

DO YOUR OWN THING

DIVISION/GRADE:

Clover – Grades 3, 4, 5

Junior – Grades 6, 7, 8

Senior – Grades 9, 10, 11, 12

RULES:

1. The exhibit must be no larger than a table space that is 22" deep and 28" wide and 6 feet tall. Anything over this size must be approved by the 4-H Council to exhibit.
2. Examples are items such as collections, short stories, creative writing, puzzles, 3-Dimensional puzzles, games, vocal recordings, instrumental recordings, personal success posters, and pine derby cars.
3. All collections must be cataloged and inventoried with description of each piece.
4. Exhibits that fit into another 4-H project category will be dropped one ribbon placing.
5. Exhibits will be judged in Clover, Junior and Senior age groups.
6. Categories:
 1. Creative Writing/Music
 2. Research-Based Projects (Science Fair)
 3. Puzzles
 4. Collections
 5. All Others

EXHIBIT:

RECORD SHEETS – A completed Do Your Own Thing Record Sheet must be submitted with project exhibit at check-in time.

The exhibit will be the item (or poster of display) agreed upon by member and leader to tell about the project. THIS EXHIBIT MUST NOT FIT IN ANY OTHER EXISTING PROJECT CATEGORIES. Items such as decorated sweatshirts, stained glass, stamps, silk flower decoration and sand sculptures etc. are to be exhibited in appropriate existing projects. If you have any question about the exhibit, check with the Youth Educator.

*Attach a 3x5 note card to explain the exhibit.

NO STATE FAIR ENTRY.

ELECTRIC

DIVISION/GRADE: If you repeat a division, you must select a different exhibit option.

Division I – Grades 3, 4, 5 (May not repeat this division)

Division II – Grades 4, 5, 6, 7 (May repeat this division one time)

Division III – Grades 5, 6, 7, 8 (May repeat this division one time)

Division IV – Grades 6, 7, 8, 9 (May repeat this division one time)

Advanced – Grades 7, 8, 9, 10, 11, 12

RULES:

1. Attach a note to the exhibit to describe what was done, how the item is to be used and any information you can provide that may be helpful to the judge.
2. As applicable, refer to poster section on page 24 for poster requirements. All posters must comply with these rules.

EXHIBIT:

RECORD SHEETS – A completed Electric Record Sheet must be submitted with the project exhibit at check-in time.

Division I – Project Completion Recommendations:

- A. Circuit board (using kit available at the Extension Office and labeled as parallel or series circuit)
 - B. Conduct a Hazard Hunt
 - C. Complete your record sheet
- County Fair Exhibit: a circuit board. "What I Have Done and Learned" is not required.

Division II – Project Completion Recommendations:

- A. Magnetic powered flashlight (may attach to board)
 - B. Poster (22"x28") on one of the topics listed in the manual.
 - C. Complete your record sheet.
- County Fair Exhibit: either a magnetic-powered flashlight or a poster as outlined in the project manual.

Division III – Project Completion Recommendations:

- A. Check the circuits in your home
 - B. Make one of the following:
 1. Build an extension cord using all new parts
 2. Build an incandescent trouble light using all new parts
 3. Build a fluorescent trouble light using all new parts
 4. Repair an extension cord or trouble light by replacing the cord, plug, connector body or socket handle with a new part(s)
 5. Create a poster about:
 - wire size
 - wire type
 - current carrying capacity
 - the parts of an extension cord or trouble light
 - an important safety-related topic
 - any topic covered in the Division III manual
 - C. Complete your record sheet.
- Refer to poster section on page 24 poster requirements.

Note: For parameters on any of the above project options, see the Division III electric manual.

County Fair Exhibit – one of the following:

1. An extension cord
2. A trouble light
3. A poster as outlined in the project manual

Division IV – Project Completion Recommendations:

- A. Complete the activities presented in the manual.
- B. Make or remake a lamp, or make a poster or display board on any topic covered in the manual.
- C. Complete your record sheet.

County Fair Exhibit – one of the following:

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

Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.

Advanced Divisions – Project Completion Recommendations:

Select one of the following areas for study:

- Heating and cooling
- Lighting
- Electronics
- Power
- Consumer Buying
- Better methods--electrically
- Careers

County Fair Exhibit – one of the following:

1. One article made
2. A written report
3. A chart
4. A diagram or photographs that tell the story, as listed in project manual
5. One article or unit of electronic equipment

STATE FAIR ENTRY: One exhibit in each of Divisions I-IV. Advanced Division may exhibit one unit of electronic equipment and one article, story, or poster.

ENTOMOLOGY

DIVISION/GRADE:

Level 1 – Grades 3, 4, 5

Level 2 – Grades 6, 7, 8

Level 3 – Grades 9, 10, 11, 12

Independent Study – Grades 9, 10, 11, 12

RULES:

1. 4-H members must collect and mount the insects themselves. (Insects must be collected in the United States only.)
2. Specimens must be displayed in a 24"x18" box(es) orientated horizontally, with a project exhibit label in the lower right-hand corner (name, grade, and county). All insects must be labeled with their common name.
- *3. Reference: "How to Make an Awesome Insect Collection," ID 401
4. All first year Entomology members should acquire an Entomology Kit (4-H 15-40) which is available at the Extension Office.
5. Entomology pins are available at the Extension Office for a small fee.

EXHIBIT:

RECORD SHEETS – A completed Entomology Record Sheet must be submitted with the project exhibit at check-in time.

Create an exhibit that shows the public what you learned in the entomology project this year.

*Insect Collection Option

- Collect, mount (pins or vials) and identify insects personally collected in the U.S. only.
- Display your best specimens in a 18"x24" box(es), orientated horizontally, with a label in the lower right-hand corner (name, grade, and county).
- Display boxes are expected to include the specified number of insects, and orders (see chart).
- All insects must be accompanied by a label that includes collection date, location and collector.
- All insects must be identified using a second label that includes common name and, depending on grade level, order and family.
- Insects must be properly grouped for display, based on your grade. For example, 4-H members in grade 5 should group the insects identified to order. If your insects are identified to order and family, first put all insects of the same order together, then group those in the same family, and then group insects with the same common name.
- When multiple boxes are used, 4-H members must list the box order (i.e. "box 1 of 3 boxes"), and include their name in each box.
- One educational box, based on the theme given, below, is required for grades 9-12, in addition to the insect collection boxes.
- If you choose to add the insect scientific name (this is not required) they must be written properly: either in italics or underscored. The Genus (first name) must have the first letter capitalized. The species (second name) has no capitalization.

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

Poster Option

- (a) 4-H members may choose to exhibit a poster relating to something they learned in this project rather than an insect collection. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
- (b) 4-H members must choose a new topic each year for their poster; and no insects may be mounted to the posters.
- (c) Choose one of the topics listed, appropriate for the 4-H member's grade in school, and use that topic for the exhibit title, so the judges know which activity was completed. A creative sub-title may be used.

Level 1: Entomology 1:

Display a poster based on one of the following activities:

- "Big Mouth Bugs" – Show the four different mouth types that you studied. Include the completed chart describing the mouth types, an insect with this mouth type, food they eat, and where these insects might be found.
- "Pit Stop" – Make two pit traps and use them to collect insects. Exhibit your completed record sheet. You can use the format given for your data collection, or make your own. Include some of the insects, or pictures of your trap and insects collected.
- "Buz-z-zing Around" – Present three to five ways that insects communicate. Include an insect, or picture of each insect that communicates in each of the ways you are describing.
- "FACEnating!" – Show how insects see (compound eyes) and explain how they see colors.
- "Ants and Uncles" – Compare insects with their non-insect relatives by completing the chart in your book (copy or make your own). Include some of the insects and their non-insect relatives, or pictures of them, on your poster.

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Level 2: Entomology 2:

Display a poster based on one of the following activities:

- “Dots Before My Eyes” – Show the importance of color for communication, camouflage, and defense. Use the chart in your manual (copy or make your own) and one other method.
- “Designer Bugs” – Show your creative talents! Design an insect and show your drawing and model (or picture of your model). Give it a name, genus, species, and indicate the habitat you would expect your insect to live in.
- “How Sweet it Is” – Show how you completed the experiment using water, a diet drink, and a regular drink. Show what you observed using the chart given or one you make yourself. You may use the scientific method (described in Level 3, Chapter 1), if you want to try it.
- “Computer Bugs” – Show how you raised mealworms with pictures, information, and the completed chart (copy or make your own).
- “Things that Buzz in the Night” – Exhibit your night collection set-up and results. You can use pictures, drawings, and include insects (real or pictures) that you saw. Include the chart.
- “GrassHOPper To It” – Show some different ways that insects move by completing the chart and a labeled drawing of an insect leg.

Level 3: Entomology 3:

Display a poster based on one of the following activities:

- “A Meal from a Worm” – Show how you used the scientific method to study how mealworm larvae survive on a fixed amount of food. Include your hypothesis, data charts, and conclusions. Drawings or pictures will help tell the story.
- “BEEhavior” – Show how you used the scientific method to study honey bee response to symbols. Include your hypothesis, data charts, and conclusions. Drawings or pictures will help tell the story.
- “Bugs R Us” – Show how you taught others about entomology. Include all the items listed in the planning outline (copy or make your own). Drawings or pictures will help tell the story.
- “Planting for Butterflies” – Show how you planned, planted, and cared for your butterfly garden. Include the table (copy or make your own) and information about any help you received, resources you used (people and publications), and the cost of your project. Drawings or pictures will help tell the story.
- “The Monarch: King or Queen?” – Explain the life cycle of the monarch by completing the table (copy or make your own). Discuss migration (when and where) of monarchs. Research (library or Internet) to find out more. Drawings or pictures will help tell the story.

Independent Study:

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

STATE FAIR ENTRY: State Fair Exhibits -- one Insect Collection and one Poster for each level (grades 3, 4, 5, grades 6, 7, 8, and grades 9 and up) for a maximum of six exhibits per county. Follow the “Notes” under each section (Insect Collection and Poster).

FAMILY PROJECT

DIVISION/GRADE:

No classified grade divisions.

EXHIBIT:

RECORD SHEETS – A completed Family Record Sheet must be submitted with the project at check-in time.

This project will allow a 4-H family to work together on a project. The family will discuss and select a project that is important to the whole family and work on that project during the year.

The family will make a display for the Johnson County Fair. The display will be in the form of a notebook that includes a sample of what they did, pictures, story or any other way which would show what was accomplished. A one or two page description of the Family project is to be included in the notebook.

Exhibits will be judged and all will receive a blue ribbon.

NO STATE FAIR ENTRY.

FASHION REVUE - CONSUMER CLOTHING

DIVISION/GRADE:

Beginner – Grades 3, 4, 5

Intermediate – Grades 6, 7, 8

Advanced – Grades 9, 10, 11, 12

RULES:

1. All Fashion Revue Consumer Clothing members are encouraged to enroll in the Consumer Clothing Project, but are not required to do so.
2. Private Fashion Revue judging will be held prior to Public Fashion Revue on Tuesday, July 14, 2009.
3. All entrants must participate in private judging and public revue to be eligible for awards.
- *4. Narration needs to be submitted on Friday prior to judging, and can be e-mailed to afschultz@purdue.edu or walkerl@purdue.edu. Notebooks must be turned in to the Johnson County Extension Office by 4:30p.m. on Monday before the Fashion Revue judging.
5. Outfits in each group will be judged in either Casual, School or Dress Up categories.
6. Entrants can only model one consumer clothing outfit.

EXHIBIT:

RECORD SHEETS – A completed Fashion Revue Consumer Clothing Record Sheet must be submitted at Fashion Revue project registration. The Consumer Clothing project record sheet is due with the Consumer Clothing project registration on Wednesday in Scott Hall.

- CASUAL OUTFITS are those suitable for relaxed and informal occasions such as items worn to sporting events, around home, shopping, etc.
- SCHOOL OUTFITS are those that are worn to school.
- DRESS UP OUTFITS are those that are suitable for more formal occasions such as church, weddings, banquets, dinners, etc.

NO STATE FAIR ENTRY.

FASHION REVUE - SEWING

The 4-H Fashion Revue is an educational project which places emphasis on selecting, constructing, accessorizing and modeling a garment or garments that compliment the participant and fit well with the total wardrobe.

All garments in the Fashion Revue Project must meet the same skill criteria as Sewing Wearable Projects (refer to page 112). In addition, all garments made for Fashion Revue must be made for the individual that made them (i.e. a 4-H member cannot make a garment for a sibling).

DIVISION/GRADE:

Junior – All members enrolled in Sewing Project, Levels A, B and C – Grade 7.

Senior – All members enrolled in Sewing Project, Level C – Grades 8 & 9 and Level D, Grades 10-12 (participation in the National Fashion Revue event is subject to their age guidelines). State Fair entries are selected from these categories. Enter in the appropriate category for the garment to be modeled.

RULES:

1. Fashion Revue participants are encouraged to exhibit in the Sewing Project, but are not required to do so.
- *2. Private Fashion Revue judging will be held prior to the Public Fashion Revue on Tuesday, July 14, 2009. Narration needs to be submitted on Friday prior to judging, and can be e-mailed to afschultz@purdue.edu or walkerl@purdue.edu.
3. Eligibility:
 - A. All members enrolled in the Sewing and appropriate needlecraft projects are eligible to participate.
 - B. Garments modeled must have been made by the participant since the previous 4-H exhibit or sewing division in which enrolled.
 - C. Senior-level participants can have one or more completely different outfits that can be modeled if they fit the criteria in the Fashion Revue Classes.
 - D. All entrants must participate in private judging and public revue to be eligible for awards.
4. You will be asked to provide a fabric swatch for each item made for Fashion Revue when you turn in your Record Sheet.

EXHIBIT:

RECORD SHEETS – Completed Fashion Revue Sewing Record Sheet must be submitted at project registration.

SENIOR FASHION REVUE CLASSES

INFORMAL OR CASUAL WEAR: A complete outfit of 1 or 2 pieces suitable for school, weekend, or casual, informal activities.

SUIT OR COAT: The suit consists of two pieces including a skirt or pants and its own lined jacket. It is not a dress with jacket as in "Dress-Up Wear". The coat is a separate lined coat. It will be judged separately as a coat with its own accessories.

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

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

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

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

STATE FAIR ENTRY: Each county can send six participants to the State Fair Fashion Show. If there are no entries in a category, a second participant from another category may go to the State Fair.

***FASHION REVUE – WEARABLE ARTS**

DIVISION/GRADE:

Beginner – Grades 3, 4, 5

Intermediate – Grades 6, 7, 8

Advanced – Grades 9, 10, 11, 12

RULES:

1. "Wearable Arts" is a garment(s) either made by or purchased by the 4-Her and decorated or embellished. The embellishments can be tie-dye, beading, sequin art, iron-on art, stitched or heat-applied appliqué (Wonder Under), felting, puff paint, fabric paint, machine or hand embroidery, cross-stitch, or other sort. Each year's project should be more complicated than the year before.
2. The project will be judged on workmanship, originality, neatness, and practicality of the embellishment(s).
3. Wearable Arts can be modeled in the Fashion Review project if it makes a complete outfit (top and bottom), or other garments can be added with it to make it a complete outfit (i.e. a tie-dye shirt with shorts) and a Fashion Review Record Sheet is completed. Decorated hats, scarves, and other accessories do not qualify for the "Wearable Arts" project as they are accessories. They should be entered in an appropriate Arts & Crafts or Llama Craft project.
4. All entrants must participate in private judging and public revue to be eligible for awards.
5. Private Fashion Revue judging will be held prior to Public Fashion Revue on Tuesday, July 14, 2009. Narration needs to be submitted on Friday prior to judging, and can be e-mailed to afschultz@purdue.edu or walkerl@purdue.edu.

EXHIBIT:

RECORD SHEETS – A completed Fashion Revue Wearable Arts Record Sheet must be submitted at Fashion Revue project registration. The Wearable Arts Record Sheet is due with the Wearable Arts project registration on Wednesday in Scott Hall.

- Beginner (Grades 3-5) Incorporate one simple embellishment on a single garment (i.e. tie-dye a tee shirt, paint a sweatshirt, hand-embroider a pair of jeans)
- Intermediate (Grades 6-8) Incorporate two simple embellishments or one more complex embellishment on a single garment (i.e. hand-embroider and bead a denim shirt, cross-stitch a scene on a sweatshirt)
- Advanced (Grades 9-12) Incorporate three simple embellishments or one or more complex embellishments on one or more garments. (i.e. an appliquéd scene with hand-embroidery, hand-painted scene with beading, machine embroidery on a tee shirt and jeans)

Champion and Reserve in each Division; One Overall Grand Champion and Reserve Grand Champion.

NO STATE FAIR ENTRY.

FLORICULTURE

DIVISION/GRADE:

Level A – Grades 3, 4

Level B – Grades 5, 6

Level C – Grades 7, 8, 9

Level D – Grades 10, 11, 12

RULES:

1. One (1) arrangement type or one (1) poster/notebook type exhibit per exhibitor (exhibitors are not required to do both). Each exhibitor may also choose to do a demonstration in addition to an arrangement and/or notebook/poster.
2. Notebook Guidelines
 - Needs to be a sturdy 3-ring binder (with stiff covers) or a bound type notebook (with stiff covers). No report covers or similar styles.
 - Make sure the notebook accurately meets the guidelines and objectives of the activities in the manual.
 - Information printed directly off the web will not be accepted.
 - Materials included in the notebook need to be educational, both for the youth and the audience, and should demonstrate that the youth was able to take what he or she learned from their research (experiment, on web, in library, etc) and/or activities to create the notebook.
 - Pictures, graphics, and artwork are encouraged.
 - Work should include references where appropriate.
3. Poster Guidelines
 - Dimensions = 22"x28" displayed horizontally with stiff backing and must be COMPLETELY COVERED by a solid sheet of clear plastic or in a sleeve.
 - Identification included in the lower right corner (name, grade, county).
 - Poster should 'tell a story' or be informative to the audience. Will the viewer of your poster learn something from the exhibit?
 - When designing your poster you should consider: lines, shapes, textures, colors and placement of items.
 - Pictures, graphics and artwork are encouraged.
 - Make sure the poster accurately meets the guidelines and objectives of the activities in the manual.
 - Information printed directly off the web will not be accepted.
 - Materials included in the poster need to be educational, both for the youth and the audience, and should demonstrate that the youth was able to take what he or she learned from their research (experiment, on web, in library, etc) and/or activities to create the poster.
4. Each Level (A, B, C, D) of the Floriculture project serves more than one grade. You should do a DIFFERENT activity and exhibit each year that you are in the project. For example, if in 3rd grade you display a simple bud vase (category 1), in 4th grade you should choose a poster/notebook option or flower/plant exhibit from categories 2-3.
5. Pay special attention to size guidelines for Flower and Plant Exhibits. Instructions for exhibits and related activities can be found in the 4-H Floriculture student manuals (Levels A-D).

EXHIBIT:

RECORD SHEETS: A completed Floriculture Record Sheet must be submitted with the project exhibit at check-in time.

LEVEL A:

Flower and Plant Exhibit Categories. Exhibit one of the following:

1. Create a flower arrangement in a simple bud vase, provide your own vase, from cut flowers you grew in your garden.
- *2. Create a flower arrangement in a simple bud vase, provide your own vase, from fresh flowers you purchased. Flowers should be in their natural state, and not wired for display.
3. Create a simple round arrangement (small, compact round cluster of flowers) with fresh flowers (grown or purchased). Including the vase or container, must be no larger than 9"x9"x12" high.

***NOTE:** Vases used in options 1 & 2 must be no more than 9 inches tall by 3 inches wide, neck opening of vase not to exceed 1.5 inches and be clear or white only. Include 1-3 stems of a main flower, along with appropriate amount of filler flower and greenery.

Poster or Notebook Exhibits – choose any one of the following topics:

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

Demonstration

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

LEVEL B:

Flower and Plant Exhibit Categories. Exhibit one of the following:

1. Display a mixed planter that may include herbs with foliage plants and/or flowering plants. The planter should include three or more kinds of plants that have been planted at least two months before the fair. If planter is rectangular, it must not exceed 8" in width and 18" in length. The container exhibit space must not exceed 18"x18". **Must include 4-H 967c "Level B Plant Record" chronicling the care of your plant.**
2. Make an item with dried herbs or dried flowers that you grew yourself. Examples of items to exhibit are, but not limited to a dried flower product, or a simple dried arrangement in a container (exhibit not to exceed 9"x9"x12").
- *3. Display one house plant (foliage and/or flowering) in a container not to exceed 10" in diameter. There must be only one specimen plant per pot. A flowering plant may be of any color with single or double flowers. **Must include 4-H 967c "Level B Plant Record" chronicling the care of your plant.**

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

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

Demonstration

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

LEVEL C:

Flower and Plant Exhibit Categories. Exhibit one of the following:

1. Display a terrarium
 - Size of the terrarium should be appropriate for use on a table at home, and no larger than 12” deep, 18” long and 16” high. Must have a cover while on exhibit. See activity information for design.
2. Combination or European planter
 - Exhibit a container of plants (three or more kinds of plants) that you have planted and cared for a minimum of 2 months. See activity for information on plants and design. The container should not exceed exhibit space of 18"x18".
3. Create one (1) corsage or two (2) boutonnieres made from only fresh flowers. Corsages should contain 3 or more blooms. NO artificial flowers or greenery should be used in this category. Bows and decorative items are acceptable.
4. Create one (1) corsage or two (2) boutonnieres made from silk or other artificial flowers and greenery. Can be created with mixed fresh and artificial materials, or all artificial. Bows and decorative items are acceptable.
5. A dried arrangement in a container or a specialty item (such as, but not limited to, a wreath or swag) made with dried flowers and dried plant materials. NO artificial flowers/plant material should be included. Bows and decorative items are acceptable. Maximum size 18"x18", maximum height 24".
6. Create a flower arrangement using either roses or lilies as the primary component of the arrangement. Arrangement should be made with all fresh materials (NO artificial, flowers/plant material). Bows and decorative items are acceptable. Maximum size 18"x18"x18".

Poster or Notebook Exhibits – choose any one of the following topics:

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

Demonstration

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

Level D:**Flower and Plant Exhibit Categories. Exhibit one of the following:**

1. Create a seasonal arrangement from only fresh flower and/or plant materials. Flowers and plant materials specific to a season or holiday should be used (example, fall mums or spring tulips). This category could include a traditional floral arrangement, but also items such as wreaths. Bows and decorative accessories are acceptable.
2. Create a seasonal arrangement that can include fresh and/or artificial flower/plant material. Flowers and plant materials specific to a season or holiday should be used. Maximum size 18"x18"x18". This category could include a traditional floral arrangement, but also items such as wreaths. Bows and decorative accessories are acceptable.
3. Create a modern or contemporary style arrangement using fresh flower and plant materials. See manual for suggestions. Maximum size 18"x18"x18". Include a label that states what type of design you have created (botanical, pavè, parallel, free-form, abstract, etc.)
4. Create a bridal bouquet. Proper display of the bouquet should be considered, but only the bouquet will be judged. Bouquet should include only fresh plant materials. Bows and decorative accessories are acceptable.
5. Create a centerpiece for an event, such as a banquet, party, wedding, funeral, or church. Arrangement should be no larger than 24"x24"x24" and be made from EITHER fresh flower and/or plant materials or artificial or silk flower and/or plant materials. Bows and decorative accessories are acceptable.
6. Display a plant that you propagated (and grew and cared for) by tissue culture or other vegetative propagation methods, or flowering bulbs that you forced. Maximum pot size should not exceed 10" diameter. **Must include 4-H 969c Level D Plant Record chronicling the care of your plant.**

Poster or Notebook Exhibits – choose any on one of the following topics:

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

Demonstration

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

***STATE FAIR ENTRY:** One (1) flower and plant exhibit **per category** per level and one (1) poster or notebook exhibit per level, and one (1) demonstration per exhibitor. Total entries allowed per county: Level A, four (4) flower and plant exhibits and one (1) poster/notebook; Level B, three (3) flower and plant exhibits and one (1) poster/notebook; Level C, six (6) flower and plant exhibits and one (1) poster/notebook; and Level D, six (6) flower and plant exhibits and one (1) poster/notebook.

FOOD PREPARATION

DIVISION/GRADE:

Clover – Grades 3, 4, 5

Junior – Grades 6, 7, 8

Senior – Grades 9, 10, 11, 12

RULES:

1. All food exhibits will be judged and returned to the exhibitor immediately following judging. The recipe and day's menu will be kept for display.
2. Judging will be done by Clover, Junior and Senior age groups.
3. Please bring perishable exhibits in chilled or heated coolers as appropriate to exhibit.
4. All exhibits must include a recipe for the dish exhibited and a full day's menu which includes the dish exhibited.
5. Attractive presentation of the product is a part of the total judging.

EXHIBIT:

RECORD SHEETS – A completed Food Preparation Record Sheet must be submitted with the project exhibit at check-in time.

Exhibit one dish from one of the following categories:

1. Appetizer
2. Snack
3. Salad
4. Vegetable Dish
5. Reception (table decoration and settings included)
6. Main Dish
7. Dessert

ALL EXHIBITS MUST INCLUDE A RECIPE FOR THE DISH EXHIBITED AND A FULL DAY'S MENU WHICH INCLUDES THE DISH EXHIBITED

NO STATE FAIR ENTRY.

FOODS

DIVISION/GRADE:

- Level A – Division 1 – Grade 3
 Division 2 – Grade 4
- Level B – Division 3 – Grade 5
 Division 4 – Grade 6
- Level C – Division 5 – Grade 7
 Division 6 – Grade 8
 Division 7 – Grade 9
- Level D – Division 8 – Grade 10
 Division 9 – Grade 11
 Division 10 – Grade 12

GENERAL PROJECT RULES:

1. Enrollment in the Foods project is by grade level as of Jan. 1 of current calendar year.
One manual will be used at each level.
2. There are 3 exhibit options for each division: Baked, Frozen/Canned Product or Action Demonstration. **A 4-H member will exhibit in one of the three options to complete the Foods project but may exhibit in 2 or all 3 options.**
3. Baked Goods, Frozen and Preserved/Canned products each have their own check-in times for judging. Please consult the schedule for the appropriate judging check-in time. Action demonstrations will be given during the Johnson County Fair in Scott Hall. They are to last 20 minutes. They will not be judged but all action demonstrations are eligible for State Fair.
4. All baked product options must be exhibited with a Johnson County 4-H Foods 5"x8" recipe card. The recipe card will be provided with the record sheet. Will be available on the website or at the Extension Office. Exhibits without the recipe cards will be lowered one ribbon placing.
5. Record Sheet - The record sheet must be completed and turned in with the exhibit. Each division is asked to complete three activities from their manual, each from a different Bite, and report on these activities.
6. Foods Label - A special Foods exhibit label will be used with each Foods exhibit.

RULES: BAKED PRODUCTS

1. Mixes may be used but are to be labeled as such.
2. Wrap exhibitor's identification tag with plastic wrap for protection.
3. Place 4-H Food products on a sturdy, disposable board or container no more than 1" larger than exhibit. Only pies may be exhibited in non-disposable containers.
4. A portion of the total food exhibit will be kept for display. 4-H members will be allowed to take the remainder of their project home with them after judging except those 4-H members receiving a blue honor. They will **not** receive their exhibit back after judging.
5. The Foods ribbons and score cards will be given to the 4-H Club Leader after the fair.
6. For baked product competitions: Uncooked and cooked components, including any filling, frosting, glazing, pie filling, and meringue, are not permitted to contain cream cheese, whipped cream, unpasteurized milk or uncooked eggs/egg whites (pasteurized eggs or eggs cooked to 160°F may be used). No home-canned fruits, vegetables, or meats are permitted in products. Recipes must be provided that show which ingredients were used in each part of the product. Contestants should carefully wash their hands and make sure that their hands do not have any open cuts while preparing foods. Whenever possible, baked products should be transported and stored in chilled coolers (41° F or below).
7. Food exhibits will not be returned to the 4-H member at the end of the fair.

(Continued on page 85)

RULES: FROZEN AND CANNED PRODUCTS

1. Samples are not required. Plastic pint containers are preferred but freezer jars are also acceptable. Freezer type containers must be used.
2. Label exhibit with product name, quantity, and date (month and year) preserved. This is separate from the county exhibit tag and required index card.
3. Bring frozen exhibit to fair in small cooler. Please attach your name and club name to cooler.
4. Frozen foods MUST BE TAKEN HOME after judging.

EXHIBIT: One, two or three exhibit options for each division.

RECORD SHEETS – A completed Foods Record Sheet must be submitted with the project exhibit at check-in time.

- Division I

Option 1 – Six drop, molded or baked bar cookies, no glaze or frosting. (Not no-bake cookies) Include recipe card.

Option 2 – A package of six baked, frozen cookies (not raw cookie dough). Display in freezer bag or disposable container. Label with name of product, quantity and date frozen. Include index card with instructions for defrosting.

Option 3 – An action demonstration.

- Division II

Option 1 – Six muffins of any kind (no muffin liners). Include recipe card.

Option 2 – One package of frozen berries. Display in freezer bag or freezer container. Label with name of product, quantity, and date frozen. Include index card with instructions for cooking or defrosting.

Option 3 – An action demonstration.

- Division III

Option 1 – A square, oblong or round layer of cake, without frosting or topping (keep this cake simple; no chips, coconut, etc.). Include recipe card.

Option 2 – One uncooked frozen mini pizza using pita bread, English muffin, bagel or already prepared crust (no larger than 7" in diameter) with toppings of your choice. Meat toppings such as hamburger, sausage, bacon, etc. need to be cooked. Display on covered cardboard inside freezer bag. Label with name of product, quantity, and date frozen. Include index card with instructions for cooking.

Option 3 – An action demonstration.

- Division IV

Option 1 – Six no-yeast, any shape pretzels (shaped, stick, or nugget) or six no-yeast rolled biscuits. Include recipe card.

Option 2 – One package of any frozen vegetable or combination of vegetables. Display in freezer bag or freezer container. Label with name of product quantity and date frozen. Include index card with instructions for cooking.

Option 3 – An action demonstration.

- Division V

Option 1 – Six breadsticks or yeast rolls (any shape, medium size - not a sweet roll). Include recipe card.

Option 2 – One container of freezer jam. Label with name of product, quantity and date frozen. Include index card with recipe and instructions for storing.

Option 3 – An action demonstration.

- Division VI

Option 1 – A yeast bread (can be loaf or braid, but not rolls) using a specialty grain such as whole wheat, rye, oat bran, etc. or a sweet bread such as tea ring. Include recipe card. (Not made in bread machine.)

Option 2 – One jar of a canned tomato product using the Hot Pack Method for a boiling water bath canner, such as tomato juice, catsup, barbecue sauce, or salsa. Exhibit with lid and ring, and label with name of product, quantity and date canned. Include index card with recipe and instructions for cooking and using the product.

Option 3 – An action demonstration.

- Division VII

Option 1 – One package of a non-perishable invented snack (such as a granola bar, brownie, fudge, fruit leather, popcorn snack, trail mix, etc.) or another invented food product. Exhibit must include a separate folder containing a marketing plan with product name, recipe, how it will be packaged, a package design, where it will be sold and suggested selling price. Label should include product name, date, quantity, and the serving size.

Option 2 – One jar of a canned pickled product or canned pickles. (Products using a fancy pack are not acceptable.) Exhibit with lid and ring, and label with name of product, quantity and date canned. Include index card with recipe, processing, and storage instructions.

Option 3 – An action demonstration.

- Division VIII

Option 1 – A single or double crust baked fruit pie (no graham cracker crust). Include recipe card.

Option 2 – One jar of pressure canned vegetables, meat or combination product, such as soup, stew, spaghetti sauce with meat, etc. (Product using a fancy pack is not acceptable.) Label with name of product, quantity and date canned. Include index card with recipe and instructions for cooking or using the product.

Option 3 – An action demonstration.

- Division IX

Option 1 – A non-perishable **baked** international food product (such as French bread, baklava, fortune cookies, Mexican Wedding cakes, apple strudel, etc.) with a separate page describing the food customs of a country and how the food product is used in relation to that country's customs OR a table display on a country outlining food preferences, meal patterns, how nutritional needs are met, interesting customs, tradition, etc. Display should be no larger than 16" deep x 22" wide x 28" high. **Include index card with recipe.** (Note: Custards, cream, cream cheese frosting and fillings, and raw egg white frosting are not acceptable in an exhibit because they are highly perishable when left at room temperatures.)

Option 2 – One package of a **frozen entree** such as casserole, hearty soup or vegetable dish in a disposable freezer container. Label with name of product, quantity and date frozen. Exhibit should include an index card with recipe and instructions for reheating.

Option 3 – An action demonstration.

- Division X

Option 1 – A non-perishable baked food product for a special occasion or catered meal (such as an appetizer, holiday food, fruit cake, special occasion cake, altered recipe product, etc.) with a separate page outlining how this product will be used at the event, OR a table display for a special occasion or catered meal. The display should include a notebook outlining menu, supplies to buy, preparation schedule, equipment, table layout, etc. Display should be no larger than 16" deep x 22" wide x 28" high.

Option 2 – A jar of cooked jelly or a reduced sugar fruit spread exhibited with lid and ring. The product must be processed in a boiling water bath. Label with name of product. Include index card with recipe and storage instructions.

Option 3 – An action demonstration.

STATE FAIR ENTRY: One exhibit in each of the categories listed above.

FORESTRY

DIVISION/GRADE:

Level 1 – Forestry 1 – Grades 3, 4, 5

Level 2 – Forestry 2 – Grades 6, 7, 8

Level 3 – Forestry 3 – Grades 9, 10, 11, 12

Independent Study – Grades 9 and up

RULES:

1. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
2. The poster board may be any color that blends well with the exhibit.
3. If you are exhibiting leaves, they should be free of any damage. Also, if you choose to include the scientific names, they must be in either italics or underscored. (Note: scientific names are required for herbariums.) The Genus (first name) must have the first letter capitalized. The species (second name) has no capitalization.

EXHIBIT:

RECORD SHEETS – A completed Forestry Record Sheet must be submitted with the project exhibit at check-in time.

Create an exhibit that shows the public what you learned in the forestry project this year. Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title.

Forestry 1:

Display a poster based on one of the following activities:

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

Forestry 2:

Display a poster based on one of the following activities:

- The Leaf Machine (page 8 & 9): copy, draw, or find a picture of a cross-section of a leaf. Label the 7 parts. Give the chemical reaction for photosynthesis, defining the chemicals: CO_2 , H_2O , O_2 , and $\text{C}_6\text{H}_{12}\text{O}_6$. Be sure to balance your equation! There should be the same number of Carbon, Oxygen, and Hydrogen molecules on each side of the equal sign. You may need to ask an older (high school) 4-H member or science teacher for help. Draw the tree canopy, trunk, and roots (or use the tree diagram, 4-H 641B) and identify the crown, trunk (with the parts; heartwood, sapwood, cambium, and bark listed), feeder roots, and anchor roots.
- My State's Forests (page 14 & 15): use a map, draw, or find a picture of Indiana on the Internet (e.g., www.in.gov/igic/). Show where your home, your school, and your fairgrounds are located. Choose one of the following options to complete your poster.
 - Show where Indiana's state forests are located. List a few facts about each. Visit a state forest and have someone take your picture by the sign, if possible.
 - Show where some state parks and state forests are located (5-15). List some facts about each one. Visit a state park or forest and have someone take your picture by the sign, if possible.
- Someone Call a (Tree) Doctor and Stop Bugging Me (page 22-25): Collect 10 samples of tree leaves, twigs, stems, or roots damaged by insects or disease and the fruiting body or disease that caused the damage. List information about the insect or disease and the species of tree that was affected.
- Fire in the Forest (page 26 & 27): explain the Fire Triangle and describe what happened during and after a famous forest fire. Drawings or pictures will help tell the tale.
- Growing Every Day (page 30 & 31): Complete the table to calculate the volume of 5 large trees that you can find and measure in your county. Research to find out how to make and use a Tree Measuring Stick (FNR-4) and use that to calculate the volume of each tree. Explain why you think your results varied with the two methods of determining tree volume (the one in your 4-H manual or using a tree measuring stick).
- Tree Planting: Plant 1-3 shade trees. Include information about the tree (or trees) you planted, why you chose the species you did, what are the benefits of this tree, and how tall this tree (or trees) will be when mature. Explain why you chose the planting site that you did, where you found your planting information, what steps you followed, the hole size, care of your tree (watering and weed control) and any other information you can give. Include a picture of your tree (photo or drawing). Reference: FNR-FAQ-18-W.

Forestry 3:

Display a poster based on one of the following activities:

- A World of Forests (page 16 & 17): indicate the 3 major forest biomes on a copy, drawing, or picture of the world. Complete the table given in the activity.
- City Trees (page 20 & 21): complete the questions about Tree City (page 20). Show (draw or use pictures) some trees that are often used in city plantings and explain the benefits of these trees.
- Trim the Trees (page 26 & 27): explain the 5 different kinds of tree pruning for urban trees. List some do's and don'ts of proper pruning.
- My Boss is a Tree (page 34 & 35): list 5 jobs that require a knowledge of trees and forestry. Explain the training and education that is needed and what types of things you might be doing if you had this job.
- Tree Planting: Present a tree planting plan for at least 100 trees. Include the type of trees you planted, pictures, cost, method of planting, weeding, pruning your trees and any additional information. Your exhibit must have a title, labels, backing and plastic covering as required in the manual. Reference: FNR-FAQ-18-W

- Herbarium Collection – Trees: Collect 25 terminal twigs and at least two leaves, if space allows (only one compound leaf is required), from native forest trees. Mount the specimens on 11½"x16½" paper. One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. **Cover each specimen.** There are no specific references given for these exhibits. Youth are encouraged to use Extension publications, the Internet, books, and forest specialists to develop these items.

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

- Herbarium Collection – Shrubs: Collect 25 terminal twigs, with leaves attached, from native shrubs. Mount the specimens on 11½"x16½" paper. One leaf on the twig must be mounted to show the back side of the leaf. Label each sheet with the following: common name, scientific name, where collected, county where collected, date collected, name of collector, and specimen number. **Cover each specimen.** There are no specific references given for these exhibits. Youth are encouraged to use Extension publications, the Internet, books and forest specialists to develop these items.

Independent Study:

Choose an Indiana or Eastern Deciduous forestry related subject of interest to study. Discuss your idea with your 4-H Forestry Project Leader or Extension Educator. Use your knowledge and creativity to display the subject on a poster to help others learn about it. You must provide a list of references (at least three) that you used when studying the subject. Some ideas that you might try: write a report about exploring a career in forestry (sawmill owner, Christmas tree farmer, state forester, etc); present a poster exhibit of state trees of several states; create wildlife habitat by planting trees and shrubs. Title your exhibit, "Independent Study."

Mentoring – Exhibit a poster that shows how you mentored a younger 4-H member. Include your planning, the time you spent, the challenges and advantages of mentoring, and how the experience might be useful in your life. Photographs and other documentation are encouraged. Title your poster, "Forestry – Mentor." There are no specific references given for these exhibits. Youth are encouraged to use Extension publications, the Internet, books and forest specialists to develop these items.

STATE FAIR ENTRY: One entry per level.