County Fair
Exhibit Ideas
**Animal Science**

**Horseless Horse**

*Requirement:*
Must be enrolled in the Horseless Horse project to exhibit in this class
Exhibits may be a model poster scrapbook essay and or article the exhibit should show or explain something the 4-H member has made, done or learned in the project
Exhibits are conference judged on entry day in the 4-H building

*Exhibit Suggestions*
- Poster identifying parts of a horse/pony
- Poster identifying nutritional needs of a horse/pony
- Poster showing equipment needed for caring for a horse/pony
- Poster showing the diseases of a horse
- Record of your experience with a horse/pony
- Scrapbook with a description of a horse/ponies needs, history and habits
- Accessory you have made for a horse/pony
- Carrier or equipment you have made for a horse/pony

**Exploring Animals**
Exhibits are conference judged on entry day in the 4-H building

- Poster identifying parts of an animal
- Poster identifying nutritional needs of an animal
- Poster showing different breeds of an animal
- Poster showing equipment needed for caring for your animal
- Poster showing diseases of an animal
- Record of your experiences with an animal
- Scrapbook with a description of the animals needs, history and habits
- Accessory you have made for an animal
- Carrier or equipment you have made for an animal

**Veterinary Science**

*Requirements:*
- Exhibit may include models, diagrams, actual items and/or written articles.

*Exhibit Suggestions:*
- Diagram of your favorite animal with anatomy
- Display or binder on diseases of animals, ringworm, heartworm, displaced abomasums, hip dysphasia, scour, etc.

**Exploring Animals**

*Requirements:*
- This area is for 4-Hers who wish to learn more about a given specie. Animal ownership is not required.
- 4-Hers enrolled in Exploring Animals, Beef, Dairy, Goat, Poultry, Rabbit, Sheep or Swine may exhibit in this category.

*Exhibit Suggestions:*
- An educational exhibit to show or explain something 4-H’er made, did, learned, or may explore consumer issues, breeds or careers.

**Cat**

*Requirements:*
- A cat may be entered in the cat show or the pet show, not both
- Be prepared to answer questions about your cat and its care.

*Exhibit Suggestions:*
- Educational exhibits may include models, diagrams or pictures. Members must have a photograph of themselves with their cat shown on a display or poster.
Expressive and Communication Arts

 зр Ж CLOWNING  (As of 2014, Clowning will be exhibited as a Self Determined exhibit)

 Requirement:
- At State Fair, if appropriate, clowning exhibitor shall participate in complete character at conference judging.

 Exhibit Suggestions:
- Homemade prop with written explanation describing how you made it, how you use it, the audience reaction, and any other information you feel is important. Include pictures showing how you use your prop.
- Scrapbook, journal or poster of your clowning experiences. Include a written statement about what you have gained from your clowning experiences.
- Educational display on a topic. Suggestions include: types of clowns, history of clowning, developing a prop, putting on a face, developing a character and a clown kit (make-up, costume, wig, props, etc.).
- Poster on your personal clowning experiences which could include teaching others, leadership skills, interacting with others.

 Costume/make-up application including your costume, a written description, and picture of you as the complete character.

 Pictures showing how you use your prop should be included
 Pictures, photos or drawings may describe some aspect of clowning such as history of clowning, kinds of clowns, makeup application, costumes...
 Scrapbook including different experiences such as: fairs, parades, nursing home and daycare visits, project training meetings, 4-H promotion, etc.
 The scrapbook could contain a written statement about what you have gained from your clowning experiences
 Indicate how you have helped others through the clowning project.
 Clowning costume you have made or coordinated from several ready-made garments.
 A costume may be exhibited only once
 A written description of how this costume was developed and fits your clown character could accompany the exhibit.
 A member may use a photo of facial character and can exhibit actual clown costume. Tell why you made coordinated the costume.
 Drawing of a clown face
 Clown outfit
 Photo story of a clowning performance
 Exhibit of information on clown make-up

 зр Ж CRAFTS & FINE ARTS

- Members enrolled in Crafts & Fine Arts can enter exhibits in both Crafts and Fine Arts.

 CRAFTS

 Exhibit Suggestions:
- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring masterful craftsmanship.
- Basket making, tie dye, beading, ceramics, leather tooling, calligraphy, work from kits, etc.

 Requirement:
- Each exhibit will be evaluated on its individual merit as a craft/kit.
- Emphasis is on the creative process and the employment of design elements and principles. The craft/kit exhibit develops from someone else’s ideas and can be exactly replicated or replicated with modifications.
- All art objects must be appropriately finished. Exhibits will be disqualified if not ready for hanging, displaying, etc. (i.e. wire or hooks on paintings, bases for 3 dimensional work, etc.)

 Article of origami
 Decoupage
 Papermaking, handmade paper
 Embossed paper 8 x 10 or larger design used as wall hanging or at least 4 different smaller designs used for all-occasion cards
 Friendship bracelet
 Basket
 Jewelry
 An article made from commercial mold that is painted in detail
An article made from commercial mold that is glazed with 3-coat glaze
An article made from commercial molds that has an over glaze gold, luster, or decal on it
Plaster craft painting and or pouring
Or antiqued or base coated then dry brushed
Belt buckle
Sand craft
Sand candle
Sand cast
Seed mosaic
Cornhusk doll/wreath item
Pine cone wreath
Any article using beads, sequins, pompoms paper twist pipe cleaners, Styrofoam, or recycled materials if copied from pattern
Kits
Patterns
Craft items made at county workshop
Decorated wood item
Stamp art or stenciling

FINE ARTS

Exhibit Suggestions:
- For a beginner, choose a project that teaches new techniques. For advanced, choose a project requiring mastery.
- Original work (no kits) in drawing painting, sculpture, print process, textiles, pottery, etc....

Requirement:
- Each exhibit will be evaluated on its individual merit as an original fine art.
- Emphasis is on the creative process and the employment of design elements and principles. The fine art exhibit should show proof that it is developed from the 4-Hers own ideas and imagination.
- All art objects must be appropriately finished. Exhibits will be disqualified if not ready for hanging, displaying, etc. (i.e. wire or hooks on paintings, bases for 3 dimensional work, etc.)

Paper collage
Creative article from strip and or mash paper mache
Mobile of paper
Mosaic from paper
Puppet made from any form of paper
Creative article using variety paper
Piñata
Paper sculpture
Kite
Any other creative article from paper i.e. paper cut-out design quilling diazo prints
Creative wall-hanging other than stitchery or macramé
Puppet made from any form of fiber
String art
Woven article
Wall hanging
Plant hanger
Sculpture or other creative article from any other clay like material
Clay sculpture
Hand built form, a single or combination of pinch, coil, or slab or any other
Hand built form with the aid of a pottery wheel
Glazed food safe article
Block printing
Any carved article
 Marionette
Wood collage
Wood burned article
Drawing
Painting
Crayon drawing
Charcoal
Pencil
Pastels
Pen and ink
Chalk
Colored pencil
Felt tip pen
Any combination of above
Scratchboard
Sketchbook
Any drawing completed as school project
Water color, Oils, Acrylics, Ink and wash
Glass etching, Stained glass
Metal or wire sculpture  Metal tooled article  Metal or wire jewelry
Small bowl
Simple design or kit of leather
Original design applied to leather
Laced article, Tooled article, Article tooled and laced  Any leather with design burned on
Carving from media other than wood
Lego art, include any drawings designs or plans that were a part of this project

SCRAPBOOKING
1. Members may enter a total of two exhibits.
2. All pages entered must be acid and lignin free plastic covered pages.

Grades 3-5
- 2—12 x 12 pages with up to 8 photos and descriptions to tell a story. Pages must tell a story with captions and/or journaling. Additional scrapbook from 4-H Project Day/any workshop/camp may also be entered.

Grades 6-8
- 2—12 x 12 pages with photos and descriptions to tell a story. Pages must tell a story with captions and/or journaling. Additional scrapbook from 4-H Project Day/any workshop/camp may also be entered.

Grades 9+
- A scrapbook may be entered but you must select the 4—12 x 12 pages to be judged. Pages must tell a story with captions and/or journaling. Additional scrapbook from 4-H Project Day/any workshop/camp may also be entered.

SCRAPBOOK (the book itself)
4-H member may exhibit a book made and designed by the member. Photos are not required in this book.

PERFORMING ARTS
Exhibit Requirements:
- Exhibit can be either a performance or an exhibit that shows a member’s involvement or interest in the performing arts.
- To be eligible for State Fair, the member must be able to discuss the process of selecting, planning, performing and reflection on their project work.
- If the exhibit is an actual performance, the performance cannot last longer than 7 minutes.

Exhibit Suggestions:
- Poster or display about your involvement or interest in the performing arts.
- A puppet and script made and created by member.
- Create and perform a short story, show, music selection, etc., and include a write-up about it.
- A journal or scrapbook (with written statements) of current performing arts experiences.
- An educational display of some aspect of music, drama, or performing.
Create a character
Display on light and shadow
Props for a character representing a specific culture
Costume for a character representing a specific culture
Written Plan
Video of personal Acting
Make up scrapbook
Sound effects props you have made
Display on character development
Exhibit on diction
Original short performance piece
Scenic design model
A puppet video
Original skit or one act play you have written
An educational display of some aspect of music, drama or performing
A puppet and script made and credited by member
Poster or display about your involvement or interest in the performing arts
Create and perform a short story, show, music selection and include a write-up about it.
A journal or scrapbook of current performing arts experiences.
A musical instrument the 4-Her has made
Exhibitor to compose or arrange a piece of music
Write a lyric to existing music
An exhibit featuring some aspect of music
A song written in a new key (present original and new version)
An exhibit promoting the 4-H music project
Music scrapbook study on a composer and his work
Music scrapbook on types of instruments labeled with description of use
A scrapbook of the 4-her's music exploration and activities completed during this year
An exhibit promoting the 4-H songs
A presentation using a rod puppet
Costume and its character
Puppet with a movable mouth
Written play
Video of personal acting
Write a script for a puppet show
2 or more styles of homemade puppets and a show using them
Display on sound effects
A homemade color wheel and light rainbow
Display on make up
Written monologue
Written play
Video of personal acting
Build a stage for a puppet show

SHARE THE FUN/PERFORMING ARTS

Each act is limited to six (6) minutes. Timing begins when the first note is played or sung, the first word is spoken, or the first action occurs. Timing ends when the last note is sung or played, the last word is spoken, or the last action occurs. At least two designated persons will time each act.

Each club is responsible for cleaning up and leaving the stage neat and orderly for the next act.

Club acts will be allowed to use a microphone. Clubs will be allowed to have approximately 2 minutes to set up and 2 minutes to take down. Please try to keep all props to a minimum.

A club may use one (1) adult or youth as an accompanist.

Only 1 Adult from a club will be allowed backstage to assist in setting up or taking down props or set during your clubs performance. No adults will be allowed on stage.

Two smaller clubs that might otherwise not be able to participate because of size, may join together for one act in order that more youth can participate in Share the Fun.

Evaluators will select the Share the Fun act and the Performing Arts Exhibitor to represent Dakota County at the Minnesota State Fair. The winner will be announced on Monday night after the performances are complete. The rest of the clubs and exhibitors will be receiving blue, red or white placement ribbons.

Paperwork for Share the Fun state fair trip winner and the Performing Arts/Clowning state fair trip winner issued on Monday night. Paperwork is due at the State Fair Meeting on Sunday at the Dakota County Conservation and Extension Center.

💡 PHOTOGRAPHY

PHOTOGRAPHY-Digital/Film
See [http://www.4-H.umn.edu/projects/photography](http://www.4-H.umn.edu/projects/photography) for more details and explanations related to photography and video exhibits.

Elements of Photography
Photo exhibit will focus on elements of photography-what makes a good photograph. (Minimal editing/enhancement are optional and limited to ONLY cropping, brightness/exposure, color/ saturation and contrast.)

Equipment:
Any electronic device capable of capturing a photographic image to be printed (i.e. digital or film camera, underwater camera, time lapse camera, cell phone, tablet)

Rules:
1. Member is responsible for attaching Velcro (loop side) to back of photography exhibit prior to fair.
2. All photos exhibited MUST have been taken/produced/enhanced by the exhibitor during the current 4-H year.
3. Exhibitor’s name, club, county and exhibit class and lot should be printed on the back of the exhibit.
4. When editing or using enhancements an unaltered 4 X 6” photo must be included on the back of the exhibit.
5. NO picture frame or glass allowed for safety.
6. Photos should be 4 X 6”, enlargements should be 5 X 7” or 8 X10” and mounted on mat board or poster board, neutral colors are best (white, tan, grey or black). Do not use construction paper. Use 14 X 22” board for 5 or more photos. Cut a smaller board for 2 to 4 prints or a panorama.

Exhibit examples include, but not limited to:

- Photo story of 3 to 7 (4 X 6") photos in a photo matte or displayed on poster board to show a process (before and after).
- Photo story can also include documenting, some examples might include:
  Town’s history, could include photos of residences: e.g. families, elderly, government officials, veterans, teachers, service officials (fire, police, medical), volunteers, founding families history, etc.
  4-H project, or another member’s 4-H project or your club’s community service
  Environmental issue(s) or a community need
  “A Day in the Life” of… (farm or city youth, an elementary, middle school or high school youth, etc.)
- Common theme or subject of 3 to 7 photos (4 X 6") (i.e. people, buildings, landscape, animals, seasons, action, nature, weather, shapes, close-ups, etc.).
- Panorama
  Enlargement or multiple 4 X 6” photos to show photographic elements you learned about and includes explaining how you used your camera to take these images. Ideas include: Aperture priority, shutter speed, rule of thirds, leading lines, ISO, etc.)
  Enlargement or multiple 4 X 6” photos to show photographic style. Ideas include: Illustrate lighting technique, journalistic photography, documentary photography, commercial photography, portrait setup, collage, etc.

Creative/Applied Photography
Photos will focus on using photography to show creatively edited photos and how photography is used in everyday life. Software editing is required for this category using layering, creative coloring, or text additions, etc.

Equipment:
Any electronic device capable of capturing a photographic image to be printed (i.e. digital or film camera, underwater camera, time lapse camera, cell phone, tablet)

Photography exhibit ideas:
3-5 best photos
1 photo illustrating silhouette effect
3-5 photos showing patterns, lines, shapes or textures
3-5 photos showing rules of thirds
3-5 photos showing framing techniques
3-5 photos showing size
3-5 photos showing action
3-5 photos taken at night without flash
3-5 photos panorama
3-5 photos taken with homemade or commercial filters; describe filters used
3-5 still life photos
3-5 photos of Minnesota identify location or event
3-5 photos showing opposites
3-5 photos of high contrast subjects
3-5 photos illustrating same exposure with different camera settings
3-5 photos showing different depths of field
3-5 photos taken in low light
3-5 photos showing stop action or blurred motion
3-5 photos taken with different focal length lenses (including zoom)
3-5 photos taken with a macro lens or lens attachments
3-5 still life photos
3-5 candid photos
3-5 landscape or nature photos
3-5 sports action photos
1 color enlargement
3 photos of same subject from different angles or views with explanation
3 photos of any subject using different lighting techniques
3-5 photos of vacations, holidays or special occasions
Slide show with an accompanying written script.
Exhibit of advanced photo skills such as photo journalism portrait commercial or close-up photography advanced darkroom techniques.

VIDEO
Two exhibits allowed per member in this project area.
See http://www.4-H.umn.edu/projects/photography for more details and explanations related to photography and video exhibits.

Equipment: camcorder, flip camera, digital camera, time lapse camera or trail camera, cell phone, tablet

Rules:
1. All videos exhibited must have been recorded in the current 4-H year.
2. All videos exhibited must be made by the exhibitor OR if the video is made by a video production team, the exhibitor must be a member and must have created at least 50 percent of the finished video.
3. Video must be presented on DVD, USB or flash drive.
4. Video must include a title and credits.
5. The video must be original material, portions from other sources must be documented and have a copyright release.
6. The exhibitor's name, grade, club, and exhibit class must be clearly printed on all exhibit pieces.
7. A computer with DVD player or USB port will be provided for viewing the video during the conference judging. If other equipment is needed for viewing, additional arrangements need to be made in advance.

Video must be playable on Windows, use file format including .WMV, .FLV and .MPEG, as well as a playable DVD. This is not a slideshow (see Creative/Applied Photography)

**Family and Consumer Science**

**CHILDS & FAMILY DEVELOPMENT**

**Requirements:**
- Exhibitors should be prepared to discuss, in conference judging, the age and other characteristics of the child for whom the exhibit is intended and how the exhibit contributes to the child's growth, development, and well-being.
  - If the exhibit is designed to be interactive with children, the item is to be used with children before exhibiting and a photograph of this activity must accompany the exhibit. Signs of use will not detract from the placing of the exhibit.

**Exhibit Suggestions:**
- Toy, game, puzzle, puppets, art/craft materials, etc., made from new or recycled/throw-away material.
- Babysitting kit/travel kit/rainy day kit, including at least one item made by exhibitor.
- Scrapbook, photographs, items, reports, video, etc., on family heritage with description of what was learned about self and family.
  - A creatively developed program and/or item used for or with a person with a special need (gifted, developmentally delayed, physically impaired, etc.).
- Original book, story, poem, essay, photographic display, poster, journal, scrapbook, file about children. Include in writing or illustration something the 4-H'er has learned about the growth and development of children.
- Any child's toy, game, puzzle, etc. made by exhibitor from new or recycled material. Describe how this is appropriate for the child for whom it was made.
- Original child's game, story, poem, song, etc. Display in an interesting way. Explain how used with child.
  - Babysitting kit. Identify age of child for whom planned. Be ready to explain how items fit child's development.
  - Scrapbook, journal, poster, collage, etc. explaining growth and development of a child.
  - One item or coordinated items for child's room such as a developmental toy, toy storage, furniture, mobile, quilt, etc. Item made by exhibitor can be new, refinished or recycled
  - Consumer study booklet, poster, etc. of at least six commercial toys. Consider age of child, use, safety, how it aids growth and development, and cost. Display in an interesting manner. Do not include toys in display.
  - Babysitting kit, travel kit, rainy day kit. Identify age/s of child for whom planned and why it is appropriate for that stage of development.
  - Safety manual. Include emergency information, first aid measures, etc.
  - Original story, game, song or play about safety, child behavior, child history or learning experience.
  - Item for child or exhibit about children on family heritages, history of childhood or child's personal history.
  - A creatively developed program and/or item used for or with a person with a special need (gifted, developmentally delayed, physically impaired, etc.).
  - Scrapbook, photographs, items, reports, video, etc. on family heritage with description of what was learned about self and family.
  - Collections of articles, speeches, etc. on various points of view of an issue concerning children, parenting, grandparents, families, discipline, TV, feelings, or sex roles with exhibitor's position and why.
  - Puppets, flannel board characters to accompany a child's story.
  - Teaching plans, lessons, activities, etc. for teaching others about the stages of child development, specific children's issues, etc. and results of use.
  - Articles, speeches, etc. on child abuse, its prevalence and effect on the child's development. Display should include listing of resources for intervention and education.
  - Study of a topic related to children and/or families giving purpose, activities and outcomes.

Story masks
Display of early morning time clock and personal morning routine
Display of hats depicting some of the rules that you play
Display of the safety hazards in your home and how you dealt with them
Home alone board game
A personal self-care plan for when you’re home alone
Picture showing unsafe conditions and how you dealt with them
Age appropriate toy chart
Family tree or mobile
Family meal report
Home safety checklist
Evaluation of TV programs for kids
Intergenerational community service project
Report on the roles and responsibilities of parenthood
Display on your teaching experience
Puppet show on teaching discipline to toddlers
Plan of action for cloverbud game
Plan of action for members of all ages game
Plan of action that includes multi-generation participation
Invent a board game Include target age. Include all pieces
Outline or display of yearly club recreational plan
Indoor activity and outdoor activity plan of action
Plan of action for non-competitive activity
Display of 5 games Include or list equipment needed for each

**CLOTHING AND TEXTILES**
Simple article for care of clothing
Simple article for self to wear at home
Simple accessory for self
Backpack
Vest
Simple skirt simple blouse, top or shirt
Sleepwear
Nine square pillow
Simple costume depicting a storybook character
Photo story on how to sort laundry
Stain removal chart
Laundry lingo word puzzle
Poster showing parts of a serger
Cloth lunch bag or tote bag
Clothing estimate/real cost chart
Notebook of fabric samples
Placemats and napkin with serged edges
Stuffed animal
Poster or notebook with 3 different sewing examples of seam finishes, or seams or hems or closures
Poster or notebook on fabric selection tips for pattern
Sewing organizer
Something you sewn to donate to charity, specify charity
Swimwear/beachwear
Dress or jumper
Shorts, pants
Jacket/coat
Loungewear and robe
Sportswear (may be 2 pieces)
Vest
Top with skirt
Top with skirt or pants
Pants with jacket
Any garment constructed for self in a school class
Recycled garment completely cut and sewn from an old garment accompanied by description of work done and include before and after photo
Garment for an adult, child or preschool child
Outfit for best wear, casual wear, formal wear
Scarf  Apron  Hair piece
Beachwear, sleepwear, loungewear  Sportswear
Costume
Western shirt or pants
Blazer  English riding breeches

CLOTHES YOU MAKE
Requirements:
- Garment must be sewn by 4-H member.
- Each garment must include an information tag listing: pattern company name and number, fiber content of fabric and care instructions, member name and club.
- Garments may have been worn before showing, but should be cleaned before exhibiting.
- Items constructed should be appropriate for skill level and experience of exhibitor.
Exhibit Suggestions:
- A project such as a pillow top, tote bag, chef’s apron, skirt with elastic waistband, backpack, etc.
- A constructed garment made from a pattern
- Creative sewing such as wearable art, costume, or use of techniques such as knitting, cross-stitch, etc., incorporated into garment.
- Clothing or textiles display showing a "fact" or "why" related to clothing selection, care.
- Garment mended, repaired or recycled, with color photo of original garment and explanation of steps used.

CLOTHES YOU BUY
Requirements:
- The purchased garment or outfit must be accompanied by an 8-1/2"x11" binder with, at minimum, the following information:
a) Colored photo of member wearing the garment. Label photo with name, county, and color of complexion, hair and eyes.
b) Cost of garment. Explanation of why garment was purchased and examples of ways it will be used in existing wardrobe, and include inventory of wardrobe.
- Garments may have been worn before showing but should be cleaned and pressed before exhibiting.
Exhibit suggestions:
- A purchased garment that fits into your wardrobe plan.
- A poster showing cost comparisons, wardrobe building, accessorizing, care, etc.
Purchased sportswear outfit, casual wear, best wear, selected by member (must be accompanied by a written evaluation by the exhibitor to include: use of article, care, cost. Versatility and reasons for purchase)
Recycled garment, updated and/or refitted garment no longer worn as originally made

FASHION REVIEW (judged prior to County Fair)
Requirements:
- Participants may model any clothing they have constructed, restyled or purchased as a part of their 4-H clothing project.

QUILTING
Requirements:
- Each Item should include information listing: pattern book & name, fiber content of fabric & batting, and care instructions. If not hand tied by the 4-Her, state who hand/machine quilted the final project. (Note: depending on skill level of 4-Her, someone else may do the final quilting).
- Item may be either machine quilted, hand quilted, or hand tied.
Exhibit Suggestions:
- A quilted item, any finishing technique acceptable.
- Repair of an old quilt.
- A display showing the history of quilting, fabrics and patterns used in quilting, or a topic of your choice.

FOODS AND NUTRITION
Requirements:
- Exhibit may be food items and/or displays.
- Exhibitors should be prepared to discuss with the judge, references and information sources, nutritional values, methods, menu, costs, etc., as appropriate to that exhibit.
The exhibit may be a poster, mobile, three-dimensional display, scrapbook, balance beam, charts, journals, pictures, slides, equipment, supplies, photographs, puppet play, skit, judging comparison, taped interview, file of ideas, research study, etc.

- Pictures, food models, plaster, plastic, papier-mâché, etc., are preferable to perishable foods in an educational exhibit. Perishable foods should be used only if they add to or help explain the educational exhibit. If perishable food is a part of the exhibit, the food is to be brought just for judging.
- Exhibits containing perishable foods, which will be discarded, must include a colored photograph of the food. The photograph should be taken prior to the County Fair and attached to the display. This photograph and a 3x5 note card listing nutrition information and the recipe will be displayed at the exhibit instead of the food.

**Exhibit Suggestions:**
- One serving of a nutritious food (vegetable or fruit dish, snack, bread, dairy, etc.). Include 8½ x 11 poster showing nutritional value, recipe, and a photo of the food.
- Study of nutrients needed for yourself or someone else, using the dietary guidelines and Food Guide Pyramid.
- Make a food or fitness plan for yourself or someone else and show how it relates to nutritional and energy needs. (Example: an athlete on a volleyball team, a teen who doesn't have a lot of time).
- Adapt a recipe(s) to show healthier ingredient choices.
- Study of how physical fitness and/or food choices are related to disease (such as: cancer, heart disease, osteoporosis, diabetes, etc.).
- Study of labels from similar food items, comparing important nutrient content like fat, fiber, and sugar.
- Exhibit showing food and/or kitchen safety.
- Nutrition/food science experiment.

Notebook or display depicting the relationship of food and fitness
Display promoting one career in food and nutrition
Visual or model for teaching an idea
One day menu for athlete or other special need
Scrapbook of careers related to foods and nutrition
Display of at least twelve different kinds of pasta
Mobile or poster on snack food
Exhibit on the new Food Guide Pyramid
Scrapbook of recipes for leftover foods
Display of food storage containers made from recycled materials

**FOOD PRESERVATION**

**Requirements:**
- Exhibitor must be enrolled in Food & Nutrition project.
- All recipes, procedures, and times followed must be according to current USDA and/or University of Minnesota home food preservation publications (see Extension publication, Safe Home Canning of Fruits, Vegetables and Meats, HE-BU-0516).
- Containers should be labeled with a 2" x 3" label with the following information: name, county, product, processing time and method, and date product was packed.
- Jars should be heat-tempered glass canning jars.
- All jars should be sealed. Leave screw bands on two piece jar lids. Jellies and jams should be covered with lids.
- Use pint jars for fruit, vegetables, and fish; one-half pint jars for jams and jellies; one quart jars for pickled products.
- Jellies and jams must be processed in boiling water bath according to USDA and/or University of Minnesota food preservation publications, available through the Extension Office. Note: Paraffin is not acceptable.
- No artificial food coloring should be added to entries.
- Dried foods may be stored in glass jars, self-sealing plastic bags or airtight plastic bags. The quantity of dried foods should be: fruits and vegetables - 1/2 cup or more of each, herbs - 1/4 cup of each in whole leaf form, 3 strips of meat (i.e. venison or beef jerky).

**Exhibit suggestions:**
Suggested exhibits include one (1) product:
- Vegetables, fruits
- Jams, jellies, preserves, low-sugar spreads (no frozen)
- Pickled products (fermented or added acid, including pickles, sauerkraut, relishes, salsa).
- Meats, poultry and/or fish. (Fish must be in pint jars.)
- Dried vegetables, dried fruits.
- Dried herbs.
- Beef or venison jerky.
- Food science experiment or educational display.

**FOOD REVIEW**

*Exhibit suggestions:* - Bring photo, menu, & recipe to fair for display only

**What is Foods Revue?**

It is an opportunity for 4-H members to share what they have learned in the Foods and Nutrition project. Here’s your chance to take the “big ideas” you have learned and “put them together”.

A Foods Revue gives the 4-h member a chance to show and to tell about the foods they have enjoyed preparing. It provides a chance to find out what members have learned about food preparation and meal planning. The Revue also provides an opportunity to teach, through demonstration, that mealtime pleasure includes an attractively set table.

Check your foods project material to determine what food(s) is appropriate for the foods project you are enrolled in.

Choose your recipe and write the recipe on 2 index cards.

Plan a menu including your favorite food. Copy it on a recipe card (any size) to bring to the Foods Revue at the fair on entry day.

Be prepared to discuss the food, preparation steps, what a good product and nutrition ideas with the judge.

Bring one serving to the revue. Revue participants will be conference judged. Food Revue placing will be determined by the following:

a. Suitability of food in regard to appetite appeal, flavor, texture and quality
b. General knowledge of food pyramid, nutrition and food management. The participant should prepare to answer questions about these subjects.

c. Suitability of food for the occasion.

Non baked nutritional snack, fruit, granola etc.)

Nutritional beverage (orange juice, milk, etc.)

Main dish

Dessert (non-baked or baked)

Food to take along (picnic, school lunch)

Brunch/Lunch

Dinner/Supper

Camping nutrition snacks

Camping main dish

Camping desert

Camping side dish (vegetable, breads)

**HOME ENVIRONMENT**

*Requirements:*

- Members exhibiting in this project should be prepared to discuss and/or have written information to show how their exhibit applies to the home, how and where it is used or displayed, and all details of how it was made or selected. They should know about the subject matter of the specific exhibit, the materials used, how and why it was done, costs involved, and alternatives considered.

- A photograph and report showing its place in the home environment must accompany exhibits that are items for the home- Pictures and wall hangings that are exhibited should be finished and ready to hang.

- Purchased kits may not be used.

*Exhibit Suggestions:*

- Finished or refinshed wood item, or reupholstered furniture.

- Repaired, restored, or remodeled item for the home.

- Chart and/or plan for the care and maintenance of the inside or outside of the home including daily, weekly, monthly, and yearly jobs.

- A article remade or reclaimed for the home with a link to the past, including history of use.

  - Description, diagrams/photos, samples and cost of a redecorating or remodeling plan showing before and after.

Exhibit examples include, but are not limited to:

- Item for care and/or maintenance of the home. Constructed or purchased storage unit or item. Useful or decorative cloth item made for the home. Room accessory made for the home. Original item for the home, made from a discarded item. Finished or refinshed wood item. Repaired, restored, or remodeled item for the home. An article remade or reclaimed for the home with a link to the past including the family ties or history of the item, its past use, and its present use. Item or procedure to make the home more safe. Item and/or plan for conserving energy or natural resources. Chart
and/or plan for care and maintenance of personal space in the home including daily, weekly, monthly, and yearly jobs.

- Decorator planning file with pictures and articles on design, furnishings, furniture, decorating, remodeling, and/or floor plans, etc., with notes on how and why ideas could be used.
- Care and maintenance file with appliance and equipment manuals, articles and pictures on care, maintenance, and management of the home, etc., with notes on how and why ideas could be used.
- Diagram and analysis of a room's arrangement, traffic patterns, activity space, and storage space with suggestions for change if needed.

- Care and maintenance products for the home stored in proper containers.
- Comparison of brands of one type of purchased home care product or comparison of purchased with homemade home care product of one type.
- Chart and/or plan for the care and maintenance of the inside of the home including daily, weekly, monthly and yearly jobs.
- Chart and/or plan for the care and maintenance of the outside of the home including daily, weekly, monthly and yearly jobs.
- Chart and/or plan for efficient storage of specific items in rooms, closets, basement, garage or attic, etc. including what was done to make that storage suitable for the items with before-and-after photos.

- Description, diagrams/photos and samples of room decorating plan including style, design, principles, color scheme, textures and costs.
- Description, diagrams/photos, samples (if appropriate) and costs of a redecorating plan showing before and after.
- Description, diagrams/photos, samples (if appropriate) and costs of an interior remodeling plan showing before and after.
- Description, diagrams/photos, samples (if appropriate) and costs of an exterior remodeling plan showing before and after.
- Description, diagrams/photos and samples (if appropriate) that demonstrate a recycling procedure.
- Re-upholstered furniture.

- Comparison study with photos/illustrations, labels (if appropriate) and explanation of consumer choice skills used in selecting an item for the home.
- Original item designed and made for the home and/or its surroundings.
- Photo/diagram and explanation of lighting for a specific purpose with explanation of why this type of lighting and type of fixture was chosen.
- Comparison and evaluation of five floor plans giving advantages and disadvantages and why.
- A study with diagrams/photos and report of furniture styles and their history.
- A study with diagrams/photos and report of architectural styles and their histories.
- Floor plan of your home with furnishings, traffic patterns and work/activity areas identified, analysis of how efficient and functional it is with suggestions for changes if needed.

- Study of housing alternatives in your community including types, quantity, costs, advantages and disadvantages for stages of life cycle; analysis and evaluation; suggestions for changes if needed.
- Study of old building(s) or house(s) in your community with photos/diagrams and report on history, design style, original use, changes made, new/different uses and your evaluation of it.
- A remedy for cold climate housing problems such as rot, mildew, condensation, etc. caused by poor indoor air quality and superinsulation.
- A study/analysis of changes in the people and the home when there is a family-based business in the home.
- A study of home environment-related careers based on information from researching printed materials and talking to people in various types of related careers.
- A teaching kit with planned lesson activities and teaching materials.

Decorated placemats
Decorative pillow
Decorative window shade
Dried/artificial floral arrangement
Refinished small accessory include a before picture
Decorated bucket pail basket
Bedspread
Quilt
Item for clothing storage
Creative wall hanging
Recreation accessory
Any article constructed in school
Item for accessory storage
Creative low cost accessory for any room
Lamp made out of recycled items
Dried natural materials arrangement
Recovered lampshade
Patchwork article
Area rug
Storage unit
Home storage containers from recycled or reused materials

Architecture study, drawings photos sketches of building in your community Must include detailed script with style location when built architect historic importance or other pertinent facts
Floor plan study
Furniture study poster must include detailed description and illustration of a furniture period
Decorative planter display with plant if possible
Woven or hooked rug
Macramé plant holder
Decorative wall plaque
Framed picture
Pillow cover
3-5 items selected or made for a specific room arrange to show relationships or color texture design
Reupholstered or remodeled piece of furniture include statement of work done
Design notebook illustrating design experiments and techniques
Creative container for a plant

NEEDLE ARTS
Requirements:
- Each exhibit must include a consumer information tag, if appropriate, with the following information:
  - pattern company name and number, techniques, fiber content, cost, and care instructions.
- If item is framed, a wall hanging, or to be displayed on a wall, it should be finished and ready to hang.

Exhibit suggestions:
- Any item made by member using the techniques of knitting, crocheting, embroidery and crewel,
  counted cross stitch, needlepoint, hardanger, hand quilting, weaving, appliqué, latch hook, tatting, other.
- Consumer Product Analysis: Comparison and evaluation of materials, supplies, or accessories used for
  a needle arts technique.
- Historical/Cultural Study: Story, poster, or display about a needle arts heirloom from your family or
  local history museum. Exhibit must include information about how item should be preserved.

Knitting or Crocheting
Potholders
Scarf
Placemat
Toys Afghans
Shawl Sweaters Dresses
Novelty yarns
Comparison and evaluation of materials, supplies, or crochet accessories
Story, poster, or display about crochet/knitted heirloom from your family or a local museum
Include how item should be preserved
Poster, scrapbook, or display on how item could be priced, advertised and marketed
Any needlework item or display
Hand-quilted item
Embroidery and crewel Hardanger Counted cross stitch item
Needlepoint item Weaving Appliqué
Huck weaving
Chicken scratch embroidery
Sampler Decorative pillow Wall-hanging
Stitchery on article of clothing
Pillow cases
Tie dyed article Batik article Fabric painted article
Braided rug
Soft sculpture Quilted article
Head band Slippers Hat scarf mittens booties
Potholders
Simple accessory using a knitting machine
Vest
Swatch board using 8 patterns identify name of stitch, size of needles and weight of yarn
Four needle article to wear (mittens, socks)
Set in sleeve pullover or cardigan Buttonhole raglan sleeve cardigan
Poncho sport top or shawl Advanced garment to wear with mixed colors carrying yarn or mixed yarn
bobbin knitting
Jewelry
Doilies Edging on pillowcases
Poster or display showing 5 different stitches
Poster or display showing 5 different types of yarn and how they are used
Purse Simple toy Pillow
Mechanical Sciences

**AEROSPACE**

*Requirements:*
- Flyable models should be ready for flight (do not include fuel); recovery system should be in place and operative.
- Members should be familiar with safety codes in 4-H curriculum.

*Exhibit Suggestions:*
- Flyable models built from kit or your own design.
- Non-flyable models built from kit or your own design.
- Display of other equipment needed for aerospace project.
  - A rocket launch.

Edible rocket
Comparison of birds and airplanes
Homemade space helmet
Journal or scrapbook of the information you collected about rockets or space fields
Homemade map
Photos of types of aircrafts with description
Display of how weather effects flying
Hot air balloon model with parts identified
Parts of plane displayed and labeled
Controllable glider    Shuttle on a string
Match parts and functions of a remote control
Altitude tracker    Evaluation of navigation system

**BICYCLE**

*Exhibit Suggestions:*
- Display showing types of bikes, parts of a bike, maintenance, traffic rules, bicycling hazards, how to wear a helmet, equipment used to teach others about bike repair or first aid, etc.
- Notebook or picture story of a bike rodeo or other bike event you helped with, or research on some aspect of bicycling that was presented to a class or service club

Exhibit or display of 5 pictures taken while on a bicycle trip
Exhibit or display or menu of the proper foods a bicyclist should eat
Exhibit or display of the appropriate maintenance equipment
Diary/journal of your bicycle trip
Exhibit of first aid kit with explanation of parts functions and types of injuries
Exhibit of bicycle equipment parts and care
Poster/exhibit showing 1 or more safety hazards and corrective measures
Poster/exhibit showing different kinds of bicycles
Poster exhibit showing different parts of a bicycle and depicting the necessary care and maintenance of a bicycle
Study of types of bicycles

**COMPUTER**

*Requirements:*
- Computers may be used in judging, but emphasis is on documentation, screen print, and summary. 4-Her is responsible for providing and securing any hardware used for judging; hardware may not be left on display.
- Reports and written summaries should be bound in a booklet or placed in a folder.

*Exhibit Suggestions:*
- Display showing the parts of a computer and how they work, consumer choices involved when buying a computer, how computer software can be put to use. Include statement of purpose, written plan for use, and examples of use.
- Program/software developed by the 4-H member including a statement of objectives, and discussion of program. Program/software be original or adapted by the member from an existing program

Do's and don'ts  with computer systems how to take care of diskettes or CD roms
Exhibit of basic components of a computer system
Features of a computer system you have used the important keys on the keyboard and what they do
What is a disk-cd-rom advantages of each
Explain types of software categories9 word processing data base spreadsheet cad.
Tell about 5 computer related careers and explain how a computer system is used in each career
Flow chart of a program that you designed
Exhibit explain some command works how many and what they make the computer system do
Name 5 places computers are used and explain what they do ex. Amusement parks, airplanes, microwaves cars wristwatches schools typewriters
Show how to plan and develop your own software program
Describe what you think might be potential future benefits of microcomputers

**ELECTRIC**

*Requirements:*
- A wiring diagram or schematic must accompany all electric and electronic exhibits

*Exhibit Suggestions:*
- Working electrical item constructed for home, yard, or farm.
- Diagram of wiring in your home/farm showing switch locations, fuse boxes, wire size, capacities, fuse sizes, total bulk wattage, appliance wattage, number of circuits, and type of wiring installation.
- Electronic item built from kit, plan, or own design with an explanation of what it is and how it is used.
  - Display ideas: Careers in electrical field, electrical experiment (may or may not have worked), educational display used in teaching others, etc.
Poster or exhibit on how people depend on electricity
Exhibit comparing and or identifying electrical materials
Flashlight you built
Test switch
Two battery circuit
Conductor insulator test
Circuit board
Display showing the poles of a magnet
Homebuilt compass and how it works
Electromagnet
Galvanometer
Electric motor
Circuit diagrams with explanation
Series circuit
Parallel circuit
Momentary switch
Three-way switch
Soldered connection
Burglar alarm
Electrical tool and supply kit
Display of symbols on wires and cables and their meanings
Display of light bulbs and the jobs they do best
Poster on how to read an appliance nametag
Chart showing the electrical usage of appliances
Poster or exhibit on how to replace a switch
Display of electronic parts
Diode
Transistor
Light emitting diode
LED flasher
Photocell alarm
Light meter
Silicon controlled rectifier intruder alarm
6-8 watt amplifier with integrated circuit

**SHOP**

*Requirements:*
- Exhibit must not take up more than 20 square feet of floor space.
- Attach a card to all exhibits describing construction materials, unusual joinery finishing techniques, and total cost.

*Exhibit Suggestions:*
- Article made of wood or metal
- Wooden or metal article repaired, finished, or refinished.
- Display on properties, uses, or processing of wood.
Article made of wood
Wooden article repaired, finished, refinished
A science exhibit on properties, uses or processes of wood
Article made of metal welded projects
Useful article for use in farm or home workshop
An article for use in out of doors
An article for use in storage
An article for use in kitchen or living room
An article for use in the home
A toy or homemade game
An article of creative design from wood
An article made in Industrial Arts, Vocational Agriculture Class or shop as part of class work and a class grade or extra credit
Useful article made from a kit
Sandpaper block
Poster of common woodworking tools
Poster of important woodworking safety practices
Display of different nails and screws
Useful article of farm carpentry
New item made from used wood or lumber
Display of different adhesives
Poster or exhibit of important safety practices when working with chemicals
An exhibit on repair of broken tools
Display of different species of wood
Plan for a wooden item drawn to scale
Display of different finishes
Poster of different types of wood clamps
Display of different wood fasteners
Poster or report of woodworking careers

❄ SMALL ENGINES

Requirements:
- The Small Engines division will be comprised of conference judging of an exhibit
- Fuel must be removed from exhibits for display.

Exhibit Suggestions:
- Small engine that has been reconditioned or repaired.
- A device constructed by a member utilizing a small engine.
  - Display on the parts of an engine, etc.
- Display using the correct starting and safety procedures when starting a small engine
- Display classifying different sources of power
- Display on how lubrication helps reduce friction in an engine
- Display on the importance of filters to clean the air that an engine use
- Display on the importance of the engine cooling system
- Display on the ignition system of a small engine
- Display of how to determine if a spark plug needs to be replaced
- Display on choosing the right machine for the right machine
- Display on classifying types of small engines based on how they are used
- Display on the importance of safety labels for the safe operations of a small engine
- Display on the protective gear that is needed when working with small engines
- Journal/report about the interview you had with a professional in the field of small engines
- Display on a small engine’s air system
- Display on a small engine’s fuel system
- Display on a small engine’s electrical system
- Display on how to remove sharpen and balance a lawn mower blade
- Display on small engine design and emissions and how it affects future trends
- Display on laws and regulations concerning small engine
- Display on comparing cost vs. capabilities of lawn mowers
- Display determining the size of your small engine
- Display on different oil grades for viscosity under different conditions
- Display on how to prepare a small engine for storage
- Display on the safety procedures before you mow
- Display on how the center of gravity affects mowing on a slope
- Display comparing different types of cuts and how they affect grass
- Display on price comparison buying of parts and lawn mowers
**TRACTOR**

*Requirements:*
- Check space requirements for large exhibits with staff. Large exhibits may be displayed outdoors.
- Fuel must be removed from exhibits for display.

*Exhibit suggestions:*
- A poster, video, display, notebook, representing your project learning.
- Restored, reconditioned, rebuilt tractor.
Exhibit may represent learning about tractor safety, history, use, purchasing decisions, establishing a custom business with your field or lawn tractor, or material prepared to train others.
Exhibit on tractor safety on the farm
Exhibit of 4 worn parts caused by poor tractor maintenance with explanation of problem and its correction
Exhibit of a tractor engine cooling system and proper maintenance procedures
Exhibit of a tractor fuel system and proper maintenance of it

**ROBOTICS – Starting in 2014, Robotics will be judged as a Self Determined exhibit.**

Note: The goal of the 4-H robotics program is for the 4-H members to explore science, technology and engineering through designing and building a functioning robot. The robot can be either programmable or remote controlled. The robot can be created by an individual or a group.

*Requirements:*
- Exhibits must be labeled with name, and county on all pieces of exhibit. Fair staff will not be responsible for lost, stolen or damaged robots or parts.
- Exhibits may have a one page report explaining the function, purpose and construction of the robot.
- In addition to conference judging exhibitors will participate in the Legos Robotics demonstration area.

*Exhibit Suggestions:*
- A robots, a display, diagrams of programming, booklets, etc.

**Natural Resources**

**ENTOMOLOGY**

*Requirements:*
Insect Collection exhibits:
A. Collections shall be contained in a glass topped case; approximately 19” x 16.5” x 3” (drawers available for purchase in varying sizes). Arrange so that the case may be displayed in a horizontal position. Place project label on lower right corner of glass top.
B. Specimens must be collected. Purchased insects are not acceptable.
C. Exhibitors must be the collector of the specimens in the project.
D. Specimens must be properly pinned with insect pins. Small insects may need to be placed on cardboard points.
E. Specimens must be properly labeled.
   1) The location, date, and collector must be included on the labels. County and state (and country, when applicable) are minimum location information that should be included. It is valuable to include nearest town or township where the specimen was collected, the type of habitat it was collected from (e.g. on elm tree; on lake shore; indoors.), and the common name of the insect.
   2) All labels should be visible so they can be read. Use permanent ink marker or pencil to write labels. Labels produced by a computer printer are acceptable. Ballpoint ink or non-permanent markers are not acceptable.
F. For more specific information on pinning, labeling, and other information, see Collecting and Preserving Insects, FO-6892.

Non-Collection Project exhibitors:
A. Emphasis of project must relate to an aspect of entomology.
B. Project must demonstrate specific knowledge of insects. Be prepared to discuss references and sources (e.g. books, magazines, internet, interviews with an expert etc.)
C. Live projects (e.g. bee or ant colony) will be accepted if the project can be self-sustaining for up to 14 days without special care.
D. A written report or journal should accompany the project, introducing the subject, describing the process (materials and method), predicting an outcome, stating the results, and discussing any conclusions. Pictures, drawings, charts, tables, or other figures may be used.

Exhibit Suggestions:
1. General Insect Collection: must consist of a minimum of 50 species of adult insects representing at least 8 orders.
2. Specialty insect collection can include but is not limited to a collection of a single order (e.g. Coleoptera or Lepidoptera), a collection of immature insects, a collection of insects from a particular habitat (e.g. aquatic, forest, or prairie) or a collection of economic pests of a specific crop (e.g. insects attacking corn).

Non-Collection Project can include but is not limited to life history displays (e.g. insect life cycle), scientific investigation (e.g. insect habitats or effects of environment factors on insects), or insects in current

General insect collection must consist of a minimum 50 species of adult insect, representing at least 8 orders
Specialty insect collection can include but is not limited to a collection a single order (e.g. Coleoptera, Lepidoptera, or larval collections)
a collection of immature insects, a collection of insects from a particular habitat or a collection of economic pests of a specific crop (e.g. insects attacking corn).
A collection of different kinds of adult insects representing major orders of insects
Single order collections (such a Coleoptera, Lepidoptera, or larval collections)
Life history mounts showing all phases of life cycle of one species, ecological groups (such as insect pests of corn)
Collection of beneficial insects
A non-collection insect project (insect life history displays, scientific investigations, current events) are acceptable if emphasis on entomology demonstrates a knowledge of insects accompanied by a written journal with description methods results conclusions
Live projects (bee or ant colony) must be self-sustaining for 14 days with no special care
A journal of your results on the raising of meal worms
Display of your meal worm experiment
Journal of the observation of a colony of ants
Display of your honeybee experiment
Journal of your results of the honeybee experiment
Exhibit or poster on a butterfly garden
Journal on your butterfly garden
Display of 10 butterflies
Exhibit or poster on the comparison of different insect mouth types
Display of your mosquito observation chamber
Journal or data collection on your mosquito observation chamber
Prepare a spider web for display
Collection of 10 different spiders
Collection of 20 winged insects
Exhibit or poster on the insect wing parts
Collection of 15 aquatic insects
Jar of honey
Comb of honey
Display of bees and a queen
Exhibit of a cross-section of a bee hive
Exhibit identifying the parts of a bee
Poster of observation of bee hive
Any piece of homemade bee equipment
Exhibit of floral sources of honey
Exhibit of preserving bees over winter
Exhibit of how beehive is organized
Exhibit of life cycle of bees
Exhibit or poster showing the body parts of an insect
Exhibit or poster showing the difference between two or more insects
Exhibit or poster showing the different ways insects eat
A journal of your bug hunting experiences
A collection of 20 insects
Exhibit or poster of insect you created
A journal of your bug watching experience
Exhibit or post on how different insects communicate
Exhibit or poster on the sight of an insect – how insects see
Exhibit or poster on your cricket house
Journal about your pet crickets
Journal about your insect clues
Exhibit or poster on insect control in your house
Exhibit or poster on how insects and humans are alike
Exhibit or post on an insects digestive system
Exhibit or poster on the eating habits of an insects
Exhibit or poster on how insects move
Exhibit on how insects communicate
Exhibit or poster on how and why insects communicate with color
Exhibit or poster on an insect you designed
Journal on your insect collection data
Insect trap that you have designed
Display of 30 insects you collected using your killing jar
Exhibit or poster on complete insect metamorphosis
A journal on a complete insect metamorphosis you experienced
Journal on your night collection of insects
Display or poster on the different insect legs
A journal on the data you collected about the different insect legs
Exhibit or poster on the different insect habitats
Journal on your study of insect habitats
Exhibit of the insect extractor you made
Journal or poster on the purpose of the insect extractor
Exhibit of the insect separator you made
Journal or poster on the purpose of the insect separation
Summation on the purpose of using pesticides on insects
Exhibit or poster on the pesticides used to control insects
Journal/graph on the different pesticides used on insects.

Exploring the Environment
Exhibit examples include, but are not limited to:
- A display showing how a living thing interacts with the other living things and the non-living things with which it lives.
- Collect ten different insects, plants, leaves or other collectable living things that have something in common. That is, select a theme which your collection follows, such as, plants of the forest, aquatic insects or deciduous trees, etc.
- Put together a set of illustrations and natural history information about ten mammals, birds, reptiles, amphibians, fish, insects, animal signs or animal behavior.
- Display on environmental pollution describing the causes, effects on people and other living things, and methods to correct the situation.
- Display showing features of soils such as color, structure, texture.
- Display or journal of Minnesota plants, insects, animals, birds or fish. Include pictures or drawings and information on habits, foods, and shelter needs.

Fishing Sports
Exhibit Suggestions:
- Fish identification. Describe the habitat and food needs of selected Minnesota fish; develop a panel display explaining the life history of a fish; create a model or exhibit identifying the parts of a fish.
- Fishing Knots. Identify how and where each knot is used; fishing equipment which is made or repaired such as lures, fishing rods and reels, ice fishing rig, or other fishing equipment;
- Safety practices and techniques that are related to fishing or boating.
- Examples of how water quality affects the fish eco-system.
- Exhibit of 7 different aquatic plants properly preserved and labeled
- Display of plant insect algae shellfish from a lake or pond shoreline Properly label each of them.
- Display of 15 fish. Pictures of each with an explanation of their spawning and feeding habits habitat needs and state laws regarding the taking of them
- Display of 2 handmade flies and one plug
- Display of 5 fishing knots
- 5 methods of cleaning fish
- Ice fishing equipment bait and types of fish caught
- A journal of 5 or more fishing trips you took, describe when you went what you saw what you caught how you caught it etc.
- Construct a 3 dimensional model of a lake and show where the fish would be
- 4 different reels an explanation of where you would use them and what fish you would catch with them
- Display on how to hook live bait properly display on pan fisherman, trout fisherman, bass fisherman, walleye fisherman, and musky fisherman. Explain each type and how they differ from the others.

Forest Resources
Requirement:
- Exhibits should be mounted on cardboard or other sturdy material.
Exhibit Suggestions:
- Collection of leaves or needles with twigs, identified with their common name. Common name should be printed near the identified leaf/needle.
- Photographic display of forest products—include the name of the product/use to identify the photograph.
- Display showing tree growth; annual ring cross-sections; make a seed collection.
- Prepare a report with drawings about your favorite tree—include name of tree, drawings or pictures of tree, and other appropriate information.
- Display showing layers of the forest; renewable versus non-renewable resources; forestry careers; leaf and twig identification; taxonomic keys; tree road maps.
- Display showing forest succession; tree and forest measurements; fire's effect on the forest; how trees grow; forest types; harvesting methods; entomology of the forest; pathology of the forest.
- Display showing forest products, including maple syrup production; wood products; Christmas trees or other forest resources (recreation, wildlife, etc.).
- Display showing specialized woodland management, including shelterbelts/windbreaks and urban forestry.

Display illustrating the food production activities of a tree
Exhibit of the process of renewing a burned forest
Exhibit of 10 different tree flowers properly mounted and identified
A map or photos of a windbreak
Display pertaining to propagating trees
Exhibit of jobs and careers related to raising and caring for trees
Journal of interviews with one or more persons working in tree related occupations
A display illustrating forest succession
Exhibit of 25 different mounted tree leaves correctly identified
Exhibit of seven specimens of shrubs and vines properly labeled and mounted
Exhibit of 10 kinds of wood mounted on a board and properly labeled
A mounted cross section showing the annual life of a tree
Collection of 10 different tree bark rubbings properly labeled
A tree plaque using seeds twigs leaves etc from the same tree
Biltmore stick
Height measuring stick
Collection of the leaf twig and fruit from 15 trees properly mounted and labeled
4 photos of the same tree (taken during spring summer fall winter) accompanied by a written explanation describing what changes take place in a tree during each season
Collection of 10 tree seeds properly mounted and labeled
Identify 8 different trees and display the by products of each
Collection of 5 tree edibles properly labeled
Poster showing the life cycle of a tree
Illustrate how to measure a tree and have photographs of 5 different tree species you measured
Woodlot map showing management
Log scale
A journal of tree planting activity
5 photos of problems or damaged trees and an explanation of how to control or eliminate the damage, damage can be caused by insects diseases weather catastrophes animals or fire

**GEOLOGY**

**Requirement:**
- Attach specimens securely to a backboard and display in a glass-topped case of the same model as used by the entomologists (approximately 19" x 16.5" x 3"). Specimens should be approximately 2" x 2". Label each specimen using the label described on page seven of the Geology Manual. Size of label may be reduced to fit display case, if needed. Attach specimens so they will not fall if case is set on its edge. Member must have knowledge of how specimens are identified as to rock or fossil type.

**Exhibit Suggestions:**
- Display of birthstones, a rock plate, or an egg carton collection (see geology bulletin), six silly silicates.
- Rocks, minerals, or fossils from within Minnesota or on a definite theme such as metamorphism, weathering, quartz minerals, ores, or a theme of your own choosing.
- Polished rock types used to make decorative items such as paperweights and jewelry; include an unpolished specimen of each rock type.
  - Educational exhibit showing the "science how's and why's" dealing with the principles of geology and natural earth sciences.

**SHOOTING SPORTS/WILDLIFE MANAGEMENT (INCLUDES ORIENTEERING)**

**Firearms**
Item made to store firearms, ammunition in your home
Exhibit describing an activity done through your project
Exhibit showing care of equipment
Exhibit on what exhibitor has done or learned about gun safety
Exhibit on hunting ethics and citizenship or care and dressing of game
Before and after plan on the development of a wildlife area
Story of a hunt
Exhibit showing shooting position
Exhibit showing equipment (gun case or gun sling)
Exhibit showing accessories
Exhibit showing safety
Exhibit showing care of equipment
Exhibit showing the equipment needed for muzzle loading
Exhibit showing the safety measures needed to take when using a muzzle loading gun
Exhibit showing history of muzzle loading and use
Poster showing different muzzle loading types
Firearms and archery exhibits include, but are not limited to:
- Basic safety rules, range commands, range safety, eye and ear protection
- Survival skills
- Parts and function of equipment, care and maintenance, shooting accessories
- Marksmanship
- Gunsmithing, history and nomenclature
- Sportsmanship
- Youth leadership activities
- Game cookery
- Taxidermy

**Archery**
Homemade archery accessory
Poster 14 x 22 on archery safety
Poster on parts of a compound bow
Exhibit of types of arrow points or tips
Exhibit showing methods of aiming
5 pictures on an Archery Activity labeled and mounted
5 pictures on an Archery Hunting Trip labeled and mounted
Homemade target
Poster on basic safety techniques and rules, range commands, range safety, eye and ear protection
Survival skills
Shooting skills for example Parts and function of equipment, care and maintenance, accessories and position
Marksmanship
Gunsmithing history and nomenclature of hunting
Sportsmanship ethical behavior and responsibility and effects of values to wildlife of modern game laws and regulations
Report and/or poster on youth leadership activities
Game cookery Taxidermy

**WATER / WETLANDS**

*Exhibit Suggestions:*

- Display showing the five unique physical properties of water; the hydrologic or water cycle; the quantities and uses made of water by families, municipalities, industries, animals, and plants;
- Display on water quality or management—pollution, conservation, water quality standards, etc.
- Display showing the five unique physical properties of water; the hydrologic or water cycle; the quantities and uses made of water by families, municipalities, industries, animals and plants
- Display on water quality or management—pollution, conservation, water quality standards, etc.
- Example of homemade equipment or experiment used by exhibitor to study water and explanation of how used
- Diary/journal kept during a water project experiment or learning
- Exhibit showing the path of your drinking water from its origin to the environment
- Exhibit of water quality practices in the community (water ways, parks, playground, community center)
- Exhibit of water quality practices on the farm, (wells, livestock, soil conservation, stream bank)
- Exhibit showing what you have done or learned in the water project

[http://www.epa.gov/owow/wetlands/facts/contents.html](http://www.epa.gov/owow/wetlands/facts/contents.html) using this site for reference, research wetlands/report on it

Display of wetlands in Minnesota
Exhibit showing what kinds of wetlands are in Minnesota
Exhibit showing habitat of animals in wetlands [http://edis.ifas.ufl.edu/4H027](http://edis.ifas.ufl.edu/4H027)
The site referenced above is a Florida manual of wetlands please use this as a reference also
Exhibit showing the food web of a wetland [http://edis.ifas.ufl.edu/UW052](http://edis.ifas.ufl.edu/UW052)
This site references aquascaping. Do a report on how in Minnesota this could happen

In Minnesota we have 15,000 lakes to protect - not to mention thousands of acres of wetlands, and hundreds of miles of rivers. Join the water team by learning about ecosystems, water quality, pollution, and how you can help with our water resources.
This is another resource for a project in wetlands
Develop a landscaping plan keeping the wetlands in mind
Diary/journal on maintenance of a wetland
Plan a wetland program or invite a wetland expert to speak to your 4-H Club. Report on the speaker
Build a wetland in your backyard learn how by visiting the US Department of Agriculture’s website at www.nrcs.usda.gov/feature/backyard/

**WILDLIFE/BIOLOGY**

*Exhibit Suggestions:*
- Display showing the life cycle of your favorite wild animal.
- Birdhouse, birdfeeder, or homemade bird book of local birds.
- An animal book of wild animals of Minnesota--describe habitat, food, and shelter needs.
- A wildlife management plan--show practices related to land use and forest management for wildlife.
- Basic concepts of Wildlife Management (waterfowl wing boards, birdhouse trails, game food habits, game animal habitat requirements, history of game management, etc).

- Waterfowl wing boards
- Birdhouses, feeding stations
- Habitat requirements
- History of wildlife
- Identifying waterfowl by flock pattern, size, color areas and sound
- Distinguishing various species of puddle ducks, diving ducks
- Identify game animals or upland game birds and where they can be found
- Explain difference between game and non-game species
- Taxidermy and associated activities etc.

- Exhibit on wildlife values, game identifications, wildlife history, wildlife communities, wildlife population or wildlife mgmt.
- Exhibit of signs of wildlife, deer rubbings, beaver teeth marks, animal foot tracks
- Exhibit on predators, predation, or wildlife and the law
- 2 drawings of birds nests properly identified and foods they eat
- Exhibit of 5 birds labeled and identify their habitat and foods they eat
- Compare and contrast 5 birds of the field with five birds of the forest or marsh
- Display of a birdhouse and an explanation of which birds use it and your observations of the activity near that house
- Display of a bird feeding station and diary of the birds that use it when they use it what the birds eat etc
- Exhibit on migratory birds
- A chart you have kept on the birds you have seen during the winter or summer
- Pictures of one bird showing how it develops from an egg to a full grown bird

**GEOSPATIAL**

*Requirements:*
- Exhibits must be labeled with name and county on all pieces of the exhibit. The Fair staff will not be responsible for lost, stolen or damaged exhibits.
- Exhibits may include a poster, display or booklet. 4-Hers may additionally share their project work through a computer based presentation. Exhibitors will need to bring the appropriate software and presentation data.
- Exhibits will be conference judged.
- Exhibits may include community maps, comparison of GPS units, ways in which GIS and GPS programs are used, and reviews of software and resources available.

Note: Geographic Information System and Global Positioning System (GIS/GPS) programs allow 4-H members to explore science, engineering and technology and combine to form the content for the Geospatial project area. Appropriate work in this area can include investigations into the history of GIS and/or GPS, current uses, equipment and software and more. Development of GIS maps that incorporate waypoints and trails created through GPS are encouraged.
**Personal Growth and Development**

**CITIZENSHIP**

*Exhibit Suggestions:*
- 3-Ring binder, report binder or 3-sided display reporting on community projects and/or citizenship activities which you or your club completed under your leadership. Include plans of action as well as the evaluation of each.
- A written narrative and/or visual communication presentation of 8 to 10 minutes, using photos, video and/or slides, to show how you worked with others in your community to solve problems.
- An exhibit of the issue you addressed.
- Present evaluation sheets from local 4-H meetings and how you scored them. Include a story telling how you evaluated the meetings and changes made. Present community studies which you conducted. Include copies of your interview outline and, if available, pictures of you conducting an interview. Present community projects and/or activities which you completed. Include plans of action as well as the evaluation of each. Describe the process and any difficulties and surprises that you encountered as you studied and developed your family history. Report on their settlement and life as part of their community. Include family memories, family traditions, maps made, etc. and pictures taken. Describe citizenship activity that you or your club did to understand or practice better government or demonstrate how our democracy works. Present activities you did to help the club to better understand political parties in a democracy or voters in a democracy. List career possibilities related to government.

**CONSUMER EDUCATION**

*Requirements:*
- Exhibitor should be able to explain his/her choices and the reasons for those choices.

*Exhibit Suggestions:*
- Consumer comparison comparing several models of the same item, showing feature, costs, etc., with best item selected and reasons why.
- An exhibit on different shopping styles
- A shopping list comparing wants versus needs
- A savings plan for you
- A spending habits log
- An exhibit on comparing costs of similar products
- Poster or report comparing the quality and price of the same item bought in three different stores
- An exhibit on the role of personal values in decision-making
- An exhibit on planning for a major purchase
- An exhibit on where products are manufactured
- An exhibit on retailer polices on use of child labor
- An interview of a shop owner
- An exhibit on true costs of owning a car
- Jeans cost comparison chart
- Display illustrating comparison shopping for one type of article
- An exhibit on the impact of advertising on children of all ages
- Create an ad
- An exhibit on the consumer manners
- Poster or report illustrating youth’s need vs. wants.
- An exhibit on U.S. regulated global market vs. straight market economy
- An exhibit on comparing different economies within U.S.
- An exhibit on government departments protecting consumer rights
- A decision making plan when purchasing an expensive project
- An exhibit on a community service project you have organized
- An example of a product complaint letter
- Clothing first aid kit with list of items included (limit of 20 items)
- Display on laundry techniques (compare them and make a decision on which is the best for what fabric)
- Label comparison showing different types of labels and/or models of same included.
- Poster or display of wise fast food choices

**GLOBAL CONNECTIONS**

*Exhibit Suggestions:*
- Poster or report explaining what you learned as a result of a cross-cultural home stay experience.
- Report or display on mission trip, school trip, pen pal, etc.
Exhibit showing the county/place of interest to you to travel
Scrapbook/poster comparing your typical life to one in another country
Scrapbook/poster comparing the types of food eaten and prepared

**HEALTH**

*Exhibit Suggestions:*
- Report on a health issue (i.e. alcohol and chemical abuse, eating disorders, sexuality, sexually transmitted disease, pregnancy, stress, depression) of your choice.
- Report on a community project that you conducted on a health issue. Include objectives, audience, timetable, program description, materials, community support and evaluation.

Poster exhibit on proper hand washing techniques
Poster exhibit on proper grooming and personal hygiene
Poster exhibit on proper teeth brushing techniques
Poster exhibit on family doing our favorite things
Poster exhibit of creative expression using squiggle art
First aid kit
Model of new food guide pyramid
Poster exhibit on food package labels
Collage on myself
Poster exhibit on exercise benefits
Display on healthy diet
Display on how smoking affects lungs
Display on reducing stress
A fitness display
Display that illustrates individual uniqueness
Display on study space analysis
Display on home safety hazards
Exhibit on the effects of alcohol
Exhibit of sports injuries
Display on injury and accident prevention
Exhibit on the effect media has on self-image
A physical activity plan
Display on eating disorders, study tips, time management
Public service announcement about a health issue
Personal letter written to a legislator
Personal and family health history
Tanning survey and results
Violence prevention public service announcement
Exhibit on non-violent ways to resolve conflict
Display on skin cancer prevention
Poster on blood alcohol content

**SAFETY**

*Exhibit Suggestions:*
- Explore a safety issue of your choice. Ideas include traffic safety, home safety, farm safety, community safety, fire prevention, and first aid kit. Include an item for display representative of project activity.
- Prepare a First Aid Kit and be able to explain the reasons for the items you included.
- Exhibit may be display, binder, poster, etc.

**YOUTH LEADERSHIP**

*Exhibit Suggestions:*
- A written narrative of your leadership role in your club or county including: holding an elected office, committee work, camp counselor, part of event management, project organizer, on-going yearly responsibilities in a planned club program and fund raising, etc.
- A lesson plan for an activity or a project meeting that you have planned and presented. Include teaching outline, objectives, information to be presented, techniques
Plant Sciences

**CROP SCIENCES**

Exhibit must include a 2-quart sample of any crop including any variety of shelled corn, soybeans, or small grains. No ear corn. Crops must be grown on your farm in the previous growing season. Include a 3 x 5 index card with variety.

**CORN**

**SMALL GRAIN AND LEGUMES**

- Exhibit samples include, but are not limited to: oats, wheat and barley.

**SOYBEANS**

**CROP SCIENCE EDUCATIONAL DISPLAY**

- Exhibit samples include, but are not limited to teaching/science display about a disease, growing practice, marketing, fertilizer, weed control, insect control.

Soybeans – 1 qt cleaned

Soybeans sheaf samples 2" neck size

An educational display illustrating one of the following ideas: plant reproduction, soils, plant growth factors, plant characteristics, growing and using plants, plant growth and good production, examples of a plant disease and the life cycle of that disease explaining causes and control.

Collection of 4 different crop plants, pressed and mounted, identify use and label

Drawing of parts of a plant, labeled

Collection of 10 weeds, mounted pressed and identified

Exhibit of use of fertilizer show need explain choice fertilizer response

Exhibit showing hay, silage, grain or soybean test quality results explain

Exhibit explaining visit to research station or field demonstration plot

Exhibit showing results of a variety trial conducted

Exhibit identifying disease problems on your crop

Exhibit identifying insect problems on your crop

Exhibit or records of marketing – expense and income of crop

Exhibit outlining a career related to crop production and utilization

**CORN**

**Requirements:**

- Crop must be grown on your farm in the previous growing season.
- Include 3 x 5 index card listing the variety.

**Exhibit Suggestions:**

- A two quart exhibit of shelled corn (no ear corn), must be placed in a clear two quart jar or 2 clear one quart jars.
- An educational display illustrating plant reproduction, soils, plant growth factors, plant characteristics, growing and using plants, plant growth and food production, examples of a plant disease and the life cycle of that disease explaining causes and control.

**FLOWER GARDENING**

**Requirements:**

- Label each container according to kind or variety.
- Live plant material will be accepted if it can be maintained in a fresh condition with ease.

**Exhibit Suggestions:**

- When exhibiting cut flowers, we suggest:
  1. three stems of one variety of annual flower, or
  2. one stem of a hardy perennial, or
  3. one stem of summer flowering bulbs, or
  4. one blossom of a tea rose, or
  5. one stem of a hardy shrub rose.
- Flower bouquet or arrangement on any theme.
- Display of dried flowers with a card explaining the drying method.

**FLOWER GARDENING**

**CUT FLOWERS** (No state fair trip)

Exhibit samples include, but are not limited to:

- One kind of annual or perennial flower; a collection of five stems of small flowers (most flowers); or three
stems of large flowers (examples - dahlias, delphinium, cleome, gladiolas, holly hocks).

**FLOWER ARRANGEMENTS & CENTERPIECES** (No state fair trip)
Flowers arranged to display the beauty of individual flowers. Containers are part of the display.

*Members: Please re-fresh your arrangements as needed through the week of the fair.*

**FRESH FLOWERS GROWN BY 4-H MEMBER** (No state fair trip)
Fresh flowers must be grown by 4-H member. Flowers arranged to display the individual flowers. Containers are part of the display.

**PURCHASED FRESH FLOWERS** (No state fair trip)
Flowers arranged to display the beauty of individual flowers. Containers are part of the display.

**DRIED FLOWERS** (No state fair trip)
Flowers arranged to display the beauty of individual flowers. Containers are part of the display.

Display of dried flowers with a card explaining drying method
Flower bouquet or arrangement on any theme

**FLOWER GARDENING** (State fair trip)
Exhibit samples include but are not limited to:
- A science exhibit showing the principles of propagation or reproduction, nutrition, culture and physiology (how a plant lives and grows) etc. Live plant material will be accepted if it can be maintained in fresh condition with ease. If not, photographs are a suggestion. County fair reserves the prerogative to remove the exhibit if it does not remain in good condition.
- My Flower Garden - Exhibit on poster board, not to exceed 22' x 28'. Include a plan of the flower garden drawn to scale, the correct variety names, pictures or photographs of the flowers grown, what type of flowers they are, why you selected the flowers, how the soil was prepared, did you use seeds or transplants, is the garden in the sun or shade, care of the garden, photographs showing the progress of your garden throughout the summer, etc.,

**OUTDOOR CONTAINER GARDEN** (No state fair trip)
Rules:
1. Pots of flowers or vegetables or hanging baskets, bags or wreaths that you may put on your deck, steps, window boxes or hang outdoors. Your choice of container - be creative.
2. Evaluation will be based on organization, neatness, content, creativity and quality.
3. Plants should be well established.
4. Outdoor container gardens will be on display by/in the 4-H gazebo and throughout the 4-H building.

**FRUIT**

*Requirements:*
- Include a 3 x 5 index card listing the varieties of fruit, name and club of exhibitor.
- Exhibitor should bring 6 items of one variety of fruit.

*Exhibit Suggestions:*
- Display showing a comparison of several varieties of the same fruit (labeled); display using a branch to illustrate proper pruning of fruit trees and explaining the process; illustrate the many uses of fruits (fresh, jams, juices, cooking, baking, salads and recipes); illustrate the use of fruits as natural dyes.
- Educational display illustrating diseases (actual specimens) or insects (actual specimens) and methods of control.

Exhibit showing propagation of fruit trees
Exhibit showing care of plants bushes or vines
Exhibit showing a year cycle of a fruit, explaining what happens to the plant at each stage
Display showing a comparison of several varieties of the same fruit
Display using a branch to illustrate proper pruning of fruit trees and explaining the process
Illustrate the many uses of fruits
Illustrate the use of fruits as natural dyes
Educational display illustrating diseases or insects and methods of control

**INDOOR GARDENING**

*Requirements:*
- **POTTED PLANTS:**
  - Flowering plants should be in bloom.
  - Foliage plants should be in vigorous condition.
  - Plants should be grown in the exhibited container for at least one month prior to fair.

  **PLANTS IN HANGING CONTAINERS:**
- Container for the plant should not be more than 10" in depth or diameter.
- Maximum total length of hanger and plant should not exceed 4'
- Evaluation will include appropriateness of plant for a hanging container, condition, arrangement, hanger to container to plant relationship, and plants being well established.

**TERRARIUMS:**
- The terrarium may not exceed 24" in any dimension.
- Terrarium should be planted four to six weeks ahead of exhibiting.
- Members must be able to identify all plant materials in their terrariums, know why they were selected for use (quality, container and design).

**Exhibit Suggestions:**
- Two or more varieties of house plants with common and botanical name.
- Terrarium or dish garden: consider terrarium material of general terrarium plant of native and woodland plants of Minnesota.
- Educational exhibit showing plant propagation, plant history, forcing bulbs, life cycle of a flowering plant, etc.

House plants, container plants, dish gardens and terrariums should be planted so plants are well established, at least six weeks. Live plant material will be accepted if it can be maintained in fresh condition with ease.

**County fair will not assume responsibility for damage or breakage. County fair also assumes the prerogative to remove the exhibit if it does not remain in good condition.**

**POTTED HOUSE PLANTS** (No state fair trip)
- Flowering plants should be in bloom, foliage plants should be in vigorous condition.

**HOUSE PLANTS IN HANGING CONTAINERS** (No state fair trip)

**INDOOR GARDENING** (Plant or Exhibit) (State fair exhibit)
(State Fair exhibits selected from 4-H'ers 6th grade and older)

**Rules for state fair eligibility:**
1. Dish gardens, terrariums and hanging plants are encouraged as part of the exhibit.
2. Evaluation will be based on organization, neatness, content and quality. You may wish to include a record observation notebook, illustrations, pictures, drawings, and/or live plants.
   - Different varieties of houseplants in the same container; dish garden or terrarium; _information on:_ watering techniques, potting/repotting/transplanting, checking and controlling insects; _cultivation requirements of a plant,_ starting plants from seeds, forcing paper white narcissus bulbs, asexual plant propagation; _natural history of a plant,_ plant adaptations to their environment for cacti and succulents; _forcing bulbs which require cold treatment;_ soil-less versus soil mixes for indoor plants; _life cycle of flowering plants;_ plant hormones, horticultural therapy, plant tropism; _environmental concerns - habitat destruction;_ commercial greenhouse production Site analysis and landscape plan

Plant experiment; line-mass arrangement; Display on forcing bulbs; Marketing plan to sell horticulture products; Poster on horticulture careers

**LAWN AND LANDSCAPE DESIGN**

**Requirements:**
- Posters showing physiology of a tree are not eligible for State fair
- Evaluation will be based on design, neatness, plants used, and story told.

**Exhibit Suggestions:**
- Landscape Plan (not to exceed 22” x 28”) drawn to scale with plants and major areas of yard labeled; should show changes and future plans. Photographs showing “before and after” views are desirable.
- Design a project meeting for this project area (in booklet form) including what you would teach, how you would teach it, goals of your meeting, activities you would include, and visual aids you would use.

Exhibit showing proper lawn management such as fertilization, weed control, cutting management
Exhibit showing seeding methods
Exhibit showing different types of lawn grasses and characteristics
Exhibit showing care of trees and shrubs
Exhibit showing how to plant a tree or shrub
Exhibit of 10 leaves of shrubs and trees used in landscaping
Landscape plans before and after improvement
Landscape plan for flower border before and after improvement
Landscape plan for flower border before and after improvement
Landscape design for farmstead
Landscape design for house

**PLANT AND SOIL SCIENCE**
**Exhibit Suggestions:**
- An educational display illustrating one of the following ideas: plant reproduction, soils, plant growth factors, plant characteristics, growing and using plants, plant growth and food production, examples of a plant disease, and the life cycle of that disease explaining causes and control.

Display on the needs of plants
Hydroponically grown plants
Poster on making a compost pile Transplanted plant oil sample and test results
Poster on benefits of mulching Display of a cold frame
Plant experiment Illustrated talk on a horticultural topic
Poster or report on horticulture careers
Display on the needs of plants Terrarium

**POTATOES**
**Requirement:** Twelve potatoes (this year’s crop) similar in size with variety identified on a 3 x 5 card.

**Exhibit Suggestions:** Educational display illustrating diseases and control, methods of mulching and reasons, causes and effects of sun scald.

**VEGETABLE GARDENING**

**Requirements:**
- Label vegetables with proper variety names.
- When exhibiting large size vegetables include one sample (cabbage, squash, melon, pumpkin, cauliflower, Swiss chard, etc.); medium size vegetables include 3 samples (tomatoes, onions, peppers, turnips, beets, cucumbers, kohlrabi, carrots, etc.); small size vegetables include 12 samples (snap beans, lima beans, green beans, green peas, etc.).
- Do not use potatoes or cherry tomatoes in the exhibit.

**To be considered for State Fair, exhibits must be:**
- **A collection of six different kinds of vegetables, choosing any combination of the following:** one specimen large vegetable (cabbage, squash, melon, pumpkin, cauliflower), three specimens medium vegetables (tomatoes, onions, peppers, cucumbers, kohlrabi, carrots, beets, turnips), and/or 12 specimens small vegetables (green beans, peas, lima beans). Potatoes and cherry tomatoes may not be included. Include the 3" x 5" card as above. Educational display showing some aspect of vegetable gardening e.g. the difference in development between thinned vs. unthinned vegetables.

**SELF DETERMINED**

**Requirement:**
- This Division is intended for an exhibit that doesn’t fit in any other project area. This is not a “catch-all” category but rather intentional self-directed learning.
- A team may consist of not more than three (3) individuals from the same club or from up to 3 different clubs from the same county.
- **To be eligible for State Fair, the member(s) must be able to discuss the process of selection, planning and management of a self-determined learning experience.**

**Exhibit Suggestions:**
- Poster, display, or notebook showing the process of doing the activity/project
  - Display of finished work

**Expressive Communication Self Determined**

Reports, scrapbook or picture story of what you have done and/or learned
An educational poster on some phase of your project

**Speaking**
A collection of two or more items that document how you planned your speech
These could include speech planning worksheet list of references speech outline note cards etc.
A poster of stress reduction tips and suggestions for dealing with speech anxiety
A cassette or videotape of you practicing your speech with a short note describing what you noticed when you listened to the tape (bring your own cassette player)

**Communications**
A photo exhibit scrapbook or collage about the things you discovered from the person you interviewed
An exhibit including photos and any other items you have gathered that relate to the project
A report essay or computer document about the person you interviewed
A poster or collage that illustrates things families can do together instead of watching television
A scrapbook or notebook about books people in the family have read and talked about together
A family scrapbook of special events birthday book holiday book or any other family journal that was created by two or more family members

**Group Projects**
A display of paper plate collages that club created to illustrate their interests talents and personal characteristics
A poster signed by club members listing rules and guidelines the club had created to make sure people treat each other with courtesy and respect

A photo exhibit or scrapbook with pictures of club members presenting silly speeches and team demonstrations at club meetings

**Creative Writing**

A hand written commonplace book

A scrapbook or notebook of original poetry including at least one of the following:

- found poem, nature poem, cinquaine, telephone or vertical poem, or any other original poem.
- A poster about proper email “etiquette.”
- A personal essay about why you keep a journal or diary (Note journals and diaries should not be entered in the fair).
- A handmade few kind words book.
- Any other piece of original creative writing (poem short story essay or play)
- An original book review about your favorite book
- An original cover illustration for one of your favorite books
- A poster illustrating your top 10 favorite books every read

A recording of yourself reading a children’s book to a child and note about who it was intended for

**Group Project**

An exhibit that includes books, props and visual aids to illustrate the books your group has read and discussed together

A poster of new words and their definitions that he members of your book group discovered while doing this project

A scrapbook or collage about the various books that were read and discussed together.

### DEMONSTRATIONS

**Requirements:**

- **Demonstration / Illustrated Presentations** may be related to any project that the member is enrolled in or to any area of interest or expertise the 4-Her has. Presentations may be an individual or a two-person team. Individual presentations shall not exceed 15 minutes in length and team presentations should not exceed 25 minutes in length.

- **Demonstrations** are an oral presentation that includes actually demonstrating the hands-on steps required to accomplish a task or process. This most often includes the use of physical objects and actual doing or showing. For example, a demonstration could involve using bedding plants, potting soil and related items to demonstrate how to plant a flower pot. At the end of the Demonstration there should be something of a “finished product”. Demonstrations may also include the use of supporting visuals like posters, charts or overhead transparencies. Supporting visuals can include technology based options like presentation software (i.e. MS PowerPoint). However, the focus of the Demonstration should be on the "doing", not the supporting visuals.

### YOUTH IN ACTION DEMONSTRATIONS

**Youth in Action** presentations are interactive, continuous presentations that are approximately 45 - 50 minutes in length. Topics selected for a Youth in Action demonstration may be related to a project in which the member is enrolled or to any other area of interest or expertise the member has. Involving the audience in the process is the primary focus of Youth in Action and constitutes a major portion of the evaluation results.

### ILLUSTRATED PRESENTATIONS

- **Illustrated Presentations** are an oral presentation that presents an idea, concept, viewpoint or experience in an educational or informative format. For example, an Illustrated Presentation could be a report on leadership lessons learned through a trip to Washington DC or an educational presentation that explores sustainable energy options. Illustrated Presentations most often consist of interaction with supporting visuals like posters, charts or overhead transparencies. Supporting visuals can include technology based options like presentation software (i.e. MS PowerPoint). Supporting visuals may include tangible items, but generally little or no activity takes place with the item.

- **Presentation Software** (i.e. MS PowerPoint) may be used for both Demonstrations and Illustrated Talks. If Presentation Software is used in a Demonstration, the presentation software should supplement the Demonstration (hands on demonstrating should still be the basis of the entry). If used for an Illustrated Talk, the presentation software can be the basis for the entire talk; however the member must interact with the presentation and information - not just step to the side and let the presentation play. (Self-presenting entries created with presentation software should be burned on to a DVD and entered in the “Video” class.)

If presentation software is utilized, judging will include the effective use of the software. For information on effectively using visuals in presentations and/or presentation software please see [http://www.mn4h.org/programs/software_presentation](http://www.mn4h.org/programs/software_presentation)

**Special NOTE:** if presentation software is utilized in either a Demonstration or an Illustrated Talk, the 4-Her is responsible for securing any equipment necessary for judging. Extension staff may be able to assist in this process,
but it is the responsibility of the exhibitor to contact Extension staff WELL BEFORE the scheduled judging. The ideal situation is to deliver the presentation with a computer and LCD projector, but the use of transparencies and an overhead projector is also possible.

**Youth Teaching Youth**

Teens who are currently teaching the Youth Teaching Youth programs areas of: Alcohol and Tobacco Decisions, Positive Choices, Friend to Friend and Talking with TJ Education programs are eligible to enter
You may enter one individual project and/or one team project (team consists of two or more)

**Exhibit examples include**

- Promo banner
- Program support activities
- Posters
- Demonstrations
- Musical rap
- Scrapbook

**CLOVERBUDS**

A group project completed by your Cloverbud club (e.g., Cloverbud Club Banner, Cloverbud Poster
Any one item made by the Cloverbud member at a Cloverbud 4-H Club meeting.
Any one item made at home. Some ideas include: 3 cut flowers in a vase, a potted plant, vegetable creature or creation, a nutritious food snack, a simple item you made for your home like a pillow, placemat, etc., rock creature, paper bag puppet, 4 interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of.

**Cloverbud Demonstration**

- Individual
- Team

**Cloverbud Pet Show**

A group project completed by your Cloverbud club (e.g., Cloverbud Club Banner, Cloverbud Poster
Any one item made by the Cloverbud member at a Cloverbud 4-H Club meeting.
Any one item made at home. Some ideas include: 3 cut flowers in a vase, a potted plant, vegetable creature or creation, a nutritious food snack, a simple item you made for your home like a pillow, placemat, etc., rock creature, paper bag puppet, 4 interesting objects of nature, tree leaf collection, display of insects, simple craft item, or anything else you can think of.

**Cloverbud Demonstration**

- Individual
- Team

**Cloverbud Pet Show**

The Cloverbud may enter one pet in this show
Cloverbud members may exhibit rabbits, chickens and other small pets. No large animals are allowed

**Cloverbud Club**

A group project completed by your Cloverbud Club

**Cloverbud Exhibit Ideas**

- Scrapbook on any phase of project work
- Bird house, feeder or simple wooden item
- Simple bird feeder
- Display or booklet on fishing birds or pets
- Collection of 6 things from a nature hike identified
- Report of a nature walk you went on What trees plants birds and animals did you see
- Notebook you have kept of kinds of birds you see in a 2 week period how many and the dates you see them
- Sketch and description of a bird feeder you have made
- Collection of insects
- Display of 6 nature surface rubbing- labeled
- Stone creature
- A recycling project you have done
- Poster or collection of 4 interesting objects from nature
- Poster or collection of 10 different seeds identified and mounted
- Tree leaf collection of 5 different tree leaves pressed dried and identified
- Display of 6 different mounted insects
- An article made by using materials from nature
- Cards and the description of an air pollution test
- Your record of weather for 1 week
- Three cut flowers with or without greens in a vase or a potted flower plan
- A potted growing houseplant raised from a cutting well established
- Terrarium well established
Houseplant you have grown
Fruit or vegetable raised by individual
Flower raised by individual
Three each of three different vegetables example:
3 tomatoes, 3 beans and 3 carrots (9 total vegetables)
Vegetable creature or sculpture
Cut flowers you have grown
A flower in a container that you have grown
A plate of vegetable you have grown at least 3 kinds
Fashion Revue (judged on fashion revue day prior to the fair)
A simple sewn item (judged on entry day)
Simple item you have made for your home
Food exhibits (must include a close-up picture of the food to be left with the exhibit) food is taken home with exhibitor
4 oatmeal cookies include the recipe
4 brownies made from a mix unfrosted
Exhibit showing nutritional snacks vs. junk foods (maximum 14 x 22")
Nutritious snack
Layer cake, ¼ layer unfrosted, from a mix or homemade
Shopping list of your favorite foods (pictures or just names of foods glued on paper as in project material)
Poster relating to any livestock species
Simple health poster
Simple safety poster
A story telling about yourself either on a cassette tape or written
Writing exhibit original poems, stories or interviews
Poster or booklet showing personal health habits
Poster or booklet showing member's responsibilities at home
A drawing and description of your room
A map of your neighborhood
Record of your house search
Paper bag puppet
Poster or scrapbook describing clowning activities
Scrapbook of 4-H event that Cloverbud attended
Simple craft item
Creative creature
A homemade toy game book or musical instrument
Creative article using beads, sequins, pompons etc
4 favorite photos taken by cloverbud mounted on tag board
A group of 4 photographs you have taken and mounted with captions (14 x 22")
A group of pictures you have taken mounted on tag board no larger than 11 x 14 3 or more pictures
A story or drawing of a 4-H activity you were in or watched
A scrapbook showing overall activities in the Cloverbud project
A group of 4 photographs you have taken and mounted with captions (14 x 22")
Homemade toy game or musical instrument
Paper bag puppet Any puppet
Holiday decoration
Tie dye article
Fabric painted article
Collage Memory box
Handmade greeting card
Leather article you have made

CLUB ACTIVITIES

🎉 CLUB BANNER
One banner will be selected for State Fair exhibit.
**Requirement:**
1. Banner must be 3’ x 5’ and designed to hang vertically.
2. It must be completed and equipped with a dowel (minimum size 3’ 8") and ready to hang.
3. Banner must be of fabric (no paper) and can be one or two-sided.
4. Club name on 3 x 5 card pinned to back. (Any assembly technique can be used.)

It should emphasize joining 4-H or a 4-H project or show something Dakota County 4-H specific

Club’s name needs to be visible on the backside of the banner
Club should choose two or three members to participate in conference judging.

🎉 COMMUNITY PRIDE - Club
One exhibit will be selected for State Fair.
**Purpose:**
To provide an incentive for 4-H youth to be actively involved in having a positive effect in their community. The purpose of the Community Pride project is to stimulate projects offering a variety of real learn by doing experiences that deal with community improvement related skills, knowledge and beliefs.

**Requirements:**
1. The exhibit may include a three-sided display, video, or other visual method which visually highlights the entire project or certain parts in a manner which tells the public what positive effects the project had on the community.
2. Two club youth who participated in the project may represent the club in conference judging.

**(CLUB SCRAPBOOK (No state fair trip))**

**Requirement:**
- Show and explain your club activities and participation in community and county events.
  - Organize a club scrapbook that is no larger than 16 x 13 includes information and/or pictures about their club meetings, activities and participation in local, county, regional, and state 4-H events.
  - Two club youth who participated in the project may represent the club in conference judging.
  - Should contain how your club engages in community service, keep the members engaged.
  - Fun activities planned for the club meeting or extra project meetings.
  - Site one interesting project your club has done and report on it.

**(CLUB Outdoor Garden Container (No state fair trip))**

Plan and arrange and maintain a growing flower, herb or vegetable garden container. Evaluation will be based on organization, neatness, content creativity and quality.

Two club youth who participated in the project may represent the club in conference judging.

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