

PERSONALITY

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. Refer to poster and notebook section on page 24 for poster and notebook requirements. All posters and notebooks must comply with these rules.
- *2. Turn in all workbooks with project to be judged.

EXHIBIT:

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

Levels A & B

1. Read and study workbook.
2. Complete all the activities in the workbook for the grade level.
3. Complete two optional activities.
4. Exhibit a 22"x28" horizontal poster explaining one or more of the units in the workbook.

Level C

1. Read and study workbook.
2. Complete all the activities in the workbook for the grade level.
3. Complete two optional activities.
4. Grade 7: Exhibit a 22"x28" horizontal poster highlighting community service organization in the community.
Grade 8: Exhibit a brochure explaining the organization mission, purpose, and goals for one community service organization in the community in a binder notebook. (No poster for this level.)
Grade 9: Exhibit a community resource guide in a notebook. (No poster for this level.)

Level D

1. Read and study workbook and other references (check at your libraries for books and magazines).
2. Complete all the activities in the workbook for the grade level.
3. Complete four optional activities.
4. Grade 10 – Exhibit a 22"x28" poster or display board or a three-ring binder describing three possible careers.
Grade 11 – Exhibit a notebook displaying a monthly budget for three months – income and expenses to live on your own. (No poster for this level.)
Grade 12 – Exhibit a notebook holding an employment portfolio. (No poster for this level.)

STATE FAIR ENTRY: One exhibit from each level will be selected for State Fair Exhibit.

PHOTOGRAPHY

DIVISION/GRADE:

Level 1 – Grades 3, 4, 5

Level 2 – Grades 6, 7, 8 (You may choose two (2) from the list below to exhibit.)

Level 3 – Grades 9, 10, 11, 12 (You may choose two (2) from the list below to exhibit.)

RULES:

1. All images are to be original images taken by the 4-H member.
2. Photos and slides must have been taken since the last project entry date of the Johnson County Fair.
3. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
4. For Photography posters, place project exhibit tag in the lower right-hand corner on the front of the poster under the plastic. For salon prints, place the exhibit tag on the lower right-hand corner of the front; however, in order to not destroy any of the matting, the tag can go on the outside of the plastic. For slides, place the exhibit tag along the bottom of the slide-view. For those exhibits selected for State Fair Entry, leave your county fair exhibit tag on the exhibit and place the State Fair Tag over it. (NOTE: For posters, the State Fair tag goes on top of the poster's plastic covering.)

Note: The exhibit tag may be placed outside of the plastic on the Salon Prints so the matting is not damaged from tape or adhesive.

5. Number photo prints on your print boards 1 to 10 and slides 1 to 12.
6. Captions under photographs are not recommended nor are fluorescent posters. Poster photos can be printed both vertically and horizontally. A combination of both is encouraged for posters.
7. Salon prints are one print, either Black & White or Color, printed horizontally or vertically from any size negative. The print must be mounted on a standard 16"x20" salon mount, displayed VERTICALLY and covered with a solid sheet of plastic or sleeve.
8. Mounting may be of any color and texture. The pictures are to be neatly and securely mounted. Dry mounting tissue is best.
9. Salon mounts are available in most photo and art supply stores. They are available either in plain or with a cutout of the picture area. You may make your own. Matting is not required.
10. Sepia tone photographs (mono chromatic) are entered under the Black and White classes.
11. Premium money will be paid for each exhibit, maximum of two per person for the Level 2 and Level 3 divisions.
12. Only one Record Sheet is required for the photography project no matter how many exhibits are entered. Be sure to mark your Record Sheets with the type of project(s) you have entered.

Digital Photograph Guidelines:

1. If a photograph is taken with a digital camera and is just a straight forward photograph with no changes or augmentation, then it would be the same as one for the regular print board or salon print classes. To succeed as a digital image (as a separate classification) something more should be done to the photographic image.

2. All images are to be original images taken by the 4-H member. Photography exhibits are to be taken by the 4-H members between county project check-in to the next year's county project check-in.
3. Creative/Experimental print sizes must meet the size requirements of your chosen exhibit. It is recommended that the digital image be printed on photographic paper or very high quality copier paper. The paper quality will help in clarity and sharpness.
4. DIGITAL VS. FILM. Anything that can be done in a dark room, on an enlarger, can be done on a computer, i.e. cropping, color correction, parallax, etc. If an image is digitally altered beyond what can be done on the enlarger, i.e. adding different background, removing buildings or people, adding text, hand-coloring, etc. it should be entered in the "Creative/Experimental" Class. We realize this will be difficult to enforce. We ask your cooperation. We also realize the person with the expensive digital camera and high-powered computer has some advantages. By the same token the person with the expensive large format film camera that takes his processing to a custom lab has many advantages over the person with the inexpensive 35mm camera doing their processing at the local retail store.

EXHIBIT:

RECORD SHEETS – Only one completed Photography Record Sheet must be submitted with the project exhibit(s) at check-in time.

Categories:

Level 1—You may choose one from the list below:

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

✱**Black and White Prints:** "Capturing Memories" 10 black and white pictures, none of which is larger than 4"x6", nor smaller than 3½"x5", any subject, mounted on a background board 22"x28", displayed horizontally, on stiff backing covered with a solid sheet of plastic or sleeve. The poster must carry the title "Capturing Memories". It is recommended that you use and exhibit standard processing size. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development

✱**Color Prints:** "Experiences in Color" – 10 color pictures, none of which is larger than 4"x6" nor smaller than 3½"x5" any subject, mounted on a background board 22"x28", displayed horizontally, with stiff backing and covered with a solid sheet of plastic or in a sleeve. The poster must carry the title "Experiences in Color". It is recommended that you use and exhibit standard processing size. See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

Level 2 — You may choose two from the list below:

✱**Black and White Prints:** "Photography is Fun" – 10 black and white pictures, none of which is larger than 5"x7" nor smaller than 2"x3½", mounted on a background board 22"x28", displayed horizontally, with stiff backing and covered with a solid sheet of plastic or sleeve. The poster must carry the title "Photography is Fun". See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

✱**Color Prints:** "Adventures in Color" – 10 color pictures, none of which is larger than 5"x7" nor smaller than 2"x3½", mounted on a background board 22"x28", displayed horizontally, with stiff backing and covered with a solid sheet of plastic or sleeve. The poster must carry the title "Adventures in Color". See mounting and labeling instructions section. Your prints may be a mix of digital and/or standard development.

- ✘ Color Slides: "Slide Topics" – 12 slides mounted and numbered in a Slide View File sheet. The View File must carry the title "Slide Topics".
- ✘ Color or Black & White Salon Print: One black and white or one color print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount, displayed VERTICALLY and covered with a solid sheet of plastic or sleeve. No title recommended.
- ✘ Creative/Experimental – Black & White or Color Salon Print – One black and white or one color print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount, displayed VERTICALLY and covered with a solid sheet of plastic or sleeve. No title recommended. Attach the original print on the back of the salon board.

Level 3—You may choose two from the list below:

- ✘ Black and White Prints: 10 black and white pictures, none of which is larger than 8"x10" nor smaller than 2"x3½", mounted on a background board 22"x28", displayed horizontally, with stiff backing and covered with a solid sheet of plastic or sleeve. The poster must carry a title; use your own creativity. See mounting and labeling instructions section. Your prints may be a mix of digital, digitally enhanced and/or standard development.
- ✘ Color Prints: 10 color pictures, none of which is larger than 8"x10" nor smaller than 2"x3½", mounted on a background board 22"x28", displayed horizontally with stiff backing and covered with a solid sheet of plastic or sleeve. The poster must carry a title; use your own creativity. See mounting and labeling instructions section. Your prints may be a mix of digital, digitally enhanced and/or standard development.
- ✘ Color Slides: 12 slides mounted in Slide-View File sheet. The Slide-View File must carry a title, use your own creativity.
- ✘ Color or Black & White Salon Print: One black and white or one color print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically, mounted on a standard 16"x20" salon mount, displayed VERTICALLY and covered with a solid sheet of plastic or sleeve. No title recommended.
- ✘ Creative/Experimental – Black & White or Color Salon Print*: One black and white or one color print no smaller than 7"x9" nor larger than 11"x14", printed horizontally or vertically mounted on a standard 16"x20" salon mount, displayed VERTICALLY and covered with a solid sheet of plastic or sleeve. No title recommended. Attach the original print on the back of the salon board.
- ✘ Video: One ½ inch VHS, 8mm video tape or DVD on any appropriate subject. There is to be an introductory title and end with credits. Only a 3-5 minute segment will be judged. Have video cued to location for judging. Video tape or DVD must be identified with name of 4-H member, topic and date of production.

STATE FAIR ENTRY:

- ✘ Designates a State Fair entry possibility (See exhibit requirements). Counties may send two entries from Level 1, four entries from Level 2 and four entries from Level 3 for a total of ten exhibits. Being selected as a class winner may not be an automatic State Fair entry. The judge(s) will choose the best from each level.

SCRAPBOOK

DIVISION/GRADE:

Clover – Grades 3, 4, 5

Junior – Grades 6, 7, 8

Senior – Grades 9, 10, 11, 12

RULES:

1. Each scrapbook album will have a front and back cover with pages firmly attached between the covers. The page layout must be left-to-right like a book. Exhibit tag can go on inside front cover, so that it does not ruin the outside album cover.
2. All scrapbook albums and pages must be at least 8"x10" in size. Page protectors are required. Personal handwriting is encouraged, but not required.
3. Each scrapbook album will have 10 pages completed for judging. Pages to be judged should be "flagged" with sticky note paper. If no pages are marked for judging, the first 10 pages in the scrapbook will be judged.
4. One side of the album page counts as one page for judging (ex. 5 pages completed front and back equals 10 finished pages).
5. Photographs must be included in each scrapbook album, but not necessarily on each page. Memorabilia is optional for the Clover level, but required for Junior and Senior levels. Junior and Senior levels must include two to three pieces of memorabilia within the ten pages. Some pages may only contain photographs, while others may contain only memorabilia.
6. The scrapbook album must demonstrate a good sense of the entire project and what it means to preserve memories.

EXHIBIT:

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

Clover: Labeling of photographs and memorabilia with names, dates, places, etc.

Junior: Clover requirements PLUS capturing your memories with captions and words recording the happenings of the photographs and memorabilia.

Senior: Clover and Junior requirements PLUS storytelling – writing your thoughts and feelings and telling a complete story or memory on most pages. (Not every photo has a complete story, so choose the ones deserving of this when you are thinking of your page designs. It is acceptable to put several photographs on a page and just use one of them to tell a story. Label or caption the others on the page.)

Note: Incomplete or unfinished pages will not be eligible for judging or count toward your ten-page total.

NO STATE FAIR ENTRY.

SEWING

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. The sewing exhibit must be made by the 4-H member for the 4-H member.
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2. A 4-H member only needs to complete one record sheet for the Sewing project even if they have a Wearable and Non-Wearable exhibit. Sewing Wearables grades 3—7 are judged by GRADE LEVEL. Grades 8—12 are judged by the six Fashion Review Categories, (Informal or Casual Wear, Dress-Up, Free Choice, Suit or Coat, Separates, and Formal Wear). All Sewing Non-Wearables are judged by GRADE LEVEL.
3. All garments must be “Category Appropriate” to match the criteria for each sewing level. (i.e. a 5th grade sundress should be a sundress, and not a formal-type dress suitable for the “Dress Up” category).
4. **Seams must be finished.** “Pinked” edges (fabric edges that have been cut with pinking shears) are acceptable for Level A (Grades 3 and 4) projects. For all other Levels and Grades, seams must be finished either with a stitch (straight stitch, zig-zag, serged, etc.) Hong Kong seam finish, or other acceptable method of finishing a seam to ensure that it does not ravel.
5. Definition of an outfit is a garment or garments that when put together make a complete look – such as one or two piece dress, or one or two piece pant suit, or a three piece combination, such as pants, vest and blouse or shirt.
- *6. Advanced Sewing Wearable Exhibits (Grades 8 through 12).
 - a. **Informal or Casual Wear:** A complete outfit of 1 or 2 pieces suitable for school, weekend, or casual, informal activities.
 - b. **Dress Up:** This is suitable for special, church, or social occasions that are not considered to be formal. It may be an outfit of one or more pieces with or without its own costume coat or jacket (lined or unlined). This is not an outfit that would be worn to school, weekend, or casual, informal activities.
 - c. **Free Choice:** A complete outfit comprised of garments that do not fit in the other classifications. Examples include: tennis wear, swim wear, athletic or sportswear, lounge wear, riding habits, historic, dance, theatrical, or international costumes, capes and unlined coats.
 - d. **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.
 - e. **Separates:** Consists of three garments that must be worn as a coordinated complete outfit. Each piece should be versatile enough to be worn with other garments.
 - f. **Formal Wear:** This outfit may be one or more pieces suitable for any formal occasion, such as proms, weddings, and formal evening functions.

Note: A member may exhibit an outfit in each of the 6 categories if they choose. However, only 1 State Fair entry/4-H member will be allowed.

- A checklist for the sewing skills used in your Sewing Wearable and Non-Wearable exhibits MUST be attached to your garment(s). This checklist is the second page of your record sheet. If desired, pattern envelopes and instructions may be brought with you at the time of judging. However, it is not necessary to turn the pattern envelope and instructions in with your project.
- *7. Woven cotton or cotton-blend fabrics are suggested for Grades 3 through 5.
- *8. Bring your sewing wearable exhibit to the fair on appropriate, swivel-hook hanger(s). Jacket on suit hanger, skirt and pants on clip hangers, etc.

EXHIBIT:

RECORD SHEET – A completed Sewing Record Sheet must be submitted with the project exhibit at check-in time. Only one completed Record Sheet is necessary even if you are turning in both a Wearable and Non-Wearable Exhibit

Level A (Grade 3):

Seams Must Be Finished.

Include at least 2 skills in the exhibit:

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

Wearable: Elastic waist shorts, pants OR skirt with fold over casing; no pockets.

Non-Wearable: Simple pillow sham with lapped back opening and purchased pillow form (following instructions provided in manual) OR simple tote bag with handles or drawstring.

Action Demonstration.

Level A (Grade 4):

Seams Must Be Finished.

Include at least 2 skills in the exhibit:

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

***Wearable:** Shorts, pants, OR skirt with waistband or facing, or partial elastic waistband (not a full elastic waistband) OR simple shirt or top OR BBQ apron.

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

Action Demonstration.

Level B (Grade 5):

Seams must be finished on all exposed seams (except knits). Interfacing, understitching and trimming should be used when appropriate.

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

- **Match fabric design**
- **Do a machine blind hem**
- **Gather fabric**
- **Apply machine topstitching**
- **Insert a zipper**
- **Do a machine topstitched hem**
- **Use a drawstring**
- **Sew with knit**
- **Hand-stitch a hem**
- **Insert elastic**

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- Sew a simple sleeve
- Apply facings
- Use a simple lining
- Apply purchased trim or ribbing
- Sew buttons
- Sew patch or inseam pockets
- Apply binding
- Use batting

Wearable: Simple shirt with sleeves OR sundress OR jumper OR simple 2 piece pajamas.

Non-Wearable: Pillow lap quilt (quillow) OR structured duffel bag, tote bag or backpack, OR sewn hat.

Action Demonstration.

Level B (Grade 6):

Seams must be finished on all exposed seams (except knits). Interfacing, under stitching and trimming should be used when appropriate.

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

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

Wearable: Two garments that can be worn together.

***Non-Wearable:** Pillow sham with button or zipper closing, appliquéd design, piping or ruffle; OR tote bag with zipper or duffel bag with zipper, pockets, and lining; OR doll or pet clothes; OR construction techniques sample notebook (following instructions provided in manual). If you choose the "pillow sham" option, you must make your own pillow form (no purchased forms) to put the sham on.

Action Demonstration.

Level C (Grade 7):

Seams must be finished on all exposed seams (except knits). Interfacing, understitching, and trimming should be used when appropriate.

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

- Make darts
- Insert a fly front zipper
- Set in sleeves
- Do machine quilting
- Sew facing
- Do a hand-stitched hem
- Apply ribbing
- Do a machine topstitched hem
- Apply a collar
- Do a machine blind hem
- Sew on buttons
- Attach cuffs
- Use doll joints
- Apply binding
- Apply inseam pockets
- Sew lining
- Apply front hip pockets
- Apply ruffles
- Match fabric design
- Insert piping

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- Apply trims
- Make buttonholes
- Apply machine or hand appliqué
- Use fiberfill
- Apply machine topstitching
- Apply patch pockets
- Use a twin needle
- Insert a lapped zipper
- Insert an invisible zipper
- Apply tucks/pleats
- Insert a separating zipper
- Construct with a serger
- Apply machine embroidery

Wearable: School or sports outfit. Can be one or more pieces.

***Non-Wearable:** Dressed, jointed (with sockets) stuffed animal OR sewn item for holiday or special occasion OR construction techniques sample notebook (following instructions provided in manual).

Action Demonstration

Level C (Grades 8 & 9):

**Seams must be finished on all exposed seams (except knits and non-raveling specialty fabrics).
Interfacing, understitching and trimming should be used when appropriate.**

In addition, choose at least 6 of these skills for each sewn exhibit:

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

Wearable: Same as Fashion Revue categories. (Refer to rule # 5 under Sewing.)

Non-Wearable: Sewn items for your home OR construction techniques sample notebook OR sewing machine survey. (Follow instructions provided in manual.)

Action Demonstration.

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Level D (Grades 10 – 12)

Seams must be finished on all exposed seams (except knits and non-raveling specialty fabrics).

Interfacing, understitching and trimming should be used when appropriate.

In addition, choose at least 6 of the skills for each sewn exhibit:

- **Make darts**
- **Make tucks**
- **Add lining**
- **Add facings**
- **Add plackets**
- **Add lapels**
- **Make sleeves**
- **Add gathers**
- **Apply trim**
- **Apply ribbing**
- **Add a drawstring**
- **Use shaped seams**
- **Use fiberfill and/or batting**
- **Add a waistband**
- **Add patch pockets**
- **Add front hip pockets**
- **Match fabric design**
- **Make shoulder pads**
- **Apply machine embroidery**
- **Attach cuffs**
- **Make pleats**
- **Insert elastic**
- **Add boning**
- **Apply a collar**
- **Insert piping**
- **Make a neckband**
- **Add vents**
- **Sew buttons**
- **Add underlining**
- **Add ruffles**
- **Sew with knit**
- **Make button loops**
- **Do hand beading**
- **Add inseam pockets**
- **Add welt pockets**
- **Use twin needle**
- **Create bound edges**
- **Hand/machine beading**
- **Do machine or hand quilting**
- **Apply machine or hand appliqué**
- **Apply machine topstitching**
- **Insert an invisible zipper**
- **Insert a separating zipper**
- **Insert a fly front zipper**
- **Insert a lapped zipper**
- **Insert a hand picked zipper**
- **Do a machine topstitched hem**
- **Do a machine blind hem**
- **Do a hand-stitched hem**
- **Make self-covered buttons**
- **Use specialty threads**
- **Make self-enclosed seams**
- **Sew with difficult fabric**
- **Construct with a serger**
- **Make machine buttonholes**
- **Make bound buttonholes**
- **Coordination of fabric for quilted item**
- **Make a reversible item**
- **Piece quilted item**
- **Other skills not listed above**

Wearable: Same as Fashion Revue categories. (Refer to rule #6 under Sewing.)

Non-Wearable: Sewn items for your home OR construction techniques sample notebook OR sewing machine survey. (Following instructions provided in manual.)

Action Demonstration.

STATE FAIR ENTRY: Two exhibits per grade, one wearable and one non-wearable, in grades 3-7. For grades 8-12, one wearable Fashion Revue category and one non-wearable per grade level.

SEWING FOR FUN

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. Exhibits must be primarily machine sewn. If the project is not primarily machine sewn, it should be entered in the appropriate category of the Arts and Crafts project. If you have any questions, please call the Extension Office and ask for clarification prior to judging week.
2. The item must not be eligible for exhibit in the 4-H Arts and Crafts project.
 - a. Hand sewn needlecraft must be exhibited in the Needlecraft section of the Arts and Crafts project.
 - b. Stuffed Animals and Cloth Dolls are to be exhibited in Any Other Crafts.
3. The item must not be eligible for exhibit in the 4-H Sewing Project – Wearable and/or Non-Wearable categories.
 - a. Check the Sewing exhibits for your grade level to make sure that your Sewing for Fun exhibit does not fit into the Wearable and/or Non-Wearable categories. If so, it must be exhibited in the Sewing project.
4. Attach a 3"x5" card to your project detailing the purpose and intended use of your project. Also, include fiber content and explanation of care for the item (ex. Machine wash, cold water, hang to dry, etc.) and any other information that you think would be helpful to the judge.

EXHIBIT:

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

1. One article or set of related articles.

NO STATE FAIR ENTRY.

SHOOTING SPORTS

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

The Shooting Sports program will be conducted in a county club setting. The following disciplines shall be offered when a minimum of six (6) 4-H members have requested a specific discipline and a certified instructor is available to the club.

- | | |
|------------|-------------------|
| 1. Shotgun | 4. Archery |
| 2. Rifle | 5. Muzzle Loading |
| 3. Handgun | 6. Wildlife |

RULES:

1. No firearms, bows, arrows, ammunition, or parts of these items are allowed on the Johnson County 4-H Fairgrounds. Projects involving firearms, bows, arrows or ammunition may be exhibited as a photographic display on a poster or in a notebook following grade level guidelines. **For the safety of all fairgoers, do not include any of the following in your exhibit:**
 - Firearm
 - Usable ammunition
 - Complete arrow
 - Live ammunition
 - Bow
 - Arrowhead

** Any ammunition or arrows used in your exhibit must be completely inert (unusable).
2. All 4-H members are strongly encouraged to participate in an Indiana Hunter Safety Education Program. More information can be found on the following website: www.inhea.com.
3. 4-H members are strongly encouraged to attend and participate in at least 75% of the county club meetings.
4. 4-H members must compile a class notebook and maintain its clean and neat appearance. The leaders will check these notebooks.
5. Create an exhibit that shows the public what you learned in shooting sports education this year.
6. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules. Title your exhibit with one of the following: archery, hunting, muzzleloading, pistol, rifle, shotgun, or shooting sports. You can use a subtitle, if you wish.
7. Exhibits may include posters, notebooks, display boxes or handmade items according to the appropriate level exhibit guidelines.
8. Notebooks must include detailed information about how the project was completed with photographs documenting the work. Photographs are encouraged as they help the judges see the progress and the finished product. The notebook must include research, planning, costs, and an explanation of how the final project will be used.
9. Display boxes (shadow box) must be no larger than 18 x 18 x 36 inches, and displayed horizontally.
10. Handmade items must include information explaining how the project was made and its intended use.

EXHIBIT:

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

Level 1:

Poster showing what was learned in the 4-H Shooting Sports project.

Level 2:

Choose one of the following options.

Exhibits **MUST** meet the size restrictions or be presented in a notebook. All exhibits, other than posters, must include an explanation of costs (time & money) and procedures (explaining what you did, your research, planning, and how you will use the finished product).

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

Level 3:

Choose one of the following options.

All exhibits, other than posters, must include an explanation of costs (time and money) and procedures (your research, planning, and how you will use the finished product).

1. Poster.
2. Project or model (may be any size) and explanation of costs and procedure.
3. Notebook showing how a shooting sports item was made, or project completed. Include picture of the item or project and explanation of costs and procedures.

*Independent Study:

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

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

STATE FAIR ENTRY: One exhibit per Level will be selected.

*SMALL ENGINES

DIVISION/GRADE:

Level 1 – Grades 3, 4, 5

Level 2 – Grades 6, 7, 8

Level 3 – Grades 9, 10, 11, 12

RULES:

1. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
2. The actual small engine may be displayed. It must be mounted on a stable base no larger than 30"x30". For safety reasons, all fluids (fuel and oil) must be removed.
3. Choose one of the topics listed below, appropriate for your grade in school, and create an educational display based on what you learned from the activity.

NOTE: it is strongly suggested that a notebook with details and pictures of what was done to the engine accompany the display.

EXHIBIT:

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

Level 1 (Grades 3, 4, and 5)

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

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

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

Level 2 (Grades 6, 7, and 8)

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

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

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

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

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

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

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

STATE FAIR ENTRY: One exhibit per Level will be selected.

SOIL AND WATER CONSERVATION

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
- Independent Study – Grades 9, 10, 11, 12

RULES:

1. Create an exhibit that shows the public what you learned in the Soil & Water Conservation project this year.
2. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
3. Choose one of the topics listed below, appropriate for your grade in school, and create a poster based on what you learned from the activity. **Use that topic for your exhibit title**, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

EXHIBIT:

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

Level A

Display a poster based on one of the following activities from your 4-H manual.

- 1a – Designer Soils – Show how you completed this experiment and what you found. Include results of “discovery” questions (found on page 2) and photos of your experiment on the poster.
- 4a – Grasses are Great! – Make a poster as described in this activity. Include answers to the “discovery” questions (found on page 15). Display pictures or samples of each grain on your poster. Explain how grasses need soil and water to grow.
- 5a – Water Erosion in a Box – Show how you completed this experiment and explain what you found. Include answers to “discovery” questions (found on page 20) and photos of your experiment. Include an explanation of water erosion.
- 5b – Splash Erosion – Show how you completed this experiment and explain what you found. Include photos of your experiment. Include an explanation of splash erosion.
- 6c – Conservation Reporter – Interview an adult using the questions given in the activity (page 27) and any others that seem appropriate. Include interview questions and answers on your poster. Include photographs (5 x 7 or smaller) of both the person(s) you interviewed and the conservation practice(s).

Level B

Display a poster and/or videotape based on one of the following activities from your 4-H manual.

- 4a – Dried Fruit Snacks – Show how you completed this activity. Include your data sheet (copy or make your own) and show your calculations.
- 5a – Figuring Factors of Soil Erosion – Show how different soil surface factors affect erosion. Include your answers to the questions in the activity and pictures or drawings.

- 6a – How Do Conservation Practices Work? – Follow the poster requirements given in the manual.
- 7b – Cabbage Juice pH Indicator – Show how acidity varies in different substances. Include the table (copy or make your own).
- 10a – Conservation Celebrities – Interview four people with different conservation careers as described in your manual. Take pictures of each person you interview.

Level C

- Display a poster and/or videotape and/or build a model (22"x28"x10" maximum) based on one of the following activities from your 4-H manual.
- 2a – Where in the World is Carmen... – Exhibit the items that you created in doing this activity, as explained in the manual.
 - 5a – Use the USLE! – Show fairgoers how to Use the USLE. Include your worksheet.
 - 6b – Cover Me! – Show how surface cover can be estimated using the simple method given in this activity and describe one other method used (from Get Real!).
 - 8a – Frogs, Dragonflies, and Cattails – Show what you did and what you learned in completing this activity. Pictures or drawings can help tell the story.
 - 8b – Marsh Modeling – Build a model, collage, or diorama showing a wetland as required in your manual.
 - 9a – Build a Secchi Disk – Show how you built and used your Secchi Disk. Include your expenses (copy the chart or make your own). Include a picture or drawing of your disk.

Level D

- Display a poster and/or videotape and/or build a model (22"x28"x10" maximum) based on one of the following activities from your 4-H manual.
- 1a – Nominate a State Soil – Exhibit your nomination for a state soil. Include any materials you prepared and who you shared your nomination with.
 - 1b – Positive Progress – Show what is being done in your community to conserve soil. Include answers to the questions given in the activity.
 - 2a – Mini-monoliths – Prepare and display three mini-monoliths.
 - 2c – Clod Comparisons – Compare two different soils as described in the activity. Include your density measurements and calculations. Use the tables given or make your own. Answer the Discovery Questions.
 - 3a – Earthworm Census – Compare earthworm populations in soils under two different management practices. Answer the questions in the activity.
 - 3b – Soil Slides – Display the results of your soil slide experiment. Give your hypothesis, results, and conclusions.
 - 6a – Write a Conservation Plan – Exhibit your base map, overlays, tables, and other information you compiled to complete this activity.
 - 6b – Make a Model – Make a model of a watershed representing plants, soils, water, at least three conservation practices, and other structures.

Independent Study

Advanced topic – Learn all you can about a soil/water topic of your choice. Include a short manuscript, pictures, graphs, and list the references you used to describe what you did and what you learned. Title your poster, "Advanced Soil & Water Conservation".

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

STATE FAIR ENTRY: 1 exhibit per level.

SPORTFISHING

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. Create an exhibit that shows the public what you learned in the sportfishing project this year.
2. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
3. Choose one of the topics listed below, appropriate for your grade in school, and create a poster based on what you learned from the activity. Use that topic for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish.

EXHIBIT:

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

Level 1

Exhibit a poster based on the following activities:

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

Level 2

Exhibit a poster based on the following activities:

- A Different Spin – Display a picture of you while casting and a completed Casting Record and Spinning Reel Parts diagram. Also, answer the Working the Lure and Setting the Hook questions. (You may copy the ones in your manual or make your own.)
- A Fine Kettle of Fish – Show a drawing or photograph of you cooking fish. Include your recipe and, if possible, pictures of you cleaning and/or cooking your fish.
- Clean up the Litterbug – Complete and display the chart shown on page 24 in the manual. Draw or take a photo of the fishing place that you cleaned up (before and after).
- The Woolly Bugger – Take pictures or make drawings to show how a woolly bugger is made. Answer the Casting Out and Working the Lure questions.
- A Fish by Design – Draw, take pictures, or find pictures on the Internet or in magazines to show (and identify) different mouth/feeding fish, body shapes, and fish with different coloration. Briefly explain (3-5 sentences or bullet points) why fish have different mouths, body shapes, and coloration.

Level 3

Exhibit a poster based on the following activities:

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

Independent Study

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

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

STATE FAIR ENTRY: 1 exhibit per level.

SPORTS

DIVISION/GRADE:

Clover – Grades 3, 4, 5

Junior – Grades 6, 7, 8

Senior – Grades 9, 10, 11, 12

RULES:

1. Exhibits will be judged in Clover, Junior and Senior age groups.
2. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.

EXHIBIT:

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

1. A poster or notebook showing what you have learned in your sport. Include on the poster or in the notebook, a brief story (no more than 1 page) telling your experiences in learning about the sport such as why you chose the sport, where you learned about or how to play the sport, how learning about or playing in this sport will be helpful to you.
2. Senior Age Exhibitors also have one additional exhibit option:
 - a video showing 4-H member in sport showing/explaining/teaching techniques or
 - other info on sport with a one page sheet explaining video.

NO STATE FAIR ENTRY.

STAMP COLLECTING

DIVISION/GRADE:

Clover – Grades 3, 4, 5

Junior – Grades 6, 7, 8

Senior – Grades 9, 10, 11, 12

RULES:

1. Collection will be taken home after the judging.
2. Exhibit a collection of postage stamps in a topic such as History of the United States, Agriculture, Animals, Birds, or a topic of your choice. The topics may relate to first day issues, plate number blocks, new issues, postmark collection, etc. One page of the same stamp counts as one issue, not different stamps.
3. Use a notebook to contain collection. Neatly hand write, print, type or computer generate information for the notebook. Work must be done by the exhibitor.
4. Information must be included about the topic chosen. This may be a paragraph to a page.
5. Provide information on the background of each postage stamp or set in the collection or person(s) on stamp or set. This information may be a paragraph to a page in length.
6. Postage stamps must be attached with hinges or in clear plastic stamp sleeve that is hinged. Mounted stamps do not have to be hinged but used stamps must be attached with hinges.

Previous years' collections should be brought to judging but only the current year's collection will be judged.

EXHIBIT:

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

Clover – A collection of 10-14 items with information on topic and each postage stamp or postage stamp set.

Junior – A collection of 15-19 items with information on topic and each postage stamp or postage stamp set.

Senior – A collection of 20-30 items with information on topic and each postage stamp or postage stamp set.

NO STATE FAIR ENTRY.

STRAWBERRY

DIVISION/GRADE:

Division I – Grades 3, 4, 5

Division II – Grades 6, 7, 8

Division III – Grades 9, 10, 11, 12

EXHIBIT:

RECORD SHEETS – A completed Strawberry Record Sheet, Financial Report and Work Record must be submitted with project exhibit at check-in time.

Division I

1. Plant a small number of plants the first year – 25 to 100.
 2. Go on a tour of strawberry patches that belong to other 4-H members or local farms. Take the tour during mid-June to mid-July so the plants will have had a chance to grow.
 3. Complete as much of your strawberry record as you can.
- Exhibit first year plants. One potted plant, with runners, from your strawberry patch and a picture of your strawberry patch. Place name on picture and securely attach to plant container.

Division II

1. Go on a tour of strawberry patches that belong to other 4-H members or local farms.
 2. Complete your strawberry record.
- Exhibit Berries that you harvest from your own plants. Your fruiting strawberry plants--judged at harvest time. One quart of unsweetened, frozen strawberries from your patch. Berries are to be exhibited whole, with cap and about ½" stem. **Exhibits are to be taken home immediately after judging.**

Division III and above

1. Continue with your renovated strawberry patches, keeping accurate production records.
 2. Develop a variety, spacing or fertility trial comparison plot, keeping accurate records. Go on a tour of the experimental plots of other 4-H members or local farms.
- Exhibit First year of trials: Berries you harvest from your renovated berry patch and/or your experimental plots or renovated planting.
Second year of trials: Berries from each of your plots. Plantings in your experiment.

NO STATE FAIR ENTRY.

TRACTOR

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. The subject matter content for your exhibit must correspond with the subject matter content found in your appropriate level of manual.

EXHIBIT:

RECORD SHEETS – A completed Tractor Record Sheet must be submitted at the Tractor Operator's Contest for those participating in the contest. Those exhibiting posters, notebook reports or display boards must submit the completed Record Sheet with poster.

To complete the Tractor Project, a member must complete one of the following options:

1. Drive in the County Tractor Operator's Contest.
2. Exhibit an educational poster on a topic in the tractor manual level the member is enrolled in. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
3. Notebook Report – must include detailed information about how the project was completed with photographs documenting the work. Photographs are encouraged as they help the judges see the progress and the finished product.
4. Display Board – Display boards differ from a poster in that real objects are normally used rather than drawings or pictures. Three dimensional items are attached to the board.
5. Action Demonstration.

STATE FAIR ENTRY: One exhibit from each level.

WEATHER

DIVISION/GRADE:

Level 1 – Grades 3, 4

Level 2 – Grades 5, 6

Level 3 – Grades 7, 8, 9

Level 4 – Grade 10

Independent Study – Grades 11, 12

RULES:

1. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
2. Create an exhibit that shows the public what you learned in the weather project this year.

EXHIBIT:

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

Level 1:

Grade 3: Exhibit the colored Weather Poster on a poster (22"x28") with the following items identified: weather vane, wind sock, airport, wind cone, airplane, helicopter, thermometer, rain gauge, stop watch, and meteorologist.

***Grade 4:** Explain two (2) of the Experiments with Weather-makers (page 3-7) using text and drawings or pictures to create an educational poster. Title your exhibit: Experiments with Weather-Makers. Record weather information for at least two weeks on the "Weather Information Sheet" (4-H-346a-W) from your manual, and attach it to your poster.

Level 2:

• Include two Weather Record Sheets and photographs of three of your weather instruments, as described in Weather

***Grade 5:** Use pictures (drawn or photographs) and descriptive text to show how to make and use one of the weather instruments described in your manual (4-H 379). Title your exhibit: How to Make and Use a Weather Instrument. Use your home-made instrument and display the data you collected for one week using your weather instrument. You can make your own weather data sheet or download 4-H 379b-W, available from the 4-H website, www.four-h.purdue.edu

***Grade 6:** Make or purchase weather instruments and collect data as indicated in the Weather Record and follow the exhibit instructions. (4-H 379, pages 12 and 13). Title your exhibit: Weather Instruments. Include two Weather Record Sheets 4-H 379c-W available from the 4-H website, www.four-h.purdue.edu and photographs of three of your weather instruments, as described in Weather II manual. Home-made instruments are preferred.

Level 3:

• Create an educational exhibit describing one of the following weather topics as described under Exhibit Ideas in your Weather III manual (page 10). Use your creativity and originality, and your own words. Do not just copy out of the books or off the Internet. When using words or pictures from books or the Internet, you **must** list your references. Pictures that you have taken are preferred, especially when exhibiting information about clouds. Title your poster exhibit, Weather III, with a subtitle listing the topic you chose.

Choose a different topic each year.

(Continued on page 131)

- How clouds are formed
- Rain-Snow-Sleet-Lightning (or similar topic)
- Damages caused by weather
- Safety procedures and weather
- Cloud seeding
- Seasons
- Formation of fronts
- An interview with a Meteorologist
- Differences between F-scale and EF-scale tornado ratings.

Grade 7 (only): include "Signs I Have Seen" (4-H 399, page 13).

Level 4:

Grade 10: Exhibit a winter or summer sequence station model by following the daily forecast sequence in your manual (page 14 & 23, 4-H 426). Title your exhibit, "Weather IV" and subtitle listing the weather sequence (winter or summer). Use the correct information and symbols for the following entries:

- | | |
|----------------------------------|--------------------------|
| 1. Wind direction and speed | 5. Air temperature |
| 2. Cloud cover in station circle | 6. Dew point temperature |
| 3. Visibility | 7. Pressure tendency |
| 4. Present weather | |

Note: 4-H Members should only include these 7 entries, otherwise the poster is too crowded and difficult to read. The guidelines for Level 4 must be followed explicitly.

Independent Study:

Grades 11 & 12:

Research – Choose a topic from the list below, find another interesting weather-related topic to research, or mentor a younger 4-H member enrolled in the Weather project. Learn all you can about your topic and present it on an educational poster. Use your creativity, originality, and your own words. When using words or pictures from books or the Internet, you must list your references! Include a short manuscript, pictures, graphs, and list the works cited to describe what you did and what you learned. Title your poster, "Advanced Weather" with a subtitle (e.g., El Nino). Suggestions for project include:

- El Nino and its affect on the world
- Barometric Pressure – how it affects humans & animals
- Weather Phenomena
- The effects of the moon & tides on weather
- Storms: tornadoes, hurricanes, thunder storms, blizzards, northern lights, etc.
- Global warming or the "greenhouse" effect
- How changes in computer technology have helped weather: (computer) modeling, what they mean, types available, etc.

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

STATE FAIR ENTRY: One exhibit for each Level will be selected.

WILDLIFE

DIVISION/GRADE:

Level A – Grades 3, 4

Level B – Grades 5, 6

Level C – Grades 7, 8, 9

Level D – Grades 10, 11, 12

Independent Study – Grades 9, 10, 11, 12

RULES:

1. Refer to poster section on page 24 for poster requirements. All posters must comply with these rules.
2. Create an exhibit that shows the public what you learned in the wildlife project this year.
3. Choose one of the topics listed below, appropriate for your grade in school, and use that topic for your exhibit title, so the judges know which activity you completed. You can also use a creative sub-title if you wish.
4. 4-H members must choose a different activity each year except for the Level D Wildlife Management plan, which may be expanded upon in subsequent years.

EXHIBIT:

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

Level A

*Grade 3 – Section 5 activity – Color the poster and 12 featured species (4-H903a). Cut out the animal pictures and appropriately place on the poster in the habitat where you would expect to find them. Each animal should have a label identifying the animal and the habitat(s) it may be found in. **Remember that the overall poster should be 22"x28".

Grade 4 – Present what you learned, on a poster or in a notebook, from one of the following sections:

- **Section 7: How We Grow** – Show how six (6) of the 12 featured species grow by listing the name of the young and a picture of the adult animal (as in your manual). You may draw your pictures, copy the pages in your manual, ask at your Extension Office for the animal pictures that came with the poster for 3rd grades or find pictures in a magazine, on the Internet, or from some other source.
- **Section 8: Food Chains** – Show the six (6) food chains from the activity in your book and identify what foods each animal eats. Put the animals in correct 'food chain' order. Use pictures from any source available to you; copy your manual, magazines, drawing, on the Internet, or from some other source.
- **Sections 9-11: Bird Observations** – Show your feeder or birdbath (draw or photo), tell where it is located and include a 2 week tally sheet showing bird activity. If you observed a bird feeder, describe the types of food you used.

Level B

Present the information, on a poster or in a notebook, given in one of the following sections:

- **Section 1: Habitats** – Show good habitat and poor habitat for three of the 12 common Indiana wildlife species. You can use a photograph, make your own drawing, etc.
- **Section 8: The Food Web** – Present a food web using pictures you find in magazines or that you draw. Label the producers, consumers, decomposers, etc. Use wildlife found in Indiana.
- **Sections 9-12: Animal Adaptations** – Show physical adaptations of three to five animals and list the purpose that the adaptation serves. For example: cracker beak for eating seeds; long legs for wading, heavy coat to withstand cold temperatures, etc. You may use your own drawings, pictures, from magazines or other sources or copy the drawings from your manual. Use wildlife found in Indiana.

Level C (Grades 7, 8, 9)

Present the information given in one of the following sections on a poster or in a notebook:

Use wildlife found in the United States.

- ***Section 3: Habitat, Activity 1** – Show how the four wildlife habitat requirements are provided to a wild animal on an aerial photo or topographic map of an Indiana landscape (from the Internet, a Soil & Water Conservation Office, County Engineer, or soil survey).
- **Section 3: Layering, Activity 4** – Show a horizontal layering scene for a wildlife setting. Explain how layering is used by wildlife in nature. You may sketch the pictures, take a photograph, find and label pictures from a magazine, etc. It is suggested that you use one ecosystem in your exhibit.
- **Section 4: Wildlife by Numbers** – Present one or more of the concepts from this section (carrying capacity & population dynamics & reproduction & critical life stages) to show fairgoers how animal population rates are affected.
- **Section 5: Animal Interactions** – Combine what you learned in Activities 2 and 3 to describe human impact on wildlife with reference to your local historical information.
- **Section 6: Who Manages Indiana Wildlife?** – Choose one of the following:
Activity 1 – Design a new Indiana environmental license plate using wildlife native to Indiana. Explain why you chose your design and give information about what the environmental license plate program is all about.
Activity 4 – write a management plan for one of the species listed in this activity. Be sure to address all the items in this activity.
- **Section 7: Careers** – Profile a person that works with and for native Indiana wildlife (examples include, but are not limited to, IDNR, Fish & Wildlife, Forestry, Conservation Officers, Biologists, Volunteers). Use the topics listed in the activities and any others you can think of. Be sure to address all the items listed in the activity.

Level D

Present the information given in one of the following sections on a poster or in a notebook: Focus on wildlife found in the United States.

- **Section 1: Wildlife Management, Activity 1** – Write a wildlife management plan. Include all the information requested in this section. You may present this topic multiple years if you include the following items:
 - Evaluate your first year's plan (what worked and what didn't)
 - Expand on your plan by adding land and/or species to be managed.
- **Section 1: Wildlife Management, Activity 2** – Outdoor lab – present the development or improvement you did for an outdoor lab.
- **Section 2: Careers, Activities 1 and 3-5** – Choose one of the activities to complete and present what you did and learned. May only do this section one (1) year.
- **Section 3: Current Wildlife Topics, Activities 1-5** – Choose one of these activities to complete and present what you did and learned. May only do this section one (1) year.

Independent Study

Advanced Topic – Learn all you can about a wildlife topic of your choice and present it on a poster. Include a short manuscript, pictures, graphs, and list the references you used to describe what you did and what you learned. Title your poster, "Advanced Wildlife."

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

STATE FAIR ENTRY: One exhibit per level will be selected.

WOODWORKING

DIVISION/GRADE:

- Level 1 – Grades 3, 4
- Level 2 – Grades 5, 6
- Level 3 – Grades 7, 8, 9
- Level 4 – Grades 10, 11, 12

RULES:

1. Members are encouraged to make articles that are more difficult each year that they are enrolled in the project.
2. Attach to your exhibit the plan used for building your exhibit (Does not have to be a blueprint). Suggested methods of attachment are string, ribbon or zip-tie.

EXHIBIT:

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

Level 1

1. Exhibit one article made according to the guidelines in the Level 1 manual to the plans in the manual or the additional plans provided. Tools that pose limited safety concerns can be used to complete the exhibit. Examples include: all hand tools, and power tools such as: power screwdriver, pad sander, cordless drill. Tools that pose greater potential for injuries should not be used. Examples include: table saw, router, band saw.
OR
2. Exhibit a poster on any topic covered in the Level 1 manual.

Level 2

1. Exhibit one article made using the plans in the Level 2 manual plans, additional plans, or one that uses the skills discussed in either Level 1 or 2. Tools that pose limited safety concerns can be used to complete the exhibit. Examples include: all hand tools, and power tools such as: power screwdriver, pad sander, cordless drill. Tools that pose greater potential for injuries should not be used. Examples include: table saw, router, band saw.
OR
2. Exhibit a poster on any topic covered in the Level 2 manual.

Level 3

1. Exhibit one article of your choice. The project should use only those skills and tools covered in Level 1, 2 and 3.
OR
2. Exhibit a poster on any topic covered in the Level 3 manual.

Level 4

1. Exhibit one article of your choice. The project should use only those skills and tools covered in Levels 1, 2, 3 and 4.
OR
2. Exhibit a poster on any topic covered in the Level 4 manual.

STATE FAIR ENTRY: One State Fair entry per level.