soil Science**

Exhibit your project as listed below, based on which unit you are enrolled in.

Email or send in as described on page two – Send 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slide show instead of display.

## **Plants & Soils 1 (It's More Than Just Dirt) –**

Prepare a display or poster that illustrates an activity from the project manual. The display should demonstrate an understanding of environmental and internal factors that affect plant growth. Include your project journal that documents activity recordkeeping requirements, answers activity questions, and details personal thoughts and ideas.

## **Plants & Soils 2 (Stems and Stamens) –**

Prepare a display or poster that illustrates an activity from the project manual. The display should demonstrate an understanding of the composition of plants, the functions of individual plant parts, plant life cycles, and the many ways plants reproduce. Include your project journal that documents activity recordkeeping requirements, answers activity questions, and details personal thoughts and ideas.

## **Plants & Soils 3 (Sprouting Out and Growing Up) –**

Prepare a display or poster that illustrates an activity from the project manual. The display should demonstrate an understanding of environmental and internal factors that affect plant growth. Include your project journal that documents activity recordkeeping requirements, answers activity questions, and details personal thoughts and ideas.

## **Community Involvement and Global Awareness**

### **Civic Engagement** (formerly called Citizenship)

Email or send as described on page two -- 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

#### **Civic Engagement 1 --**

Exhibit a display illustrating **one** of the following options.

1) personal information about yourself – who you are, things you like to do, things you are good at, your favorites; 2) your feelings and how you handle these feelings; 3) your family, their responsibilities, how you work together; OR 4) the Family Pedigree that may include family group pages. Exhibits are limited to 2'6" wide and 15" deep.

#### **Civic Engagement 2 --**

Exhibit a display illustrating **one** of the following options.

1) your neighborhood; 2) how you were a good neighbor or led a service project for your community; OR 3) a Citizenship Challenge that you helped organize and lead (see the project book for details). Exhibits are limited to 2'6" wide and 15" deep.

#### **Civic Engagement 3 --**

Exhibit a display illustrating one of the activities that you completed within your project, as it relates to one of the following categories in the manual: 1) Government; 2) Business and Industry; 3) Transportation, Communication, & Utilities; 4) Culture & Heritage; 5) Natural Resources & Environment; 6) Education; 7) Organizations within your community; 8) Tourism; OR 9) Support Systems within your community. Exhibits are limited to 2'6" wide and 15" deep.

### **Service Learning**

Email or send as described on page two -- 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slide show instead of display.

#### **Service Learning 1 or 2 –**

Exhibit a binder portfolio to reflect what the exhibitor accomplished in the four steps of service learning. If exhibitor has been enrolled in a Service Learning project for multiple years, the binder portfolio should include previous years' work.



# Exploratory

## Welcome To 4-H --

Email or send in as described on page two -- 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slide show instead of display.

Exhibit a display on one of the following topics from the project book -- windowsill gardening; 4-H animals; 4-H family; **OR** coat of arms.

## Collectibles --

Email or send in as described on page two -- 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slide show instead of display.

Show your completed project book and your collection or examples of your collection (if it's too large) with pictures of total collection, **OR** an exhibit or poster illustrating one feature of the project.

# Intercultural

## 4-H Passport To the World –

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Prepare a display illustrating what you have learned about a country's or U.S. region's geography, economy, agriculture, people, language, housing, culture, music, crafts, clothing, holidays, or other aspect. Exhibit should be educational in nature, and should not promote one's beliefs over another person's beliefs. The exhibit may include, but isn't limited to, objects, digital presentations, programs, websites, games, apps, or posters which you have made. Include the project manual with completed sections that pertain to the exhibit information.

## Diversity and Cultural Awareness –

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Create a display or binder portfolio that illustrates the results of a minimum of three completed activities from the project book. Exhibits are limited to 2' 6" wide and 15" deep.

# Environment and Natural Resources

## Beekeeping

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Create an exhibit that shows the public what you learned in the Beekeeping project this year, based on the Beekeeping unit options below. **Note:** No bee hives may be exhibited. (Honey moisture 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 plastic box). *Honey exhibited (including chunk, cut comb, and sections) must be collected since the previous year’s show.*

### Beekeeping 1 –

Exhibit an educational display for one of the following:

- Flowers Used to Make Honey. Display pressed flowers from 10 different Illinois plants that bees use for making honey.
- Uses of Honey and Beeswax.
- Setting Up a Bee Hive.
- Safe Handling of Bees.
- Equipment needed by a Beekeeper.

### Beekeeping 2 –

Exhibit one of the following:

- Extracted Honey: Three 1# jars, shown in glass, screw-top jars holding 1# of honey each.
- Chunk honey (comb in jar): Three 1# jars (wide-mouth glass jars).
- Cut-comb honey: Three 1# boxes (boxes are usually 4 ½” x 4 ½”).
- Section honey: three sections of comb honey (in basswood boxes or Ross rounds).
- Working with Honey Bees. Present a topic from your manual to teach the public about working with honey bees. Use your knowledge and creativity to display this information on a poster or in a notebook.

### Beekeeping 3 –

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

1. Extracted Honey: Three 1# jars (glass)
2. Chunk Honey (comb in a jar): Three (3) 1# jars (wide-mouth glass)
3. Cut-comb Honey: Three 1# boxes (boxes are usually 4 ½” x 4 ½” in size).
4. Comb Honey- 3 sections (honey built by bees in frames of wood commonly called “sections” (boxes are usually 4 ½” x 4 ½” in size)
5. Section honey: three sections of comb honey (in basswood boxes or Ross rounds) *or*
6. Prepare an educational display about honey bees or beekeeping.

# Entomology

## Entomology 1 –

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: Close up of five specimens in each photo with labels clearly visible. No glass covering.

Exhibit 15 or more species representing four or more orders. Collection must be accurately labeled. Exhibitors must also include the Entomology 1 project manual (*Teaming With Insects 1*), with at least one completed activity for each year enrolled. Size and number of exhibit cases should relate appropriately to the number of insects being displayed. Cases should be no deeper than 4". **4-H members expanding on a past collection MUST add new insects each year. The exact same collection from a past year cannot be shown.**

## Entomology 2 --

Email or send in as described on page two – 4-H Project Report and six photos or a slideshow (maximum of 10 slides). Images to include: Close up of five specimens in each photo with labels clearly visible. No glass covering.

Exhibit 30 or more species representing eight or more orders. Collection must be accurately labeled. Exhibitors must also include the Entomology 2 manual (*Teaming With Insects 2*), with at least one completed activity for each year enrolled. Size and number of exhibit cases should relate appropriately to the number of insects being displayed. Cases should be no deeper than 4". **4-H members expanding on a past collection MUST add new insects each year. The exact same collection from a past year cannot be shown.**

## Entomology 3 –

Email or send in as described on page two -- 4-H Project Report and 12 photos or a slideshow (maximum of 20 slides). Images to include: Close up of five specimens in each photo with labels clearly visible. No glass covering.

Exhibit 60 or more species representing 12 or more orders. Collection must be accurately labeled. Exhibitors must also include the Entomology 3 manual (*Teaming With Insects 3*), with at least one completed activity for each year enrolled. Size and number of exhibit cases should relate appropriately to the number of insects being displayed. Cases should be no deeper than 4". **4-H members expanding on a past collection MUST add new insects each year. The exact same collection from a past year cannot be shown.**

## Entomology Display, Other: (Open to youth enrolled in Entomology 1, 2, or 3)

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Exhibit any activity or display related to Entomology that does not fit into Entomology Classes above. The exhibit may include, but isn't limited to, original works, objects, digital presentations, programs, websites, games, apps, performances, or posters which you have made.

## **Exploring Your Environment**

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

### **Exploring Your Environment 1 (Ecosystem Services) –**

Prepare a display or poster that illustrates an activity from the project manual. The display should demonstrate an understanding of natural and/or manmade environments, how humans affect the environment, or how the environment affects our lives. Include your project manual that documents activity recordkeeping, your answers to activity questions, and details the exhibitor's thoughts and ideas.

### **Exploring Your Environment 2 (Earth's Capacity) –**

Prepare a display or poster that illustrates an activity from the project manual. The display should demonstrate an understanding of one of the following: stewardship of natural resources, investigating greenhouse effects on living organisms, methods of reducing or managing waste in your home or community, or calculating your ecological footprint. Include your project manual that documents activity recordkeeping, your answers to activity questions, and details the exhibitor's thoughts and ideas.

## **Forestry**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

### **Forests Of Fun 1 (Follow the Path) -**

Exhibit any product or display illustrating an activity from the book. The exhibit may include, but is not limited to, poster displays, digital presentations, programs, websites, games, apps, etc., which you have made.

### **Forests Of Fun 2 (Reach For the Canopy) -**

Exhibit any product or display illustrating an activity from the book. The exhibit may include, but is not limited to, poster displays, digital presentations, programs, websites, games, apps, etc., which you have made.

### **Forests Of Fun 3 (Explore the Deep Woods) -**

Exhibit any product or display illustrating an activity from the book. The exhibit may include, but is not limited to, poster displays, digital presentations, programs, websites, games, apps, etc., which you have made.

# Geology

**Choose one of the following to display, depending on your skill level and experience in this project.** Attach a label or paper that says either Pebble Pups 1, Pebble Pups 2, Rock Hounds 1, or Rock Hounds 2. Specimens are not limited to Illinois locations.

## **Pebble Pups 1 –**

Email or send in as described on page two – 4-H Project Report and two photos: Close up of four specimens in each photo with labels clearly visible. No glass covering. Optional: Up to two photos of additional specimens.

Display 8 to 19 rocks or mineral specimens, with three minerals in the collection. Collection may include duplications that show variations. Label collection and note where found. If possible, items should be fastened to the display box. Judging will be on the display, not the box. Size and number of exhibit cases should relate appropriately to the number of specimens being displayed.

## **Pebble Pups 2 --**

Email or send in as described on page two – 4-H Project Report and five photos: Close up of four specimens in each photo with labels clearly visible. No glass covering. Optional: Up to two photos of additional specimens.

Display 20 to 29 rocks or mineral specimens, with seven minerals in the collection. Collection may include duplications that show variations. Label collection and note where found. If possible, items should be fastened to the display box. Judging will be on the display, not the boxes. Size and number of exhibit cases should relate appropriately to the number of specimens being displayed.

## **Rock Hounds 1 –**

Email or send in as described on page two – 4-H Project Report and six photos: Close up of five specimens in each photo with labels clearly visible. No glass covering. Optional: Up to two photos of additional specimens.

Display 30 to 40 rocks or mineral specimens, with 10 minerals in the collection. Rocks should include at least 3 igneous, 2 metamorphic, and 3 sedimentary groups. Label collection and note where found. If possible, items should be fastened to the display box. Judging will be on the display, not the boxes. Exhibitor should be able to discuss various aspects of geology. Size and number of exhibit cases should relate appropriately to the number of specimens being displayed.

## **Rock Hounds 2 --**

Email or send in as described on page two – 4-H Project Report and 10 photos: Close up of five specimens in each photo with labels clearly visible. No glass covering.

This level is for those who have successfully completed the other Geology show requirements. Display no more than 50 specimens that have been selected to illustrate a specific theme of the exhibitor's choosing. Be creative. Sample categories could include (but are not limited to): industrial minerals and their uses; a specific rock group and the variety that occurs in that group,

including some minerals that occur in that environment; select fossils traced through the geologic ages; minerals and their crystal habits; rocks and minerals used in the lapidary arts. Discuss theme and choice of specimens related to the theme. Size and number of exhibit cases should relate appropriately to the number of specimens being displayed.

## Natural Resources

**Units 1, 2, and 3** – Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Exhibit any item or display developed from the project book from the specific unit. Be able to explain the importance of and concept behind the project exhibit.

## Outdoor Adventures

**Units 1, 2, and 3** -- Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Exhibit a display illustrating an activity completed from the project manual. This may be a poster or a table-top display.

**Sportfishing** – Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

### **Sportfishing 1 --**

Exhibit a product or display made to complete an activity in the Take the Bait project manual. This could include, but is not limited to, displays on: different types of fishing tackle; identifying different baits and their uses (no actual bait, please); or identifying the anatomy of a fish.

### **Sportfishing 2 --**

Exhibit a product or display made to complete an activity in the Reel in the Fun project manual. This could include, but is not limited to, displays on: different types of knots or rigs and their use; a collection of fishing lures, labeled with their use; or information on preparing and cooking fish (not recipes).

### **Sportfishing 3 --**

Exhibit a product or display made to complete an activity in the Cast into the Future project manual. This could include, but is not limited to, displays on: making artificial flies and lures; researching effects of water temperature; sportfishing careers; or identifying insects that fish eat.

## **Weather**

**Units 1, 2, and 3** -- Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Exhibit any product or display illustrating an activity from the book. The exhibit may include, but isn't limited to, original works, objects, demonstrations, digital presentations, programs, websites, games, apps, performances, or posters which you have made.

## **Wildlife**

**Units 1, 2, and 3** -- Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Exhibit any activity developed from the manual. (Example: Create a display of the life history of an animal, identify different wildlife habitats.) Within the exhibit, explain the importance of and concept behind the exhibit.

## **4-H Shooting Sports**

Participants in the 4-H Shooting Sports program are given 4-H ratings based on their participation in the program and their achievements as recorded at the end of the session.

# Food, Nutrition, and Health

## Food and Nutrition

### 4-H Cooking 101 –

Email or send in as described on page two – 4-H Project Report and four photos or a slideshow (maximum of 10 slides). Images to include: image of food as prepared for exhibit, image of item close up cut in half, image of recipe used, and image of bottom of prepared food item.

*Using the recipes included in the project manual*, prepare an exhibit of three cereal marshmallow bars OR 1/4 of an 8” square or round coffeecake OR three cookies. **No icing should be on any products.** If you make changes to the recipe, show a copy of the recipe with your changes. Bars, coffeecake, or cookies should be displayed on a disposable plate placed in a zip-sealing plastic bag.

### 4-H Cooking 201 –

Email or send in as described on page two – 4-H Project Report and four photos or a slideshow (maximum of 10 slides). Images to include: image of food as prepared for exhibit, image of item close up cut in half, image of recipe used, and image of bottom of prepared food item.

*Using the recipes included in the project manual*, prepare an exhibit of three cheese muffins OR three scones OR 1/2 loaf (9” x 5”) of basic nut bread. If you make changes to the recipe, show a copy of the recipe with your changes. Bread, muffins, or scones should be displayed on a disposable plate placed in a zip-sealing plastic bag.

### 4-H Cooking 301 –

Email or send in as described on page two – 4-H Project Report and four photos or a slideshow (maximum of 10 slides). Images to include: image of food as prepared for exhibit, image of item close up cut in half, image of recipe used, and image of bottom of prepared food item.

*Using the recipes included in the project manual*, prepare an exhibit of three dinner rolls OR a loaf of yeast bread OR one tea ring OR three sweet rolls OR one layer of a Rich White Cake or Rich Chocolate Cake, top side up (*without frosting*). If icing is used on the tea ring or sweet rolls, the recipe for the icing must also come from the book. The yeast bread/roll dough may be prepared in a bread making machine; however, prepared mixes are not permitted. If you make changes to the recipe, show a copy of the recipe with your changes. Display exhibit on a disposable plate or pie tin and place in a zip-sealing plastic bag.



## **4-H Cooking 401 –**

Email or send in as described on page two – 4-H Project Report and four photos or a slideshow (maximum of 10 slides). Images to include: image of food as prepared for exhibit, image of item close up cut in half, image of recipe used, and image of bottom of prepared food item.

*Using the recipes included in the project manual*, prepare an exhibit of 1/4 of a 15” x 10” loaf of focaccia bread (do not include dipping oil), **OR** one baked pie shell – traditional, oil, or whole wheat (no graham cracker) **OR** 1/4 Golden Sponge Cake, top side up, without frosting **OR** 1/2 loaf French Bread. If you make changes to the recipe, show a copy of the recipe with your changes. Display exhibit on a disposable plate and place in a zip-sealing plastic bag.

## **Food Science 1, 2, 3, and 4 –**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Prepare a display, digital presentation, or poster on one of the food science experiments from the manual that you completed. Share 1) the food science question you investigated; 2) process used to conduct the experiment; 3) results and observations; 4) what you learned; and 5) how you have applied this information.

## **Sports Nutrition –**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Prepare a display, digital presentation, or poster on one of the activity chapters in the manual that you completed. The activity chapters are listed by page number in the table of contents. Your exhibit should include, at minimum, information on one physical fitness component and one food/recipe component from the activity chapter. The exhibit should include the project manual with the pages of the activity completed. You may also include live demonstration of physical activities.

### Examples for Activity 1

Example A: Make a video of yourself practicing flexibility, strength and endurance physical fitness activities, and making pasta salad with different vegetable, pasta, and dressing ideas. Show a screen shot and brief description of your video.

Example B: Make a poster of pictures of flexibility, strength and endurance physical fitness activities, and information on the results of making the spinach and mandarin orange salad. Include answers to the questions in the book.

## Food Preservation –

### **Canning, Freezing, Drying, Pickles/Relishes, Jams/Jellies/Preserves**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: Image of recipe, image of whole preserved product/exhibit with labeling as outlined in the show guidelines, image of closeup detail of preserved product/exhibit.

Prepare an exhibit using ONE of the food preservation methods: canning, freezing, drying, pickles/relishes, jams/jellies/preserves OR a combination of these (see Preservation Combination option below), excluding Freezing. **No freezer jam exhibits will be allowed.** All exhibits must be labeled with the name of the food, the date preserved, and the appropriate method(s) of food preservation (For canned projects: boiling water bath or pressure canner; For drying projects: Specify equipment used (food dehydrator, oven, etc.) The entry should also be accompanied by the recipe(s), typed or written, with the source of the recipe(s) listed.

Examples:

- Strawberry jam, boiling water bath. July 1, 2020.
- Green beans, pressure canner. July 1, 2020.
- Beef jerky, food dehydrator and oven. July 1, 2020.

All preserved products should be prepared and processed according to the current USDA/Extension Information. USDA information on preserving food, including recipes, can be found at: [www.homefoodpreservation.com](http://www.homefoodpreservation.com) or [web.extension.illinois.edu/foodpreservation/](http://web.extension.illinois.edu/foodpreservation/).

Recipes must be processed in a water bath or pressure canner.

**Required Recipes and Sources for Food Preservation Exhibits** – all food preservation recipes must be from an approved source. Those sources are:

- *PUT IT UP! Food Preservation for Youth* manuals
- U.S. Department of Agriculture (USDA)
- National Center for Home Food Preservation
- Ball/Kerr Canning (recipes after 1985)
- Mrs. Wages

DO NOT EXHIBIT RECIPES FROM: Magazine or newspaper clippings, Pinterest (unless it is from a source listed above), Grandma's or a recipe from a family member or friend without a source, or Cookbooks (excluding the Ball, Kerr and Put It Up! book).

**Canning Equipment Requirements:** All canned products must be canned in clear, standard jars in good condition (no chips or cracks). Jars must be sealed using two-piece canning lids (flat lid and band). Must use a new, unused flat lid. Bands must not be rusty or severely worn.

Canning – The exhibit should include two different canned foods in appropriate jars for the products. Food may be fruit, vegetable, or tomato product (such as salsa, juice, etc.).

Freezing – Prepare a nutrition display that illustrates a freezing principle. There is NOT a food exhibit option for this preservation method.

Drying – Exhibit two different dried foods packed in plastic food storage bags; include a brief

written description of drying procedures used. Choose from fruit, vegetable, fruit leather, or meat jerky.

Pickles and Relishes – Exhibit two pint jars of different recipes of pickles (no refrigerator pickles) and/or relishes. Jars should be appropriate for the product.

Jams, Jellies, and Preserves – Exhibit half-pint jars of two different jams, jellies, and/or preserves.

Preservation Combination – Exhibit two different preserved food products, excluding Freezing, in appropriate jars/packaging (drying). For example, exhibit 1 jar of tomatoes and 1 half-pint jar of jelly.

## **Health**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

**Health 1 (First Aid in Action)** – Select four First Aid Skills, and complete the activities for that section. Show the project book and be prepared to discuss the completed sections. Exhibit a family First Aid Kit and be prepared to explain what each item is used for.

**Health 2 (Staying Healthy)** – Select four Staying Healthy Skills and complete the activities for that section. Show the project book and be prepared to discuss the completed sections. Exhibit a “smarts” project as explained in the project manual.

**Health 3 (Keeping Fit)** – Select four Keeping Fit Skills and complete the activities for that section. Show the project book and be prepared to discuss the completed sections. Exhibit a poster or display on one of the Keeping Fit Skills.

# Home and Family

## My Financial Future

Email or send in as described on page two – 4-H Project Report and a slideshow portfolio (maximum of 10 slides for 1st year and up to five additional for each year in project).

### My Financial Future 1 –

Develop a Financial Planning portfolio which includes the items listed below. This project can be completed all in one year; or a member may take several years to explore each of the activities and develop a more detailed financial plan. The original OR photocopies of the completed activities from the project manual should be included in the portfolio. Each year enrolled in the project should build on previous year experiences.

- **First Year** – Complete a minimum of Activities 1-6 from the My Financial Future – Beginner project manual, which includes: Who Needs This?; Let's get SMART; Bringing Home the Bacon; Managing Your Money Flow; My Money Personality; and Money Decisions.
- **Second Year and Beyond** – Complete a minimum of Activities 7-11 from the My Financial Future – Beginner project manual which includes: Banking your \$\$\$\$\$; Charging it Up; Check it Out; Better than a Piggy Bank!; and My Work; My Future.

### My Financial Future 2 –

Building on your previous work in My Financial Future – Beginner project, continue adding to your Financial Planning portfolio which includes the items listed below. Members are encouraged to spend more than one year involved in this project, so they have time to thoroughly explore the learning modules and develop a greater understanding of financial literacy, plan for their future, and develop a comprehensive career and financial planning portfolio. The original OR photocopies of the completed activities from the project manual should be included in the portfolio. Each year enrolled in the project should build on the previous year's learning experiences.

- **First Year** – Complete a minimum of two activities from Module 1: Earning Income and Career Planning and Module 2: Organizing Your Flow.
- **Second Year** – Complete all activities not previously completed in Module 1: Earning Income and Career Planning and Module 2: Organizing Your Flow; **AND** a minimum of two of the activities from Module 3: Working with Banks and Credit Unions/Bank on It and Module 4: Making Your \$ Work 4 U.
- **Third Year and beyond** – Complete all activities not previously completed in Module 3: Working with Banks and Credit Unions/Bank on It and Module 4: Making Your \$ Work 4 U; **AND** a minimum of two activities from Module 5: Credit and Consumer Breadcrumbs.

# Entrepreneurship

## Be the E! –

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

Exhibit a binder portfolio or display that includes the results of at least two completed activities from each year exhibitor has been enrolled in the project. Completed activities from previous years should be included.

# Build Your Future -- Workforce Prep

Email or send in as described on page two – 4-H Project Report and photos or a slideshow of career portfolio (maximum of 10 slides for 1st year and up to five additional for each year in project).

Develop a Career portfolio which includes the items listed below. Members are encouraged to spend more than one year involved in this project so they have time to thoroughly explore the learning modules and develop a greater understanding of planning and preparing for their future and develop a comprehensive career planning portfolio. The original OR photocopies of the completed activities from the project manual should be included in the portfolio. Each year enrolled in the project should build on previous year's learning experiences.

**First Year** – Complete a minimum of Activities 1-4 from the Build Your Future project manual which includes: Skills...Choices...Careers; Making Career Connections; Build Your Future Through Portfolios; and Education Pay\$.

**Second Year** – Complete a minimum of Activities 5-7 from the Build Your Future project manual which includes: Career FUNds; Turn Your 4-H Passion Into Profit; and Pounding the Pavement.

**Third Year** – Complete a minimum of Activities 8-9 from the Build Your Future project manual which includes: Putting the Pieces Together: Goals for the Future; and Pathways to Success.

## Interior Design

For all – Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

### **Beginning Members:**

Any exhibit must have been created or redesigned by the exhibitor as part of their current Interior Design 4-H project. Exhibitors should be knowledgeable about various aspects of the project. Exhibits could include items such as, but not limited to, comparison studies of different products or techniques; made accessories, wall-hangings, window coverings, or furniture items; refinished or redesigned furniture; or a plan to solve some type of interior design problem. Exhibit should be appropriate to the exhibitor's age, skills and ability in this project.

### **Intermediate Members:**

Any exhibit must have been created or redesigned by the exhibitor as part of their current Interior Design 4-H project. Exhibitors should be knowledgeable about various aspects of the project. Exhibits could include items such as, but not limited to, comparison studies of different products or techniques; made accessories, wall-hangings, window coverings, or furniture items; refinished or redesigned furniture; or a plan to solve some type of interior design problem. Exhibit should be appropriate to the exhibitor's age, skills and ability in this project.

### **Advanced Members:**

Any exhibit must have been created or redesigned by the exhibitor as part of their current Interior Design 4-H project. Exhibitors should be knowledgeable about various aspects of the project. Exhibits could include items such as, but not limited to, comparison studies of different products or techniques; made accessories, wall-hangings, window coverings, or furniture items; refinished or redesigned furniture; or a plan to solve some type of interior design problem. Exhibit should be appropriate to the exhibitor's age, skills and ability in this project.

# Sewing and Textiles

Members who enroll in Clothing & Textiles with the intent of pursuing quilting can exhibit in the non-clothing exhibit category in STEAM Clothing 1—Fundamentals. Quilts exhibited in the Clothing & Textiles area will be judged using a rubric that evaluates the sewing skills and construction of the item. **All work on the quilt MUST be completed by the 4-H member. You cannot exhibit a quilt that was quilted by someone else. Quilts can be hand or machine quilted, as long as ALL work is completed by the exhibitor.**

## Sewing Projects --

### STEAM Clothing 1 – Fundamentals --

Exhibit **one** of the following in either the Non-Sewn, Sewn Non-Clothing, or Sewn Clothing exhibit divisions:

#### Non-Sewn Exhibits —

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: image of front, image of back, close up image of details.

Exhibit one of the following:

- Clothing Portfolio – Complete at least three different samples/activities from Chapter 2 and/or Chapter 3 of the project manual. Examples of samples you might include: How Two Magically Become One, pages 85-86; No Fear of Fray, pages 93-95; Two Sides of the Moon, pages 97-99; On the Flip Side, pages 101-104; Basic Hand Sewing Skills, pages 106-108. The Portfolio should be placed in an 8 ½ x 11 inch, three ring binder. Include an appropriate cover, dividers, and table of contents. NOTE – additional pages can be added each year, but must be dated with the year. See pages 9-10 of project manual for portfolio formatting.
- Fabric Textile Scrapbook – Must include at least 5 different textile samples. Use Textile Information Cards template on page 41 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11 inch, three ring binder. Include an appropriate cover. See project manual, pages 42-74, for fabric options and fabric science experiments.
- What's the Difference - What's the Price Point – Exhibit may include a notebook, poster, small display sharing a project comparison and price point. See activity, pages 118-120. Exhibit should include PHOTOS; NO actual PILLOWS.

Beginning Sewing Exhibits – exhibits in this class must be made from medium weight woven fabrics that will sew and press smoothly; flannel/fleece is acceptable. Solid color fabrics or those having an overall print are acceptable. NO PLAIDS, STRIPES, NAPPED, or JERSEY KNIT. Patterns should be simple WITHOUT DARTS, SET-IN SLEEVES, and COLLARS. Raglan and loose flowing sleeves are acceptable.

**Sewn Non-Clothing Exhibits** —

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: image of front, image of back, close up image of details.

Exhibit one of the following:

- Pillowcase
- Simple Pillow – no larger than 18” x 18”
- Bag/Purse – no zippers or button holes
- Other non-clothing item using skills learned in project manual

**Sewn Clothing Exhibits** —

Email or send in as described on page two – 4-H Project Report and five photos or a slideshow (maximum of 10 slides). Images to include: Image wearing garment - front view, image wearing garment - back view, Image of garment inside out - front, image of garment inside out - back, close up image of detail.

Exhibit one of the following:

- Simple top
- Simple pants, shorts, or skirt – no zipper or button holes
- Simple Dress – no zipper or button holes
- Other – other wearable item using skills learned in project manual (apron, vest, etc.)

**STEAM Clothing 2 – Simply Sewing** –

Exhibit one of the following in either the Non-Sewn, Sewn Non-Clothing, or Sewn Clothing exhibit divisions:

**Non-Sewn Exhibits** —

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: image of front, image of back, close up image of details.

Exhibit one of the following:

- Clothing Portfolio – Complete at least four different samples/activities from Chapters 2, 3, AND/OR 4 of the project manual. The Portfolio should be placed in an 8 ½ x 11 inch, three ring binder. Include an appropriate cover, dividers, and table of contents. NOTE – this can be a continuation of a Portfolio created in STEAM Clothing 1. Additional pages can be added each year, but must be dated with the year created. See project manual, pages 9-11 for portfolio formatting.
- Expanded Textile Science Scrapbook – Must include at least 10 different textile samples. Use Textile Information Cards template on page 39 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11 inch, three ring binder. Include an appropriate cover. See Project, pages 40-82 for fabric science experiments.



- Design Basics – Understanding Design Principles – Exhibit should include a learning experience that demonstrates the design principles and elements involved when selecting fabric for clothing and accessories. See project manual, pages 17-20 for design suggestions.
- Entrepreneurial Sewing – Exhibit should highlight items you made for sale online. Create an exhibit that displays products you made and posted online. Refer to the project manual, pages 161-167 for information on how to analyze the cost of similar purchased items to determine pricing of your products. The exhibit may be a notebook, poster, or small display.

### **Sewn Non-Clothing Exhibits** —

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: image of front, image of back, close up image of details. If recycled clothing accessory is chosen, then a before picture of the garment should be included.

Exhibit one of the following:

- Recycled Clothing Accessory – Create a clothing accessory made from a used item. The item must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in the project, and exhibitor should be able to identify the skill used. A before picture and a description of the redesign process must accompany the exhibit. Clothing accessory may include: hat, bag, scarf, belt, etc.
- Non-clothing item OR Clothing Accessory – Create a clothing accessory using at least one skill learned in this project. Exhibitor should be able to identify the skill used.

### **Sewn Clothing Exhibits** —

Email or send in as described on page two – 4-H Project Report and five photos or a slideshow (maximum of 10 slides). Images to include: Image wearing garment - front view, image wearing garment - back view, Image of garment inside out - front, image of garment inside out - back, close up image of detail. If recycled clothing is chosen, then a before picture of the garment should be included.

Exhibit one of the following:

- Recycled Clothing – Create a garment from used textile based items. The original used item must be redesigned (not just embellished or decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project, and exhibitor should be able to identify the skill used. A before picture and a description of the redesign process must accompany the exhibit.
- Constructed garment – Any garment with facings or curves. Should use at least one skill learned in this project, and exhibitor should be able to identify the skills used. Garment should be appropriate for the age and experience of the member.

### **STEAM Clothing 3 – A Stitch Further –**

Exhibit one of the following in either the Non-Sewn, Sewn Non-Clothing, or Sewn Clothing exhibit divisions:

#### **Non-sewn Exhibits —**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: image of front, image of back, close up image of details.

Exhibit one of the following:

- Clothing Portfolio – Complete at least four different samples/activities from Chapters 2, 3, AND/OR 4 of the project manual. The Portfolio should be placed in an 8 ½ x 11 inch, three ring binder. Include an appropriate cover, dividers, and table of contents. NOTE – this can be a continuation of a Portfolio created in STEAM Clothing 1 and/or STEAM Clothing 2. Additional pages can be added each year, but must be dated with the year created. See project manual, pages 11-13, for portfolio formatting.
- Expanded Textile Science Scrapbook - Must include at least 10 different textile samples. Use Textile Information Cards template on page 29 in project manual to identify fabric swatches. Completed textile cards should be placed in an 8 ½ x 11 inch, three ring binder. Include an appropriate cover. See Project, pages 39-52, for fabric science experiments.
- Advanced Entrepreneurial Sewing – Using knowledge gained in project manual, Chapter 5, display one sample product with a business plan that includes a business ID and logo. The exhibit may be a notebook, poster, or small display.

#### **Sewn Non-Clothing Exhibit —**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: image of front, image of back, close up image of details. If recycled clothing accessory is chosen, then a before picture of the garment should be included.

Exhibit one of the following:

- Recycled Clothing Accessory – Create a clothing accessory made from a used item. The item must be changed in some way in the redesign process. The finished accessory must reflect at least one skill learned in the project, and exhibitor should be able to identify the skill used. A before picture and a description of the redesign process must accompany the exhibit.
- Non-clothing item OR Clothing Accessory – Create a clothing accessory using at least one skill learned in this project. Exhibitor should be able to identify the skill used.

#### **Sewn Clothing Exhibit —**

Email or send in as described on page two – 4-H Project Report and five photos or a slideshow (maximum of 10 slides). Images to include: Image wearing garment - front view, image wearing garment - back view, Image of garment inside out - front, image of garment inside out - back, close up image of detail. If recycled clothing is chosen, then a before picture of the garment

should be included.

Exhibit one of the following:

- Recycled Clothing – Create a garment from used textile based items. The original used item must be redesigned (not just embellished or decorated) in some way to create a new wearable piece of clothing. The finished garment must reflect at least one skill learned in this project, and exhibitor should be able to identify the skill used. A before picture and a description of the redesign process must accompany the exhibit.
- Constructed garment – Any garment constructed by the member which is appropriate for the age and experience of the exhibitor. Should use at least one skill learned in this project, and exhibitor should be able to identify the skills used. Possible examples are wool garment, dress, or jacket with set in sleeves and zipper or buttons and button holes, suits, evening gown, or sport outfit.

## Shopping Projects –

Exhibit one of the following options that align with the Shopping in Style level.

Shopping in Style: Members are encouraged to spend more than one year involved in this project so they have time to learn what clothing styles look best on them, while they also gain skills in building a versatile wardrobe and staying within their budget. Each year enrolled in Shopping should build on previous year's learning experience.

### Shopping In Style --

Email or send in as described on page two – 4-H Project Report and two photos or a slideshow (maximum of 10 slides). Images to include: image wearing garment - front, image wearing garment - back. Option -- slideshow in place of poster/report.

Beginning – Choose one of the following activities from Unit 1 or Unit 2 of the project book

- Exhibit should consist of a garment that reflects your personal style, along with a poster or report that 1) explains how this garment reflects your style and how it influences what others think of you; **OR** 2) how your personal style either aligns or contradicts what is considered to be “in style” today. **OR**
- Exhibit should include a garment you purchased, along with a poster or report that explains or illustrates how this garment is either 1) a modern version of a fad or fashion from an earlier decade; **OR** 2) how this garment reflects a different ethnic or cultural influence. **OR**
- Exhibit should include garment you purchased, along with a poster or report that provides 1) a body shape discussion and how body shape influences clothing selections; **OR** 2) a color discussion that provides an overview of how different colors complement different hair colors and skin tones and how that influenced garment selection. Poster or report may include pictures from magazines, the internet, or actual photos of garments. **OR**
- Exhibit should include garment you purchased, along with a poster or report that 1) explains how this garment uses the principles of design lines to create an illusion to alter appearance; **OR** 2) explains how color and texture of fabrics can complement or enhance appearance. Poster or report may include pictures from magazines, the internet, or actual

photos of garments.

Intermediate – Choose one of the following activities from Unit 3 or Unit 4 of the project book

- Exhibit should include two clothing items that were previously a part of your wardrobe that still fit, but you don't wear anymore, and pair them with something new to make them wearable again. Also include a report that explains why the garment was not being worn and what you did to transform it into a wearable garment again. **OR**
- Exhibit should include at least five pieces of clothing that exhibitor can mix and match to create multiple outfits. Include a poster or report that includes a clothing inventory AND describes what you have learned by completing this activity. **OR**
- Exhibit should include garment you purchased, along with a poster or report that 1) includes a wardrobe inventory which indicates why you selected the garment you did, clothing budget, and cost of garment; **OR** 2) explains how advertising influences clothing purchases, making a distinction between wants and needs; and how the purchase of this garment compliments and/or extends your wardrobe. **OR**
- Exhibit should include garment you purchased, along with a poster or report that 1) describes a cost comparison of this item completed by the exhibitor when purchasing the garment; should include a variety of shopping options and/or price tracking at stores over a period of time; **OR** 2) provides a quality comparison rating the specific clothing item purchased based on care,

construction, cost, and unique features; should include construction quality details, design features that influenced selection, cost per wearing, and garment care.

Advanced – Choose one of the following activities from Unit 5 or Unit 6 of the project book

- Exhibit should include garment you purchased, along with a poster or report that summarizes care requirements not only for this garment, but also for garments made of other natural and synthetic fibers; exhibit should also include a care cost analysis for garments of different fibers. **OR**
- Exhibit should include garment you purchased which you have repaired or altered, along with a poster or report that provides a clothing inventory list which includes cost savings for repaired items, as compared to purchasing replacement garments. **OR**
- Exhibit should include multiple garments you purchased, along with a poster or report that provides plans and commentary for a fashion show that that would capture the attention of an audience. Fashion show plans should identify target audience, include show venue, purpose of the show, and logistical plan for the fashion show. This should also include a financial plan.

# Child Development

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Exhibit one of the following options:

## **Child Development: Infants and Toddlers**

Prepare a display focusing on any activity related to the child development project, which will show the skills and knowledge you have gained through the project. Include a list of resources you used to learn more about child development, such as mentors, books, articles, or websites. The exhibit may include, but isn't limited to, posters, original works, objects, demonstrations, digital presentations, programs, websites, games, or apps which you have made.

OR

## **Child Care: Infants and Toddlers**

Prepare a display focusing on a topic related to child care of this age group, such as selecting age appropriate activities, explaining child behavior, and/or recognizing safety concerns. Your display should show the skills and knowledge you have gained through the project. Include a list of resources you used to learn more about child care, such as mentors, books, articles, or websites. The exhibit may include, but isn't limited to, posters, original works, objects, demonstrations, digital presentations, programs, websites, games, or apps which you have made.

# Family Heritage

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Prepare an exhibit of items, pictures, maps, charts, slides/tapes, drawings, illustrations, writings, or displays that depict the heritage of the member's family or community or 4-H history.

# Engineering and Technology

## Aerospace

### Units 2, 3, and 4 –

Email or send in as described on page two – 4-H Project Report and six photos or a a slideshow (maximum of 10 slides). Images to include: Front, Back, Top-down, Bottom-Up, close up of fin, close up of paint job. Photo or PDF of build instructions used, if applicable.

Choose one of the following to exhibit:

Exhibit one model rocket which you have constructed during the project year. Member must show the printed directions for construction of the rocket.

OR --

Exhibit one hand-made kite. The kite should be in good flying condition. Member should show a list of materials and directions used in constructing the kite.

OR --

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Exhibit an aerospace display related to the project unit. This may be a poster or other type of display, including digital.

## Bicycle

### Bicycle 1 or 2 –

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

Prepare a display related to what you have learned in this project. This might include bicycle safety, bicycle repairs, or other topics related to the project. Display could be a poster or other type of display, including digital.

# Computer Science

The projects included in this section are:

## **Computer Science Text-Based Programming Computer Science Visual-Based Programming**

Any member found to be using computer software in a manner that infringes on copyright laws will be disqualified.

### **Choose one of the exhibit options below, based on your skill level and interest:**

**Beginning Visual Programming (Open to youth in Computer Science Visual-Based Programming)** Exhibit a simple program using Scratch (or other simple graphic programming language). The program should include eight different commands including looping and getting input from the keyboard and mouse.

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

**Intermediate Visual Programming: (Open to youth in Computer Science Visual-Based Programming)** Exhibit a program using Scratch (or other simple graphic programming) that you have downloaded from the internet and modified. Compare the two programs and demonstrate the changes you made to the original program; **OR** create an animated storybook using Scratch (or other simple graphical programming language).

Email or send in as described on page two – 4-H Project Report and Code from Scratch program. Video in which you explain your code as compared to the actions on the screen (maximum three minutes).

**Advanced Visual Programming: (Open to youth in Computer Science Visual-Based Programming)** Exhibit a video game you have created in Scratch (or other simple graphic programming).

Email or send in as described on page two – 4-H Project Report and Code from Scratch program. Video in which you explain your code as compared to the actions on the screen (maximum three minutes).

**Website Design: (Open to youth in Computer Science Visual or Text-Based Programming)** Exhibit an original website that you have designed. Email or send in as described on page two – 4-H Project Report and include URL link to website if live. Code for website. Video in which you explain your site (maximum three minutes).

**Computer Open Source CS: (Open to youth enrolled in Computer Science Text-Based Programming or Robotics project).** Demonstrate the skills and knowledge you have gained through the Computer project. The exhibit may include, but isn't limited to, original works, objects, demonstrations, digital presentations, programs, websites, games, apps, performances, or posters which you have made. Choose whatever method best shows what you've learned. Your exhibit should not fit in the other exhibit options for this project. Exhibits in this class may also

demonstrate successful application of open source (publicly available) computing software and /or hardware, such as Raspberry Pi and Linux, to accomplish a task. Exhibits in this area will be judged on the computer science programming. Youth enrolled in a robotics project should choose this class if you want the exhibit to be judged on the programming of the robot. Email or send in as described on page two – 4-H Project Report and Document of code. Video in which you explain your site/app/code, etc. (maximum of three minutes).

## Technologies

### 3-D Printing & Design –

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

Choose one of the following classes, based on your interest and skill level.

#### **3-D Design Beginner:**

No 3-D Printer or 3-D printed object is required for this exhibit. Exhibit a simple 3-D rendered design using Computer Aided Design (CAD) Software such as Tinker CAD or Inventor. The design must be an object that performs a specific task, and may not be based on already existing 3-D models. It must be able to be 3-D printed. Any CAD software can be used, but files must be in .STL format. Exhibits in this class may not have multiple parts, doors, hinges, or any sort of mechanics.

Exhibitors are expected to use the engineering design process to complete their designs. This process is important to the outcomes, and exhibitors must keep a log outlining the step-by-step notes, sketches, and documentation from throughout the design process. The logbook should define the problem that is being solved/use of the object and describe in detail each step of the engineering design process taken during the creation of the invention.

#### **3-D Design Advanced:**

Exhibitors are expected to go above and beyond those expectations set in 3-D design beginner. No 3-D Printer or 3-D printed object is required for this exhibit. Exhibit a complex 3-D rendered design using Computer Aided Design (CAD) Software such as Tinker CAD or Inventor. The design must be an object that performs a specific task, and may not be based on already existing 3-D models. It must be able to be 3-D printed. Any CAD software can be used, but files must be in .STL format. Exhibits in this class **MUST** not have multiple parts, doors, hinges, or some sort of mechanistic feature to accomplish a specific task.

Exhibitors are expected to use the engineering design process to complete their designs. This process is important to the outcomes, and exhibitors must keep a log outlining the step-by-step notes, sketches, and documentation from throughout the design process. The logbook should define the problem that is being solved/use of the object and describe in detail each step of the engineering design process taken during the creation of the invention.

#### **3-D Printing Beginner:**

Exhibit a simple 3-D printed object designed using Computer Aided Design (CAD) Software



such as Tinker CAD or Inventor. The 3-D printed object must perform a specific task, and may not be based on already existing 3-D models. It must be 3-D printed using ONLY A COMMERCIALY AVAILABLE HOME/DESKTOP 3-D PRINTER. In addition, original design files must accompany each exhibit. These files must be in .STL format. Exhibits in this class may not have multiple parts, doors, hinges, or any sort of mechanics.

Exhibitors are expected to use the engineering design process to complete their designs. This process is important to the outcomes, and exhibitors must keep a log outlining the step-by-step notes, sketches, and documentation from throughout the design and print process. The logbook should define the problem that is being solved/use of the object and describe in detail each step of the engineering design process taken during the creation of the invention.

### **3-D Printing Advanced:**

Exhibitors are expected to go above and beyond those expectations set in 3-D Printing beginner. Exhibit a Complex 3-D printed object designed using Computer Aided Design (CAD) software such as Tinker CAD or Inventor. The 3-D print must be an object that performs a specific task, and may not be based on already existing 3-D models. Exhibits in this class MUST have multiple parts, doors, hinges, or some sort of mechanical feature. It must be 3-D printed using ONLY A COMMERCIALY AVAILABLE HOME/DESKTOP 3-D PRINTER. In addition, original design files must accompany each exhibit. These files must be in .STL format.

Exhibitors are expected to use the engineering design process to complete their designs. This process is important to the outcomes, and exhibitors must keep a log outlining the step-by-step notes, sketches, and documentation from throughout the design and print process. The logbook should define the problem that is being solved/use of the object and describe in detail each step of the engineering design process taken during the creation of the invention.

## **Drone Technology – Unmanned Aerial Vehicles/Systems --**

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

### **UAV Display:**

Prepare a display related to the Drones/UAV project on the topic of your choosing. The exhibit may include, but isn't limited to, original works, objects, demonstrations, digital presentations, programs, websites, games, apps, performances, or posters which you have made. Non-UAV/ Drone projects should not be exhibited in this class.

### **UAV Unmanned Aerial Systems:**

Exhibit one Unmanned Aerial Vehicle and associated system assembled or made by the member. UAV or Drone exhibits in this class must be either originally designed or built from a kit of reconfigurable parts and components. These displays are limited to multicopters (tri, quad, hex, and octocopters), as well as FPV airplanes and flying wings with wingspans up to 36". The UAV MUST have a Flight Controller and utilize a camera/video transmission system. The exhibit will be a static display. The Drone should be in good flying condition with batteries fully charged, and all UAS components (including Video System) ready to demonstrate.

## Maker Exhibits

Email or send in as described on page two – 4-H Project Report and Video that demonstrates the function of your maker exhibit (maximum of three minutes). Document including build log, bill of materials, and 3D renderings/sketches (doc or jpeg, pdf).

**MAKER EXHIBITS are open to youth in all projects.** Exhibits in this category are designed to be multi-disciplinary in nature, innovative, and must not fit into any other exhibit category. To qualify for this category, your project **MUST** abide by the following guidelines:

- Exhibits must be an object or device that has an intended purpose and uses technology in either a mechanical way, digital (computer) way, or combination of the two.
- The device must be something that can be used in everyday life by multiple people (a target audience) and **MUST** be manufactured/built by the exhibitor (if not fully manufactured by the exhibitor, the device **MUST** be modified structurally or be reprogramed to perform a different function other than what it was designed to do.
- Exhibit **MUST** be able to interact with the outside world (e.g. an on off switch, input sensors, feedback, etc.).
- Exhibits **MUST** include a detailed build log with instructions on how to make or build the exhibit, **AND** contain either a 3D rendering or detailed and labeled sketches of the device/product.
- All parts and software used in the design/build **MUST** be listed in a detailed Bill of Materials including cost per item and total cost. Total time spent on the build must be documented in your build log.

In addition, exhibitors are **HIGHLY** encouraged to use tools such as 3-D printers, laser cutters, routers, and/or other hand/power tools to help in the manufacturing process. (**NOTE: Simply 3-D printing or laser cutting an object without the other specifications does not qualify as a Maker Project.**) It is also **HIGHLY** encouraged that exhibits use Open Source Software and/or Hardware in the build.

# **Electricity**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Also include report on steps taken to build exhibit.

Prepare an exhibit based on the unit you are enrolled in:

## **Electricity 1 --**

(May only be battery-powered projects using battery components and wiring.) Exhibit a momentary switch, simple switch, basic circuit, electromagnet, galvanometer, OR an electric motor. All projects must include a written report explaining how the project was constructed and the principles demonstrated.

## **Electricity 2 --**

(May only be battery-powered projects using battery components and wiring.) Exhibit a Circuit board demonstrating parallel and series switches, including a circuit diagram OR 3-way or 4-way switch circuit using DC/battery OR a basic electrical device (examples: rocket launcher, burglar alarm, etc). All projects must include a written report explaining how the project was constructed and the principles demonstrated.

## **Electricity 3 --**

Exhibit a 120V lighting fixture or other appliance which uses a switch;

**OR** two electrical household circuits using 120V materials to comply with National Electrical Code, one with a simple on/off switch to control bulb, and one using 3-way switches to control light from two locations; **OR** other project which demonstrates principles in the Wired for Power book.

All electricity projects must include a written report, explaining how the project was constructed, and principles for its operation.

## **Electricity 4, Electronics --**

Exhibit any electronic or solid state appliance. Exhibitor must be able to explain how the project was constructed, how it is to be used, and how it works. When project is being constructed, general safety and workmanship should be considered. All electricity projects must include a written report, explaining how the project was constructed, and principles for its operation.

## Robotics

- Exhibits in Robotics 1 Beginning, Robotics 1 Intermediate, and Robotics 2 are designed to be used with LEGO Mindstorms (NXT or EV3).
- Any other programmable robot kit, such as Arduino or Raspberry Pi, may be used by a 4-H member enrolled in Robotics 3.

### Robotics 1-2

#### Robotics 1, Beginning

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

Exhibitors should complete Activities 1-6. Exhibitors will design, build, and program a robot that can autonomously follow a predetermined path that changes direction at least four times during a single run. They will exhibit their Robotics Notebook to share what they learned about the engineering design process and programming.

#### Robotics 1, Intermediate:

Email or send in as described on page two – 4-H Project Report and URL link to video of robot performing specific action and provide an explanation of your code (three minutes maximum). Slide show with photos of Robot notebook.

Exhibitors should complete Activities 7-12. Exhibitors will design, build, and program a robot that uses at least one sensor to autonomously follow a path, respond to, and or avoid obstacles. Exhibitors in this class must use at least one sensor in their robot design. They will exhibit their Robotics Notebook to share what they learned about the engineering design process and programming.

#### Robotics 2:

Email or send in as described on page two – 4-H Project Report and URL link to video of robot performing specific action and provide an explanation of your code (three minutes maximum). Slide show with photos of Robot notebook.

Exhibitors should complete Activities 1-7. Exhibitors will design, build, and program a robot that uses sensors and programming to complete one of the provided challenges. They will exhibit their robot and Robotics Notebook to share changes they made to the robot and/or program along the way, and to describe their experience with completing the challenge.

#### Robotics 3 (Innovation Open Source exhibit class)

Email or send in as described on page two – 4-H Project Report and URL link to video of robot performing specific action and provide an explanation of your code (three minutes maximum). Slide show with photos of Robot notebook.

Exhibit an original robot, either homemade or a kit that can complete a task using MULTIPLE sensors. If a robot kit is used, then some parts of the robot must be built using other components such as wood, plastic, or metal. The robot can include any types of motors, pneumatics, or sensors. The Innovation class can also be used for LEGO Mindstorms or Vex kits where the exhibit does not fall under Robotics 1 or 2 exhibit option. Autonomous control of the robot may also be achieved using an “open source” platform such as Arduino or Raspberry Pi and can be programmed using a coding language that is publicly available. Exhibitors in Robotics Innovation/Open Source class must show a detailed engineering notebook that describes how the exhibitor designed, built and programmed the exhibit.

## **Junk Drawer Robotics**

All exhibits should be original designs made with everyday objects and materials. Exhibits with purchased kits will not be accepted. Exhibitors are also required to exhibit their Junk Drawer Robotics Youth Robotics Notebook with the sections completed for the project they are exhibiting, including the sections leading up to the activity they are exhibiting. For example, if a youth is exhibiting Activity E from Junk Drawer Level 1, they should have robotics notebook sections A-E completed.

### **Junk Drawer Robotics 1**

Email or send in as described on page two – 4-H Project Report and three photos: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Optional: Slideshow instead of display.

Exhibit any item from the “To Make” activity from the Junk Drawer Robotics Level 1 Book. Be sure all robotics notebook sections within the module being exhibited are filled in.

### **Junk Drawer Robotics 2, Robots on the Move:**

Email or send in as described on page two – 4-H Project Report and URL link to video of robot performing specific action and provide an explanation of device actions (Junkdrawer) (three minutes maximum). Slide show with photos of Robot notebook pages.

Exhibit any item from the “To Make” activity from the Junk Drawer Robotics Level 2 Book. Be sure all robotics notebook sections within the module being exhibited are filled in.

### **Junk Drawer Robotics 3, Mechatronics:**

Email or send in as described on page two – 4-H Project Report and URL link to video of robot performing specific action and provide an explanation of device actions (Junkdrawer) (three minutes maximum). Slide show with photos of Robot notebook pages.

Exhibit any item from the “To Make” activity from the Junk Drawer Robotics Level 3 Book. Be sure all robotics notebook sections within the module being exhibited are filled in.

## Small Engines

### Units 1, 2, and 3 –

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

All Small Engines exhibits must be portable, and must be no larger than a 4' x 4' display board. All exhibits should involve engines smaller than 20 horsepower. **No complete engines, lawn tractors, tillers, chainsaws, etc. are permitted for display.**

Exhibit a display, selecting one of the following items:

- **Ignition System:** Identify the parts of the Ignition System and explain how magnetic energy is produced through the ignition system to ignite the spark plug; **OR**
- **Compression System:** Explain how heat energy is produced by an engine and converted into mechanical energy; **OR**
- **Heat Transfer:** Explain how heat is transferred through the cooling and lubrication system of an air cooled or water cooled engine; **OR**
- **Filter Maintenance:** Explain the proper maintenance and cleaning of the air, fuel and oil filters of an engine; **OR**
- **What does a serial number reveal?:** Explain the various information that can be learned from the serial number or identification number stamped on the shroud of a Briggs & Stratton engine; **OR**
- **Tools to do the job:** Identify and explain the function(s) of different specialty tools needed for small engine work; **OR**
- **Experimentation:** Explain through illustration an experiment you conducted from the project manual showing the results of your work.

## Tractor

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

### Tractor A: Starting Up --

Exhibit a display or poster that illustrates one of the following topics: tractor safety, care and maintenance, the tractor as a valuable farm machine, or an activity listed in the project manual.

### Tractor B: Tractor Operation --

Exhibit a display or poster that illustrates one of the following topics: cause and prevention of rollovers, diagram how an air cleaner works, diagram & identify an engine cooling system, regulations for battery & oil disposal, or another activity listed in the 4-H project manual.

## **Tractor C: Moving Out --**

Exhibit a display or poster that illustrates one of the following topics: wagon and bin hazards, diagram and identify open and closed hydraulic systems, mower types and safety features, conveyor types and safety features, or another activity listed in the 4-H project manual.

## **Tractor D: Learning More --**

Exhibit a display or poster that illustrates one of the following topics: method of winterizing a tractor, chemical uses and required safety equipment, parts and process of internal combustion engine, procedure for cleaning and flushing tractor radiator, or another activity listed in the 4-H project manual.

## **Welding**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Exhibit one Arc weldment/item demonstrating the skill level of the exhibitor. Members new to the project should consider selecting a weldment from the suggested *Weldment List* found on page 43 of *Arcs and Sparks (4-H 573 – Shielded Metal Arc Welding)*. This class is for industrial welding only. Exhibits that were created with an artistic appeal should not be exhibited for this project. Members wishing to create artwork should consider enrolling in Visual Arts Metal.

## **Woodworking**

**Units 1, 2, 3, and 4 --** Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Make and display an item made of wood, constructed or refinished by the member, appropriate for their age, skills, and ability in this project. The member should show an advanced level of difficulty based on project level and the member's experience. Pre-cut kits assembled by the member are not acceptable.

# Personal Development

## Communications

Email or send in as described on page two – 4-H Project Report and a slideshow portfolio (maximum of 10 slides for 1st year and up to five additional for each year in project).

### Units 1, 2, and 3 --`

For 1<sup>st</sup> year enrolled in project -- Exhibit a binder portfolio showcasing at least three activities from the project manual. Show basic activities and anything that extended the lessons.

For 2<sup>nd</sup> and 3<sup>rd</sup> years in project -- Include everything from earlier years' work, and add section showcasing at least four additional activities per year.

## Creative Writing

Email or send in as described on page two – 4-H Project Report and a document showing your writing as described below.

Submit one of the following. The entry is to be typewritten on 8 ½ x 11 inch paper and include exhibitor's name. Entries must be original and **written for the 4-H project**. Stories should be double-spaced. Poems may be single-spaced.

- **Rhymed Poetry** – An interpretation of a subject in rhymed verse. Submit a collection of three poems.
- **Free Style Poetry**– An interpretation of a subject in unrhymed verse. Submit a collection of three poems.
- **Short Story**– A fiction piece comprised of three basic elements: a theme, a plot, and characters. Submit one story, maximum length of 2,000 words.
- **Essay**– A short nonfiction composition in which a theme is developed or an idea is expressed. Submit one essay, maximum length of 500 words.
- **Feature Story** -- Nonfiction human-interest story judged on interest to readers, writing style, readability, and thoroughness of coverage. Submit one story, maximum length of 1,000 words.

## Journalism

Email or send in as described on page two – 4-H Project Report and a slideshow portfolio (maximum of 10 slides for 1st year and up to five additional for each year in project).

Exhibit a binder portfolio showing the results of the appropriate year's activities noted below:

**Year 1:** Accomplishments of a minimum of five 2-star activities from Part 1, answering all of the questions in the activities.

**Year 2:** Results of doing a minimum of five 2-star activities in Part 2, answering all the questions in the activities.

**Year 3:** Results of doing a minimum of five 3-star activities from Parts 1 and 2. One of the activities must include writing an advance story, a follow-up story, or a feature story.

**Year 4:** Results of doing at least two 2-star activities and three 3-star activities from Part 3.



# Filmmaking (Video)

Email or send in as described on page two – 4-H Project Report and URL link to video (Youtube or Box).

**All exhibitors must exhibit their video to be judged on a USB flash drive and saved in .MP4 format.**

## **Requirements that apply to ALL video classes:**

Video submissions should be no longer than five minutes in length (unless noted differently in class description.). Videos are to be original and a result of the member's current year's work. Criteria for exhibit classes listed below shall include: (1) Evidence of story line; (2) Use of camera angles; (3) Use of zooming techniques; and (4) Smoothness of scene changes. Image and sound quality will be considered in relation to equipment available to and used by exhibitor.

All videos should comply with copyright regulations and display an image that is appropriate for 4-H audiences. No time or date should be imprinted on the video footage. All videos should include an opening title screen, as well as closing credits which include date of production, name of video exhibitor, and research sources, if appropriate. All Video/Filmmaking exhibitors must include a printed copy of online materials, which will remain on display.

## **In addition to the above requirements, choose one of the following to exhibit:**

**\*\*Commercial or Promotional Video** – Prepare a short video (30 seconds to 1 minute in length) that promotes an event or advertises a specific project/product, or is a public service announcement. The video should demonstrate skills in making and editing video.

**\*\*Animated Video** -- Video in this class should represent creative animation of original artwork created by the exhibitor, and may include stop motion techniques. Media might include images created with graphics software or hand-drawn images.

**\*\*Documentary** - Video in this class should represent a research-based investigation into a topic of choice. Video credits should list research sources, and may include paper or electronically published materials, as well as interviews with experts or constituents related to the topic of investigation.

**\*\*Short Story or Short Narrative** – Prepare a short video that tells a story. The video should demonstrate skills in making and editing video.

## Leadership

Email or send in as described on page two – 4-H Project Report and a slideshow portfolio (maximum of 10 slides for 1st year and up to five additional for each year in project).

### Leadership 1 –

Create a binder portfolio with a minimum of four completed activities each year, from the areas noted below. Build upon your previous year's work. Photocopies or original pages of the completed activities from the book should be included in the portfolio.

**First Year** – One activity from each of the following sections: Understanding Self; Communication; and Getting Along with Others, plus one of exhibitor's choice from the manual.

**Second Year** – One activity from each of the following sections: Getting Along with Others; Learning to Learn; and Making Decisions, plus one of exhibitor's choice from the manual.

**Third Year** – One activity from each of the following sections: Making Decisions; Managing; and Working with Groups, plus one of exhibitor's choice from the manual.

### Leadership 2 –

Building upon your previous work, continue adding to your binder portfolio with a minimum of four completed activities each year, from the areas noted below. Photocopies or original pages of the completed activities from the book should be included in the portfolio.

**First Year** – One activity from each of the following sections: Understanding Self; Communication; and Getting Along with Others, plus one of exhibitor's choice from the manual.

**Second Year** – One activity from each of the following sections: Getting Along with Others; Learning to Learn; and Making Decisions, plus one of exhibitor's choice from the manual.

**Third Year** – One activity from each of the following sections: Making Decisions; Managing; and Working with Groups, plus one of exhibitor's choice from the manual.

### Leadership 3 –

Building upon your previous work, continue adding to your binder portfolio with a minimum of four completed activities each year, from the areas noted below. Photocopies or original pages of the completed activities from the book should be included in the portfolio.

**First Year** – One activity from each of the following sections: Understanding Self; Communication; and Getting Along with Others, plus one of exhibitor's choice from the manual.

**Second Year** – One activity from each of the following sections: Getting Along with Others; Learning to Learn; and Making Decisions, plus one of exhibitor's choice from the manual.

**Third Year** – One activity from each of the following sections: Making Decisions; Managing; and Working with Groups, plus one of exhibitor's choice from the manual.

## **Performing Arts/Theater Arts –**

Submit a video of your performance, no more than seven minutes long -- vocal or instrumental number, dance, dramatic skit, or other type of entertainment. Email it to [jblout@illinois.edu](mailto:jblout@illinois.edu). If you need to send it to a phone instead, email [jblout@illinois.edu](mailto:jblout@illinois.edu) to get the phone number.

OR

### **Theater Arts 1, Play the Role –**

Email or send in as described on page two – 4-H Project Report and a slideshow of portfolio or display.

Exhibit one of the following items:

Portfolio of acting activities completed during the current year (A video of performances is not considered a portfolio and will not be accepted for exhibit.)

OR Display illustrating a drawing/photograph of a clown character created by the exhibitor

OR Display illustrating a picture story developed by the exhibitor.

### **Theater Arts 3, Set the Stage –**

Email or send in as described on page two – 4-H Project Report and a slideshow of portfolio or display.

Exhibit one of the following items:

Portfolio of activities for set design; make-up; or sound, props, or costuming, completed during the current year

OR Display that includes sound, props, and costume charts appropriate for a selected scene from a story or play (limited to no more than eight items)

OR Display a scenic design model to depict a scene from a script

OR Display illustrating a character with make-up drawn or colored in. Include a photograph of a person wearing the make-up and information on the character's personality or part in the play.

## Photography

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of original photo and two close-ups of your choice that highlight a featured skill or content area. Photo release required if applicable to exhibit content.

### **Guidelines for all Photography projects – Plus see unit requirements below --**

All photos in exhibits must have been taken by the exhibitor. Photo/Model releases from individuals pictured in the exhibitor's photographs are required unless the photograph is of a group in a public place where identification would not be an issue. The release can be obtained at:

<https://4h.extension.illinois.edu/members/projects/photography>

Photos may be taken with a camera, an electronic tablet (like an iPad), or a cell phone. ALL photos (including Photo Editing exhibits) must be accompanied by details of the camera settings that include:

- a. Camera/device used
- b. Aperture (F-stop)
- c. Exposure time (shutter speed)
- d. ISO (film/sensor sensitivity)
- e. Lighting used (flash, artificial, sunlight, other)
- f. Photo editing software/application used (required for ALL edits and retouches except for cropping)
- g. Filters used (lens filters and/or digital/software filters)

Members are allowed to shoot on a camera's automatic setting, but should be able to find the metadata information on the photo to discuss the information above.

The exhibition size requirements for all photographs will be:

Minimum image size: 5" x 7"

Maximum image size: 8" x 10"

Maximum exhibit size (including frame): 18" x 20"

All exhibitors must include unframed (taped to the back of the framed exhibit or attached to the project booklet) **un-edited** versions of either the same subject or the examples of the same technique that the framed image represents. This will assist the judge in understanding the choices made by the photographer to build the exhibited composition.

**NOTE:** Images taken with device that apply an automatic filter will not be eligible for award.

### **Photography 1 (Focus on Photography) – Read the Guidelines listed above.**

Exhibit one framed photo which demonstrates your understanding of a technique you learned from your Photography 1 project manual. No photo editing is allowed in this class except cropping and red eye removal. Tell which page in the manual of the technique you are demonstrating.

## **Photography 2 (Controlling the Image) – Read the Guidelines listed above.**

Exhibit one of the options listed:

Exhibit one framed 8” x 10” close-up photograph using the skills learned on pages 62-63 of the project manual titled “Bits and Pieces”. No photo editing is allowed in this class, except cropping and red eye removal.

OR

Exhibit one framed 8” x 10” photo which demonstrate your understanding of a technique you learned from your Photography 2 project manual. No photo editing is allowed in this class except cropping and red eye removal. Tell which page in the manual of the technique you are demonstrating.

## **Photography 3 (Mastering Photography) – Read the Guidelines listed above.**

Exhibit one of the options listed:

Exhibit one framed 8” x 10” still-life photo that demonstrates good composition, including color, form, texture, lighting, and depth of field. No photo editing is allowed in this class, except cropping and red eye removal.

OR

Exhibit one framed 8” x 10” photo which demonstrates your understanding of a technique you learned from your Photography 3 project manual. No photo editing is allowed in this class, except cropping and red eye removal. Tell which page in the manual of the technique you are demonstrating.

**Photo Editing -- (Open to members in Photography 1, 2, and 3) – Read the Guidelines listed above.** Exhibit one framed 8” x 10” photo that has been altered using digital photo-editing techniques (beyond cropping and red-eye reduction). Include a print of the original photo(s), taped to the back of the photo frame.

## Public Presentations

Email a video of your presentation to [jblout@illinois.edu](mailto:jblout@illinois.edu) or send it to the office on a thumb drive. If the option you choose from the list below asks for a manuscript, also email or send that.

Members enrolled in this project will exhibit by presenting one of the options below.

### Formal Speech:

**Formal Speech | Self-written | Notes Allowed | No props | Individual | 4-8 minutes**

Formal Speeches share the presenter's own unique view, and are intended to motivate, persuade, or inform an audience and may include a call to action. Youth deliver a speech on any topic they wish (**Original Oratory**), or choose one of these four topics on which to speak (**Topical**

**Response**):

- Welcome to the Digital Age
- What is My Connection to the Global Community?
- Power: Who Has It, Who Doesn't, and Does It Matter?
- If I Could See tomorrow...

### Illustrated Speech:

**Illustrated Speech | Self-written | Notes allowed | Illustrations Required | Individual | 4-8 minutes**

Illustrated Speeches may be used to inform, persuade, or motivate the audience, while using a visual aid. Visual aids may be two dimensional, three-dimensional, or digital. Youth may include audience participation. Digital visual aids must be stored on a USB flash drive. Illustrated speeches may be:

- How-to demonstrations which show the audience how to do something.
- Object lessons which use objects as metaphors to share a message.
- Educational models where drawings or diagrams help explain a topic.

### Oral Interpretation:

**Oral Interpretation | Published work | Props and Costumes Allowed | Individual or 2-Person Team | Manuscripts sent in Advance | 4-8 minutes**

Presentations in Oral Interpretation must be published works, and manuscripts or transcripts must be submitted to the Extension Office. They may be presented as an individual or a two-person team entry. The types of entries could include:

- Prose and Short Stories
- Poetry
- Theatrical Interpretation
- Published Speech Recitation: Excerpt from a spoken presentation delivered by a public figure, such as Winston Churchill, Dr. Martin Luther King, Jr., or Maya Angelou
- Combined Program: Combine any number of the above elements along with other creative presentation forms

## **Original Works:**

**Original Works | Self-written | Notes allowed | Props and Costumes Allowed | Individual or 2-Person Team | Manuscripts sent in Advance | 4-8 minutes**

Original works must be written entirely by the presenter. It may be presented as an individual or a two-person team entry. Manuscripts must be sent to the Extension Office. Presentations may be designed for TV, radio, or online media, and must be presented live. The types of entries could include:

- Prose and Short Stories
- Poetry
- Broadcast Media Program
- Theatrical
- Combined Program: Combine any number of the above elements along with other creative presentation forms

## **Visual Arts**

**Exhibitors must be enrolled in the Visual Arts project category/media in which they are exhibiting.** Exhibitors are encouraged to date the project when it is made. All Visual Arts exhibits are evaluated using a Visual Arts rubric, which takes into account correct use of design elements, craftsmanship, and creativity.

### **Rules:**

- A. Articles exhibited are to be made by the exhibitor, who is a participant in a specific Visual Arts Project media. Articles must have been made during the current 4-H year (September 1 through August 31). Exhibitors are encouraged to date the project when it is made.
- B. Articles exhibited must be an original design created by the exhibitor (except in Heritage Arts, which may follow a pattern AND Fiber-Non Original Ages 8-10 ONLY). Copyrighted or trademarked designs are not acceptable (this includes team or school logos). Kits and pre-formed molds are not considered original, and are not acceptable in any Visual Arts media. Combining parts of different patterns (pictures, photographs, images from the internet or a magazine) with the member's own ideas can result in an original design, but simply changing the color, pattern, and/or size of a pattern does NOT make the design original. This also applies for ideas found on a site such as Pinterest. If you see something on Pinterest that you like, use the concept and create something different using the concept; however it MUST NOT look exactly like something the judge can search for and find on Pinterest. The exhibit must combine parts of different patterns and/or ideas with the concepts of the member, however changing the color or changing the size of the item or pattern used does NOT make it original. If you create a replica of what you see somewhere else, it is not your original design. Explain how and where you got the idea for this project.

- C. *Design Source -- If a photo, sketch, or other idea source was used, attach it firmly to the back of the item. Explain how and where you got the idea for this project. Photos used as a source must have been taken by the exhibitor.*

**So, if you did not use an idea source, and just got the idea out of your head, that's fine – tell the judge/write a note. However, if you did use an idea source (painting a picture of your barn, drawing a sketch of your dog, etc.), you must include a photograph that you have taken. If you saw a picture in a magazine, on a postcard, greeting card, etc., and tried to draw it yourself, you must include that picture. However, if you don't make some significant variations to the picture, it is not original.**

- D. All items must be properly prepared for exhibit. Items which are intended to be hung must be prepared for hanging. The hanging device must be sturdy enough to support the weight of the object. Framed items not intended to be hung should be noted as such on the exhibit tag, and a photo of the artwork being displayed should be included.

Drawings and paintings should be matted and preferably framed, under glass. (Exceptions: Oil and acrylic paintings do not require glass and are not required to be matted. Watercolor, chalk, pen & ink, computer-generated art, etc. **do require** some protective covering.) Gallery frames are acceptable. Canvas paintings that continue “over the edges” are acceptable without frames; however, the piece must still be prepared for hanging. Matted pieces without frames are acceptable, however the piece must be prepared for hanging OR it must include a photo of the artwork being displayed in a non-hanging manner.

There is no specific requirement for type of mat used. The Visual Arts member's manual gives basic directions for a mat, but purchased, pre-cut mats (which are available at craft and discount stores) are acceptable.

- E. Judging criteria used is available at the Extension Office. All visual arts exhibits are evaluated using a visual arts rubric which takes into account correct use of design elements; craftsmanship; and creativity.

## Visual Arts Paper

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original item made of paper. Examples could include origami, greeting cards, paper-cut designs, paper mache, hand-made paper, paper collage, paper models of architecture, quilling, etc. Paper twist articles, made from directions in craft books and stores, are not original, and do not belong in this class.



## Visual Arts Fiber

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original item made of fiber. Examples are quilts, fabric collage, soft sculpture, stitchery, weaving, embroidery, cross stitch, wearable art, hooking, braiding, duct tape artistry, and baskets. ORIGINAL cross-stitched, knitted, crocheted, or quilted items belong in this **Fiber** class. 4-Hers wanting to exhibit non-original cross-stitched, knitted, crocheted, or quilted items should be enrolled in the Heritage Arts project. Machine knitted items are not appropriate for this class.

## Visual Arts Clay

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original item made of clay -- may be fired or unfired, hand-formed or thrown on a wheel. Self-hardening clays are fine. Fire/oven-cured and corn starch clay could be accepted. Items can include, but are not limited to: clay statues, bowls, jewelry, etc. Pre-formed ceramics are not acceptable in this class. Stepping stones or painted rocks are not acceptable items for this class.

## Visual Arts Wood

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original item made of wood (carving, sculpture, collage, wood burning, etc.). Utilitarian wood items made from patterns or kits (such as outdoor or indoor furniture, shelves) should not be exhibited in Visual Arts Wood. **ITEMS OF FURNITURE (INCLUDING SHELVES) ARE NOT TO BE EXHIBITED IN VISUAL ARTS.** If a 4-H member wants to exhibit wood items that have been partially or totally created through the use of laser cutting programs/devices, the member should be enrolled in the Computer-Generated Art project. All Visual Arts Wood exhibits **MUST** have an artistic element that the exhibitor can explain. Furniture built by the exhibitor aligns with the Woodworking project area – unless the element to be judged is wood carving or wood burning that is one element of the exhibit. Exhibits will be judged using a Visual Arts rubric and not a woodworking construction rubric.

## Visual Arts Chalk/Carbon/Pigment

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

**Division A:** Any original art work done with pencils, chalk, pens, ink, paint, charcoal, dyes, etc., on canvas, paper, or glass. This would include all painting, sketching, drawing, cartooning, printing, etc. Painted and/or glazed pre-formed ceramics and painted porcelain dolls are not eligible. Drawings and paintings should be matted and framed, under glass. (Exceptions: Oil and acrylic paintings do not require glass and are not required to be matted. Watercolor, chalk, pen & ink, computer-generated art, etc. **do require** some protective covering.) Gallery frames are acceptable. Canvas paintings that continue “over the edges” are acceptable without frames; however, the piece must still be prepared for hanging. Matted pieces without frames are acceptable, however the piece must be prepared for hanging OR it must include a photo of the artwork being displayed in a non-hanging manner. There is no specific requirement for type of mat used.

**Division B:** Any original art work done with pencils, chalk, pens, ink, paint, charcoal, dyes, etc., on wood, metal, or textiles. Painted and/or glazed pre-formed ceramics and painted porcelain dolls are not eligible. Any exhibit created as a piece of wall art must be prepared for hanging.

## Visual Arts Glass/Plastic

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original item made of glass or plastic. Possible items to exhibit include stained glass, etched glass (original design), mosaics made of glass, glass beading, plastic jewelry (friendly plastic). Interlocking building block creations (such as LEGOS) are not suitable as entries. Stepping stones or wall hangings that include cement decorated with glass or plastic items are not suitable for this class.

## Visual Arts Metal

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original item made of metal, such as sculpture, tin punch, engraved metal, jewelry, etc. Items intended for industrial use (such as tools and/or shop items made from patterns) are not acceptable as a Visual Arts project. 4-Hers who want to make metal items that have been partially or totally created through the use of laser cutting programs/devices should be enrolled in Computer-Generated Art.

## **Visual Arts Nature**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original item made of natural material, such as wreaths, corn husk dolls, etc. Candles are not suitable as entries. Items must be made of NATURAL materials (which may be purchased), but securing elements such as glue and wire may be used in the inner construction, as long as they do not detract from the overall "natural" appearance. Articles such as dried pressed flowers may be displayed under glass, since it is necessary for protection/preservation of the natural materials. 4-Hers wanting to make baskets should be enrolled in Heritage Arts.

## **Visual Arts Heritage Arts**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area. Also include a photo of the pattern used, if applicable.

Exhibit an item of traditional art learned from another person or from a pattern (NO KITS). Non-original cross-stitched, knitted, and crocheted items by pattern fit in this class. ALL ORIGINAL cross-stitched, knitted and crocheted items should be exhibited in Fiber Arts; (machine knitted items are NOT acceptable for this class.) Other possibilities include: needlepoint, counted cross-stitch, crewel, embroidery, cut work, hardanger (embroidery openwork), macrame, baskets, candles, pysanki (decorated eggs), leather, quilts, baskets (made using a traditional pattern), traditional handmade dolls with handmade costumes, or candles. No machine quilting allowed in Heritage Arts. Exhibitors must also show: 1) the pattern or a copy of the pattern they used to create their traditional art; and 2) a description of the traditional origins of their art choice.

## **Visual Arts Computer-Generated Art**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any original art created in any software package. Exhibit may not include scanned work, clip art, downloaded images from the internet, any imported image, or photographs. All pixels must be original. Photomosaics are NOT allowed. NOTE: Wood and metal exhibits created through the use of laser cutting programs/devices may be exhibited in this project. Plastic exhibits with an artistic focus created using a 3-D printer may be exhibited in this project. If the art created is designed to hang, then the entry should have some protective covering, such as a glass/frame, and be prepared for hanging. If the art is something that has been created with a laser cutting program/device and is NOT designed to hang, it does not require protective covering, nor does it need to be prepared to hang.

## Visual Arts Leather

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Exhibit one of the following options using leather:

- **Leather Stamping:** Exhibit should utilize one or more stamping techniques – exhibit examples include items such as belt, coasters, bookmark, key chain, wrist bracelet, etc.
- **Leather Carving or Tooling:** Exhibit should use simple swivel knife tooling techniques or may incorporate several swivel knife-tooling designs or patterns – exhibit examples include items such as belt, pictorial carving, key case, etc.
- **Leather Lacing:** Exhibit to include stamping and/or carving techniques incorporated with lacing techniques – exhibit examples include items such as wallet, purse, etc.
- **Leather Stitching:** Exhibit may include stamping; carving and/or lacing techniques and should be a leather item or article of apparel, which incorporates hand-sewing techniques.

## Visual Arts Three-Dimensional Design/Mixed Media

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Art pieces in this class must be comprised of at least three different media. No one medium can make up more than 40% of a piece. The piece should be either free-standing or should be prepared to be hung. It must be observable on at least three different sides. Originality and design are important concepts. Craft and pre-formed or assembled projects are not acceptable.

## Visual Arts Scrapbooking

Email or send in as described on page two – 4-H Project Report and five photos: image of album/notebook cover, four image each showing two pages opened flat. Optional: three photos of additional pages.

Exhibit one album or notebook, either 8 ½” x 11” or 12” x 12”, with a front and back cover. The album/notebook must have a minimum of four pages (front and back), exhibited in page protectors. Beginners must use a minimum of four embellishments and tell a story with pictures. Intermediate level exhibitors must use a minimum of eight embellishments and tell a story with pictures and journaling. Advanced level exhibitors must use a minimum of 12 embellishments and tell a compelling story with pictures, journaling, and other media.

“Embellishments” are defined as the decorations or special details and features that add to a page and make it more visually appealing. Embellishments may include, but are not limited to, ribbon, clips, special lettering, etc.

Indicate whether your project is beginner, intermediate, or advanced level.

## **Visual Arts Food Decorating**

Email or send in as described on page two – 4-H Project Report and four photos: image showing entire decorated item, image of decorating technique #1, image of decorating technique #2, image of decorating technique #3.

Exhibit an item noted below. Indicate which level you are exhibiting.

### **Food Decorating Beginning – Exhibit one of the following:**

- Exhibit four decorated cookies, using a minimum of four different techniques. Exhibit may use cookies OR cookie forms.
- Exhibit four decorated cupcakes, using a minimum of four different techniques. Exhibit may use cupcakes OR cupcake forms.
- Exhibit a single layer decorated cake, using a minimum of four different techniques. Exhibit may use cake OR cake form.

### **Food Decorating Intermediate – Exhibit one of the following:**

- Exhibit four decorated cookies, using a minimum of five Level 2 techniques. Exhibit may use cookies OR cookie forms.
- Exhibit four decorated cupcakes, using a minimum of five Level 2 techniques. Exhibit may use cupcakes OR cupcake forms.
- Exhibit a single layer or two-layer cakes, using a minimum of five Level 2 techniques. Exhibit may use cake OR cake form.

### **Food Decorating Advanced – Exhibit the following:**

Exhibit a decorated, stacked, and/or tiered cake, using a minimum of four Level 3 techniques. Exhibit may use cake OR cake form.

### **Food Decorating Master – Exhibit the following:**

Exhibit to include a one-page written description of your project, including goals, plans, accomplishments, and evaluation of results. Include up to four pictures of your accomplishments **AND** exhibit an original design decorated cake using more than five techniques. Exhibit may use cake OR cake form.

## **Other Visual Arts exhibit options, in place of options listed above –**

### **Visual Arts Fiber Non-Original (Ages 8-10 as of 9/1/19 only)**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any non-original item made of fiber. Examples are fabric collage, soft sculpture, stitchery, weaving, embroidery, cross-stitch, crocheting, knitting, hooking, and felting. Exhibitors may use a pattern and/or an idea generated from another source. 4-Hers in the Visual Arts Fiber or Heritage Arts projects may exhibit in this category **instead of (not in addition to)** their specific media project.

### **Visual Arts Other Non-Original Items**

Email or send in as described on page two – 4-H Project Report and three photos or a slideshow (maximum of 10 slides). Images to include: One of whole exhibit and two close-ups of your choice that highlight a featured skill or content area.

Any item made from a kit or non-original design (including any items that do not qualify to be exhibited in Heritage Arts). Judging will be based on overall craft work. 4-Hers enrolled in any Visual Arts project may exhibit in this category **instead of (not in addition to)** their specific media.



# FULTON COUNTY 4-H AWARDS MANUAL

The 4-H awards application is a form that a 4-H member completes if he or she wants to compete for county 4-H awards that are presented at our 4-H Achievement Program each November. As of 2020, the same form is used for all ages. ***A copy of this award application is included at the end of this 4-H Show Book.***

The award application is available at the Extension Office and on our website. Leaders are encouraged to obtain forms for their entire club, at any time of the year. Members may also request them from the office themselves. They are also on our website, <https://extension.illinois.edu/fmpt/4-h-fulton-county> . All members enrolled in 4-H may apply for awards.

## Deadline:

4-H members are encouraged to work on their awards application all through the year. The completed application form must be submitted to your club leader in early August. Your leader will review your application, and you or your leader must **turn it in to the Extension Office by the last Monday in August**. Absolutely no award applications are accepted after this date.

## What Can Members Win?

Members can win plaques, trophies, certificates, practical items, and more. To compete for county awards, an application must be submitted. Those winning awards will be recognized at the Achievement Program in the fall.

This manual includes all the rules and guidelines for completing an awards application, as well as a list of what awards are available. Please read them carefully, and always feel free to call the Extension Office at 547-3711 with any questions, or email [jblout@illinois.edu](mailto:jblout@illinois.edu) .

## County Awards Competition

**To be eligible to apply for a County Project Award, the following requirements must be met.**

1. The 4-H member must meet the standards for project achievement by doing the following:
  - a) Member must attend at least two-thirds of the club meetings after joining. Leaders may authorize excused absences.
  - b) Member must turn in 4-H records. 4-H records can mean any of the following:
    - Project goal sheets and My 4-H Activities sheet
    - 4-H award applications
    - 4-H project manuals that have sections for filling in information, answers, etc.
  - c) Member must share project experiences by giving a talk or demonstration or making an exhibit in that project area.
2. The 4-H member must be currently enrolled in one or more projects listed for the award area.
3. An award application must be completed by the member, signed by the leader, and submitted to the Extension Office by the deadline (the last Monday in August).
4. The club leader must review and submit the members' award applications to the Extension Office by the last Monday in August, for review by the County 4-H Youth Committee. Leaders cannot refuse to submit an awards application unless the information reported is false. Members may turn in their own award applications, but they must be signed by the leader.
5. Project financial records are not to be turned in to the county with the awards application.

## State Awards Competition

As of 2020, State 4-H is no longer presenting traditional 4-H awards, but instead is moving toward giving more 4-H scholarships. Contact the Extension Office for complete information, or visit the Illinois 4-H website.



## RULES FOR COMPLETING THE AWARDS APPLICATIONS

1. Please read carefully the information found in this manual, and any information printed on the awards application forms. Award applications should show information from only the current 4-H year.
2. The 4-H Youth Committee will evaluate all award applications submitted by the deadline. Award applications not at the Extension Office by the last Monday in August will not be judged, and are ineligible for awards of any kind.
3. The number of county awards given in each program area will be determined by the 4-H Youth Committee. This number is based on funds available and the number of qualified applications each year.
4. This application should include 4-H and non-4-H activities. Follow the instructions on the award application, and include any information requested in each section. You will need to write one essay (story) for each award you are applying for.
5. You may hand write directly onto the application form, type it, or prepare the same exact information on a computer and print it out on white paper. If you prepare the information on white paper, include the charts and all the information requested. It is acceptable for someone else to type the form or prepare it on computer from your handwritten version. However, **if the application is handwritten, the member must do it in his or her own writing. No parent hand writing!** You may add pages.
6. Neatness, grammar, and spelling are VERY important. Remember to proofread for errors.
7. Each essay should follow the guidelines in the heading, including any information requested. Read the essay instructions CAREFULLY.
8. All information on the awards application must be true.

## AVAILABLE 4-H AWARDS

**As of 2020, State level 4-H awards are no longer available. Instead, there are more 4-H scholarships being offered through the State 4-H Office.**

**County level 4-H awards are available in the following areas:**

<b>Name of Award Area</b>	<b>Projects Included In This Award Area</b>
<b>Aerospace</b>	Aerospace
<b>Beef</b>	Beef
<b>Beekeeping</b>	Beekeeping
<b>Bicycle</b>	Bicycle
<b>Child Development</b>	Child Development
<b>Civic Engagement</b>	Civic Engagement, Service Learning, Exploratory (Welcome To 4-H, Collectibles)
<b>Communication Arts</b>	Journalism, Public Presentations, Communications, Filmmaking (Video), Creative Writing
<b>Computer Science</b>	Computer Science
<b>Dairy</b>	Dairy Cattle
<b>Dog Care and Training</b>	Dog
<b>Electricity</b>	Electricity
<b>Energy Management</b>	Small Engines; Tractor; Robotics; Welding
<b>Entomology</b>	Entomology
<b>Family and Consumer</b>	Entrepreneurship, My Financial Future, Build Your Future, Family Heritage
<b>Floriculture</b>	Floriculture
<b>Food-Nutrition</b>	All Foods projects
<b>Forestry</b>	Forestry
<b>Geology</b>	Geology

<b>Name of Award Area</b>	<b>Projects Included In This Award Area</b>
<b>Goat</b>	Dairy Goat, Meat Goat
<b>Health</b>	Health
<b>Horse</b>	Horse
<b>Horticulture</b>	Vegetable Gardening
<b>Intercultural</b>	Passport To the World, Diversity and Cultural Awareness
<b>Interior Design</b>	Interior Design
<b>Leadership</b>	Leadership
<b>Natural Resources</b>	Exploring Your Environment, Natural Resources, Outdoor Adventures, Sportfishing, Wildlife, Shooting Sports
<b>Performing Arts</b>	Performing/Theater Arts
<b>Photography</b>	Photography
<b>Plant and Soil Science</b>	Corn, Small Grains, Soybeans, Plants and Soils
<b>Poultry</b>	Poultry
<b>Rabbit</b>	Rabbit
<b>Sewing and Textiles</b>	STEAM Clothing, Shopping In Style
<b>Sheep</b>	Sheep
<b>Small Pets</b>	Cat, Guinea Pigs, Small Pets
<b>Swine</b>	Swine
<b>Technologies</b>	Drones, 3-D Printing
<b>Veterinary Science</b>	Veterinary Science
<b>Visual Arts</b>	All Visual Arts projects
<b>Weather</b>	Weather 1, 2, 3
<b>Wood Science</b>	Woodworking

## "Best of" Awards

One outstanding member may be chosen each year in the following categories:

Best of Beef

Best of Dairy Cattle

Best of Goat

Best of Horse

Best of Poultry

Best of Rabbit

Best of Sheep

Best of Swine

Best of the Arts (for Photography, Visual Arts, and Performing/Theater Arts)

Best of Communications and Business (for Civic Engagement, Communication Arts, Computer Science, Intercultural, Technologies, Public Presentations, and Leadership)

Best of Crops and Horticulture (for Floriculture, Horticulture, Plant & Soil Science)

Best of Family Life (for Family and Consumer, Health, and Interior Design)

Best of Foods (for Food-Nutrition projects)

Best of Mechanical Sciences (for Aerospace, Bicycle, Electricity, Energy Management, and Wood Science)

Best of Natural Resources (for Entomology, Forestry, Geology, Natural Resources, and Weather)

Best of Sewing and Textiles (for Sewing and Textiles projects)

Best of Small Animals (for Dog Care and Training, Small Pets, and Veterinary Science)

## SPECIAL AWARDS

To compete for the following special awards, a special, separate application form must be completed. The forms are available from the Extension Office, and on our website, and leaders or members may obtain copies at any time. These are also due at the Extension Office by the last Monday in August each year.

**Outstanding First Year Member Award** - Any 4-Her who is completing his or her first year in 4-H may apply for this award.

**"I Dare You" Award** - Recipients of this award will receive the book, **"I Dare You."**

The award is based on the 4-Her's leadership, scholarship, physical fitness, and character. A 4-H member may win this award only one time. **This is for 4-H members age 15-18 as of the current 4-H year.**

**Reporter of the Year** - Each club may submit the club reporter's scrapbook for judging. No application form is required.

**Secretary of the Year** - Each club may submit the club secretary's book for judging. No application form is required. These books are required to be turned in, whether or not they are being judged.

**Treasurer of the Year** - Each club may submit the club treasurer's book for judging. No application form is required. These books are required to be turned in, whether or not they are being judged.

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**Hilda Rock Memorial Cooking Award** - Goes to the 4-Her with the outstanding third year foods project, who plans to continue with 4-H foods projects in the future. To be considered for this award, request an application form from the Extension Office. The form is also on our website.

## **CLUB AWARDS:**

**Traveling Community Service Award** - A plaque is presented to the club doing the most work in community service in the current 4-H year.

**Traveling Health and Safety Award** - A plaque is presented to the club doing the most work in health and safety in the current 4-H year.

Clubs can also apply for State Awards in several categories, with applications due each year in late July or very early August. Contact the Extension Office for more information.

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**There are other state 4-H award opportunities, based on a 4-H member's experience. Contact the Extension Office for more information, or visit the Illinois 4-H website.**

**Call the Extension Office at 547-3711 with any questions, email [jblout@illinois.edu](mailto:jblout@illinois.edu), or visit our website at <https://extension.illinois.edu/fmpt/4-h-fulton-county>**

Revised May/June 2020

# Fulton County 4-H Award Application

(for all 4-H members)

Must be in 4-H member's own handwriting or prepared on computer.

You may hand print directly onto the application form, type it, or prepare the same exact information on a computer and print it out on white paper.

It is acceptable for someone else to type the form or prepare it on computer from your handwritten version. However, if the application is handwritten, the member must do his or her own writing. **Refer to the 4-H Awards Manual in the back of the 4-H Show Book for complete rules and details.**

Name \_\_\_\_\_

Birthdate: Month \_\_\_\_\_ Day \_\_\_\_\_ Year \_\_\_\_\_

4-H Club \_\_\_\_\_

I want to apply for 4-H awards in the following project award areas. I have written an essay for each one of these –

\_\_\_\_\_

\_\_\_\_\_

## STATEMENT BY MEMBER

I have personally prepared this application and certify that it accurately reflects my work.

Signature of 4-H Member \_\_\_\_\_ Date \_\_\_\_\_

## APPROVAL OF THIS APPLICATION

I have reviewed this application and believe it to be correct.

Signature of 4-H Leader \_\_\_\_\_ Date \_\_\_\_\_

## Section 1 – 4-H Project/Program Summary

List the 4-H projects you have taken this year. Tell about what you have done in each project this year. List things like number of animals, how many dishes you prepared, how many items you have made, events you helped plan, times you taught something, exhibits, talks and demonstrations, how you have helped others, etc.

Name of Project	What I Did In This Project In This 4-H Year

## Section 2 – Participation In Other Community/School Activities and Events

List your participation in sports, band/chorus, school clubs, drama, other youth organizations, religious groups, etc., from this year. Tell what skills you have learned. How did you help others?

Kind of Activity	What I Did and Skills Learned





