



## SUGGESTED 4-H EXHIBITS FOR COUNTY FAIR

Welcome to the exciting world of 4-H. Here are some suggestions for exhibits in your project areas. In addition to these suggestions, each project area leaves the possibilities wide open for you to create exhibits that fit your learning and ideas, 4-H members will not receive a higher placing just because they use one of the suggestions listed below so have fun learning and doing!

While there are still several general rules and guidelines that apply to all projects, including maximum size specifications for posters, displays and floor-sized exhibits, you are now able to exhibit almost anything that reflects your leaning in a particular project area for the year.

### \*\* SAVE THIS GUIDE FOR FUTURE REFERENCE \*\*

#### **Aerospace**

- Model rockets built from kit (flyable)—Rockets should be ready for flight except engine need not be installed. Recovery system should be in place and operative. Members should be familiar with the model rocketry safety code approved by the National Association of Rocketry
- Model rocket built from own design (flyable)—Same rules apply as listed in Lot 1 plus member should know how to test the rocket for stability and how to make corrections if it is not stable
- Model rocket built from kit or own design (static or stationary model not designed to fly)—Member will be evaluated on construction techniques and general knowledge of rocketry
- Model airplane built from kit (flyable)—should be balanced and ready for flight. Do not include fuel for gas powered models. Radio equipment may be excluded for RC models
- Model airplane built from own design (flyable)—should be balanced and ready for flight. For gas powered models do not include fuel
- Model airplane built from kit or own design (static or stationary model not designed to fly). Member will be evaluated on construction techniques, knowledge of what makes an airplane fly and information about the aircraft represented by the model
- Display of aviation principles
- Display of in-flight procedures
- Poster/Pictures, such as places visited; first plane ride; programs participated in; specific types of planes
- Booklet on specific types of planes; knowledge of how planes/rockets work
- Report (could include interviews with people) on history of space flight; history of space exploration/astronauts; careers; aerospace related to agriculture; how planes/rockets work; principles of flight
- Story you have written about aerospace or space flights, rockets, etc. (could be science fiction)
- Any other model (i.e. helicopter, etc.)

- Poster/Pictures, such as places visited; first plane ride; programs participated in (Blue Sky Below My Feet); specific types of planes
- Booklet on specific types of planes; knowledge of how planes/rockets work
- Report (could include interviews with people) on history of space flight; history of space exploration/astronauts; careers; aerospace related to agriculture; how planes/rockets work; principles of flight
- Story you have written about aerospace or space flights, rockets, etc. (could be science fiction)

#### **Bicycle**

- Poster on road safety
- Poster on bike maintenance
- Notebook or picture story of a bike rodeo you helped with
- Poster of why and how to wear a bike helmet
- Display of equipment used for bike repair or first aid.
- Research for a paper or speech on some aspect of bicycling.
- Special Science Display on bicycles—entries should be mounted on plywood, maisonette, or other sturdy material for display and may consist of either a single or series as a unit.

#### **Child and Family Development**

- 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 the exhibitor
- Original book, story, poem, song, play, cookbook, audio or video tape and narrative, activity book or safety manual for children
- Original book, story, poem, song, essay, photographic display, audio or video tape, poster, journal, scrapbook or file about children and/or families.
- Exhibits in this lot should specify in writing and/or with illustrations, something the 4-H'er has learned about children or family growth and development, etc.

- Consumer study booklet, poster or video comparing at least 6 commercial toys, children's books, equipment, furniture or clothing, etc. Include information on age of child, contribution to growth and development, price, safety factors, etc. where applicable. Do not include item in display.. Use pictures or photos if needed.
- 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
- A creatively developed program and/or item used for or with a person with a special need (gifted, developmentally delayed, physically impaired, etc.)
- Teaching plans, lessons, activities, etc. for teaching others and report on results of use
- In-depth, independent study of a topic related to children and/or families giving purpose, activities and outcomes

## **Citizenship**

- Present at least three activities such as: written pledge, the meeting check list, description of mock meeting conducted to demonstrate how to conduct meeting, description of how club selects officers & how committee members are determined, others as determined by exhibitor
- Select and present evaluation sheets from 5 or 6 local 4-H meetings and how you scored them. Include a 200-250 word story telling how you evaluated the meetings and significant changes made
- Select and present at least five community component studies which you or your club conducted under your leadership. Include copies of your interview outline and, if available, pictures of you conducting an interview
- Report on three community projects and/or activities which you or your club completed under your leadership. Include plans of action as well as the evaluation of each
- The family tree and community—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 at least two other activities, i.e. family memories, family traditions, maps made, etc. and pictures taken to complete selective activities in parts II and III. (You may use pages 12-13 of Unit V or other sheets printed for family genealogy record.)
- Knowing/understanding my state—Illustrate through words and pictures what you have learned from parts IV and V. Include three or more activities from Units IV or V and three more activities from Unit V
- Identify and describe three (3) examples of the activities you used as a project member and/or youth leader to illustrate and/or teach Part I-American Democracy and Part II-Division of Power in a Democracy. Part I: describe at least one other citizenship activity that either you or your club did to understand or practice better government or demonstrate how our democracy works
- Select and present at least three examples of activities you or your club under your leadership did to help the club to better

understand political parties in a democracy (Part III) and voters in a democracy (Parts III and/or IV). Also list career possibilities related to government which has been discussed with the club

- Demonstrate three new skills or activities completed from the "Things to Do" suggestions in Unit VII. Presentations may use finished products, notebooks, maps, charts, slide/tapes, video, song/dance, etc. to illustrate what you have learned.
- Poster on something you learned.
- Explore and list career possibilities related to government.
- Presentation of 4-H international cross-cultural home stay experience.
- Educational poster or display showing what citizenship means to the member. Exhibit can include pictures of the individual putting Citizenship into action, or a slogan expressing what Citizenship means to the member. Be creative. Use magazine pictures and titles to make a collage or anything, which explains Citizenship. A story should be attached describing what the member has learned about Citizenship, how the member feels about the project and how this meaning of Citizenship will affect the member in the future.
- Exhibit a poster on a school problem (litter, noise, respect for property)

## **Clothing and Textiles**

- Constructed garment such as a blouse, shirt, top, skirt, pants, sweatshirt, jumper, dress, etc.
- Non-clothing constructed item (I.e., simple home or clothing accessory item such as a pillow, apron, locker caddy, book bag, belt, placemat, puppet, sewing kit, quilt, curtains, etc.)
- Non-clothing article using a pattern or your own idea. Examples are : lady bug pincushion, patchwork pillow top, sewing wall hanging, bike bag, tote bag, book bag, back pack, sun visor or stuffed toy.
- Purchased garment or outfit. Must be accompanied by an 8½ x 11 notebook that includes: colored photo of member wearing garment, cost of garment, explanation of why garment was purchased, ways it will be used in existing wardrobe, cost comparisons to a constructed garment, wardrobe building, accessorizing or care.
- Creative sewing such as wearable art, designed garment, recycled or altered garment, custom, or garment showing cultural diversity.
- Creative use of yarns/fibers. Clothing item that has been made from one of the following techniques: cross stitch, knitting or crocheting.
- Constructed garment utilizing a fabric or technique new to the exhibitor, such as synthetic suede, active sportswear, micro-fibers, satin, etc.
- Tailored garment or outfit using quick or custom tailoring
- Clothing or textiles educational display showing special topic exploration such as fabric care characteristics, wardrobe building, cost of garment as it relates to quality and number of times worn.

## **Clowning**

- **Homemade prop with written explanation:** Bring your homemade prop along with a written explanation describing how you made it, how you use it, the audience reaction, and

any other information you feel is important. Display in a 8 1/2 x 11-inch booklet with binder. Pictures showing how you use your prop should be included.

- **Scrapbook of current year's clowning experiences:** Included should be at least 3 different experiences such as: fairs, parades, nursing home, and daycare
- **Display: Educational/instructional** poster could include but is not limited to: 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. Personal experiences poster could include but is not limited to: teaching others, leadership skills, and interacting with others
- **Costume/Make-up application:** This exhibit must include your costume and a written description and picture of complete character on one 8 1/2 x 11 page displayed in a 3-ring clear plastic page protector. You will apply make-up for the judge and then dress in complete character for final judging. Your costume and description will be displayed during county fair
- **One-person skit or performance:** A 3-5 minute skit wearing a costume appropriate for the skit. Examples are a magic show, juggling performance, pantomime, balloons, etc.
- **Clowning journal:** A written documentation of the current year's clowning experiences, NO PICTURES. It must include information on what you have gained from your clowning experiences. Use an 8 1/2 x 11-inch notebook/binder with a cover page. A minimum of 2 pages is required

## Computer

- Labeled chart, graph, poster or three-dimensional display showing the components of a computer and how they work—May also include a short written summary (1 to 3 pages)
- Display and/or written summary (1 to 3 pages) of consumer choices involved when buying a computer
- Display and/or written summary (1 to 3 pages) about one of the following: history of computers, changes in society resulting from the invention of computers, the ethics (copyright laws, privacy) involved in using computers or another topic
- Other—may be display and/or written summary or other type of presentation showing work done in the 4-H computer project
- Display and/or written summary (1 to 3 pages) about computer technology
- Display and/or written summary (1 to 3 pages) about computer languages
- A short computer program written by the member—Must include a statement of purpose for the program, flow chart, listing of program and listing of a run of the program
- Display and/or written summary (1 to 3 pages) about computer hardware other than monitors, keyboards or disk drives
- Display and/or written summary (1 to 3 pages) showing how computer software can be put to use—Include statement of purpose, written plan for use and examples of use
- Other—may be a display and/or written summary or other type of presentation showing work done in the 4-H computer project
- Software developed by the 4-H member—Include statement of objectives, list, run and discussion of program. Programs must be original, enhanced or adapted by the member from an existing program

- A display showing how exhibitor has used a computer in an application related to 4-H. Include a statement of purpose and a written plan for use and example of use
- A written report of a study on a computer science career—Include positions available, skills needed, course work needed to obtain skills and programs offered at universities and other institutions which relate to the career. MUST include a poster or three-dimensional display summarizing study
- Display and/or written summary (1 to 3 pages) about a computer language or languages other than BASIC
- Display and/or written summary (1 to 3 pages) including an outline or lesson plan for teaching other members about computers or a plan to use the computer as a teaching tool for another 4-H project—Include statement of objectives and plan for teaching
- Other—may be a display and/or written summary or other presentation showing work done in the 4-H computer project
- Display (chart/poster) and/or written summary (1-3 pages) about a computer operation besides programming

## Consumer Education

- A file, folder, notebook, etc. for saving labels and/or instruction booklet with example
- Label comparison showing different types of labels and information given
- Consumer comparison booklet or poster comparing at least 4 models of the same item showing features, costs, etc. with best items selected and reasons why. Use drawings or photos to illustrate. Don't include items
- Analysis of newspaper, magazine, or television advertising explaining information given and emotional appeal
- Example of guarantee/warranty and explanation of what it means
- Example of a consumer complaint/how settled
- Teaching plan, game, activity, etc. used to teach others about consumer education and report on results of use
- Three different sources of information for consumer comparisons and an example of how these sources were used
- Teaching plan, game, activity, etc. used to teach others about consumer education and report on results of use

## Crafts

- An art object made from a pattern or kit that teaches and develops skills for creative activity
- Exhibit mediums may include painting, drawing, collage, scratch art, crop art, plaster strips, marquetry, wax, paper, fabric, etc.

## Fine Arts

- Any art object which is original (not from a pattern or kit). The idea must be the exhibitors that no other person has produced before.

## Electric

- Article made in the 4-H electric project
- Science exhibit explaining some phase of electricity. Examples are: How electric motors work; How electricity is generated;

Principles of a transistor or vacuum tube; safe use of electricity, such as reason for grounding appliances; Magnetism and its relationship to electricity; magnets

- Display or written report on how electricity is used for family living, communicating, producing goods and services, etc.
- Display or written report on electronics

## **Entomology**

- See criteria in premium list.

## **Exploring Animals**

- Make a poster showing the equipment used to prepare an animal for show.
- Make a poster which explains the differences in the animal (i.e. how different breeds are used and have been used throughout time for work, pleasure, show, etc.).
- Make a poster labeling animal parts.
- Exhibit may include poster, photographs, models, scrapbooks, essay and/or other articles.

## **Exploring the Environment**

- Choose one living thing in the forest, field or stream. Develop display to describe ecosystem
- Display on environmental pollution—Describe the pollution, causes, effects on people and other living things, methods to correct the situation
- Display showing safety practices and/or study equipment to use when taking a hike in the forest, through field or stream
- Identify, mount and label a plant book of 10 different Minnesota plants. Select a theme such as trees, shrubs, weeds, wildlife food or shelter, human food, survival food for humans, poisonous plants, wild flowers, aquatic plants, plants for beauty, food, medicine and/or flavorings, etc.
- Bird book of 10 Minnesota birds including pictures/drawings of birds and information on habit, food, nesting, coloration, differences in species between forest, and field
- Display showing erosion control practices like minimum tillage, terraces, contour strips, grassed waterways, field windbreaks, water control structures, etc.
- Display on career themes such as forestry, entomology, agriculture, wildlife.
- Trees and shrubs—a tree book of leaves and twigs from 10 different trees and shrubs. Identify each one
- Trees and shrubs—Identify and mount 10 cross section cuttings of wood. List present day uses of each wood
- Diary of a favorite tree, shrubs, plants, park or natural place.
- Display showing how plants grow including affect of soil, water, air and sun on growth.
- A display describing the ecology (food pyramid) of a farm pond.
- Report or display on an animal's tracks, home habits and foods.
- Display or inventory of plants, animals, birds, insects or other living things in your backyard or defined natural community.
- Display or report on soil, showing features of soils such as color, structure, texture, differences in forest and field soils.
- Identify, mount and label a plant book of 10 different Minnesota plants. Select a theme such as trees, shrubs, weeds, wildlife food or shelter, human food, survival food for humans, poisonous plants, wild flowers, aquatic plants, plants for beauty, food,

medicine and/or flavorings, etc.

- Identify, mount, and label 10 insects of Minnesota. Use a theme like: insects of the forest, insects of the field, aquatic insects, insects beneficial to people; insects harmful to people
- An animal book of 10 wild or aquatic animals of Minnesota including pictures/drawings and information on habits, foods, shelter needs

## **Fishing Sports**

- Fish identification—10 fish of Minnesota; describe their habitat and food needs
- Life history—Develop a panel display explaining the life history of a Minnesota fish
- A model or exhibit identifying the internal and external parts of a fish
- Safety—Safety practices and techniques that are related to fishing or boating
- A fisheries management plan—Show practices related to the development and control of fish populations
- Water quality—Examples of how it affects the fish's ecosystem
- Fishing knots—Identify how and where each knot is used
- Fishing equipment—Fishing equipment which is made or repaired. Examples are: lures (flies, spinners, plastic baits, plugs or jigs), fishing rods and reels, ice fishing rig or other fishing equipment
- Natural baits—Use examples of at least five kinds of natural bait and how they are used, captured, cared for and transported
- Artificial lures—Display how the lures use color, flash, sound, smell or action to attract fish
- High technology fishing accessories—Advantages and limitations of at least two types
- Fish cleaning/preparation—Care of fish, cleaning fish, nutrition and recipes
- Fish trophies—Show fish carvings, fish prints, fish casts, head mounts of fish or fish taxidermy
- Careers—Vocations and careers that relate to fisheries
- Other displays—Other displays which demonstrate what the member has learned and accomplished in the fishing sports project

## **Flower Gardening**

- Science exhibits—An exhibit to show the science how's/ why's to others. Science how's/why's can deal with the principles of propagation or reproduction, nutrition, culture and physiology (how a plant lives and grows). Live plant material will be accepted if it can be maintained in a fresh condition with ease. If not, adaptation such as photographs in place of live material may be made
- My flower garden—An action exhibit. Include a plan of the garden drawn to scale (see Flower Gardening Bulletin, page 3), the correct varietal names and pictures (or photographs) of the flowers grown. Are they annuals or perennials? Describe how soil was prepared, kind and amount of fertilizer used and reasons for selecting certain varieties of flowers. Did you sow seeds or use transplants? Is the garden in the sun or shade? Give date of planting

and first bloom for each flower and describe care of the garden (watering, mulching, weed, insect and disease control). You may want to include photographs to show progress of your garden through the summer

#### **Beginner Suggestions:**

- Annual flowers—3 stems of same variety arranged in vase
- Perennial flowers—1 stem in vase
- Summer flowering bulbs—1 specimen arranged in vase
- An arrangement consisting of annuals, perennials or a combination of both. Flower arrangement can be used for a centerpiece, viewed from all sides OR a flower arrangement viewed from one side only. Either arrangement should be in a suitable container

#### **Intermediate & Senior Suggestions:**

- Collection of annual flowers—3 varieties represented, 3 stems of each variety
- Collection of perennial flowers—3 varieties represented, 3 stems per variety
- Summer flowering bulbs—1 variety, 3 blooms
- An arrangement in a suitable container, consisting of annuals, perennials or combination of both. Flower arrangement can be used for a centerpiece, viewed from all sides OR a flower arrangement viewed from one side only. Roses—one stem in appropriate display container

## **Food & Nutrition**

- One nutritious vegetable or fruit dish. Include 8-1/2 x 11 inch poster showing nutritional value, recipe, and photo of the food
- Nutritious snack food, include 8-1/2 x 11 inch poster showing nutritional value, recipe, and photo of food
- Study of nutrients needed for yourself or someone else using the dietary guidelines and Food Guide Pyramid
- Make a fitness plan for yourself or someone else and show how it relates to the food you eat and to your health
- Make a plan for yourself or someone else for foods that should be eaten for a day and explain how the plan meets nutritional and energy needs (i.e. an athlete on a volleyball team, a teen who doesn't have a lot of time)
- Study of how physical fitness and/or food choices are related to disease (cancer, heart disease, osteoporosis, diabetes, etc.)
- Study of 3 or more labels from similar food items comparing important nutrient content like fat, fiber, and sugar
- Make a plan for yourself or someone else for foods that should be eaten for a day and explain how the plan meets nutritional and energy needs (i.e. an athlete on a volleyball team, a teen who doesn't have a lot of time)
- Explain how 5 or more nutritious snack choices fit into a healthy diet
- Exhibit showing food and/or kitchen safety
- Careers in nutrition and food industry
- Food/Nutrition experiment
- Compare food products for nutrition, cost and convenience.
- Four rolls of yeast or sweet dough (cinnamon, raisin, orange, etc.) with a 3x5 card showing nutritional value and recipe.

Food Education Display. Develop an idea of your own or choose one of the following ideas:

- √ Study of basic ingredients in quick and/or yeast breads and their purpose.

- √ Comparison of different types of flours (hard/soft, wheat, rye, oats, corn etc.)
- √ Exhibit of the similarities, differences, and/or significance of bread products in various cultures.
- √ Comparison and/or study of bread, cereal, or pasta products.
- √ Comparison appearances, flavor, texture, nutrition, cost, and/or time savings in purchased and homemade products.
- √ Study of experiments in adapting recipes to special dietary needs.
- √ Educational exhibit on sweet dough, specialty breads, or pastas.
- √ Exhibit on storage and preservation of bread products.

- Make changes in bread and cereal recipes or dairy recipes so they will be a more healthy choice
- Compare the nutrient content of different forms or kinds of dairy products and how it is related to health (I.e., low fat and “regular” cheese).
- Modification of a recipe containing dairy products to reduce fat and/or sodium.

Food Education Display/Science Experiment. Choose one of the following ideas or develop your own:

- √ Creative exhibit showing daily calcium requirements for a person your age. Include several different combinations of food to meet the daily requirements.
- √ Exhibit showing amount of fat per serving in six or more different dairy products.
- √ Comparison of nutrition and calories of different forms of milk.
- √ Study of six or more different kinds of cheeses. Include nutrition and different uses for each.
- √ Creative exhibit showing importance of vitamins and minerals that dairy products supply a person your age. Include information on food sources of these nutrients, daily requirements, and why they are needed.
- √ Exhibit comparing nutritive value of real dairy products with non-dairy substitutes.
- √ Dairy food careers (other than owning or operating a dairy farm)

Food Education/Science Experiment Display. Choose one of the following ideas or develop your own:

- √ Identifying retail meat cuts, differences in cost and nutritional factors.
- √ Comparing meat labels
- √ Storage and preservation of meat
- √ Nutritional values of meat
- √ Menus using meat products

Food Education Display/Science Experiment. Choose one of the following ideas or use your own:

- √ Buying microwave equipment and understanding mechanics of appliance.
- √ Microwave safety.
- √ Menu and diet planning using microwave cooking.
- √ Food/Nutrition experiment.
- Study of how microwave cooking affects food (including nutrition, appearance, taste, etc.)

### **Beginner ideas:**

- 4 muffins (may use a mix)
- 4 muffins from scratch (no mix)
- 1 cup pudding from scratch
- 4 cookies—oatmeal, chocolate chip, peanut butter, etc.
- Dairy drink
- After school snack using cheese as a main ingredient
- 1 serving of an appetizer, snack, bread or dessert prepared in the microwave
- Pizza snack
- Creative use of refrigerator biscuits
- 1 loaf quick bread—banana, cranberry, etc.
- Bread machine bread (1 loaf or 4 rolls)
- 1 cup serving of BBQ or Sloppy Joe mix brought in a container which will keep the food hot
- Cake from a mix—bring a 4” square from corner of a pan
- 4 bars of your choice from scratch
- Any item prepared in the microwave
- Prepare a sack lunch
- Display showing daily food guide (display, poster, mobile, etc.)
- Display or poster showing food safety or kitchen appliance safety
- Display or poster showing a planned lunch either for home or a sack lunch

### **Intermediate ideas:**

- 4 rolled sugar cookies
- 4 brownies
- Quiche of any kind—bring whole quiche & 1 piece will be left for the display
- A fruit or vegetable salad with a homemade dressing
- 1 cup serving of a protein-rich casserole
- Pizza crust (with topping)—not from a mix
- Homemade candy, fudge, divinity, hard candy or other
- Homemade fruit yogurt
- Homemade custard or pumpkin pie
- 1 loaf of white yeast bread or one loaf of whole wheat yeast bread—include 8 1/2 x11 inch poster showing nutritional value, recipe & photo of bread
- Creative use of purchased frozen bread dough
- 1 loaf of either white or wheat bread
- 4 rolled baking powder biscuits
- 4 servings of cornbread
- Monkey bread
- Homemade dairy product
- 1 serving of food item with dairy product as the main ingredient—include 8 1/2 x11 inch poster showing nutritional value, recipe & a photo of the food item
- 1 serving of homemade baked cheese cake
- Crockpot dish
- 4 meatballs
- 1 cup serving of a homemade soup or stew
- 1 cup serving of a homemade soup or casserole prepared in the microwave
- 1 serving of a vegetable or fruit prepared in the microwave
- Exhibit expressing idea from book —calorie needs for individual, table setting, menu
- Display, poster, mobile, etc. showing nutritional value of a fast food meal, safety in handling a kitchen appliance, facts

- on food myths, table manners
- Study of basic ingredients in a bread product & their purpose—including different flours
- Study of the nutritional value of bread & cereals/dairy products/meat products & how it fits into a healthy diet for yourself or someone else
- Exhibit showing proper storage & handling of dairy products/meat products & how safety & quality are affected
- Study of how microwave cooking affects food—including nutrition, appearance, taste, etc.
- Poster or display on microwave safety
- Menu planning using microwave cooking

### **Senior ideas:**

- A pasta dish using items from other food groups—vegetables, meats, etc.
- Foreign or ethnic food using new spices and/or new cooking methods
- Stir-fry featuring 2 or more vegetables plus a protein source
- 2-crust fruit pie made from scratch
- Candy made from scratch
- 1 serving of an International food—Swedish meatballs, lefse, lasagna, etc.
- 1 loaf of nationality bread with recipe—include 8 1/2 x11 inch poster showing nutritional value, recipe & a photo of the bread
- 1 loaf of cheese bread
- 4 dinner rolls—yeast recipe of your choice
- Item made from sweet roll dough (Kolaches will be accepted)
- Specialty bread—English muffin loaf, Dilly casserole bread
- International bread (1 loaf or 3 rolls)
- Food product using low-fat dairy foods as substitutions
- Food item that uses 3 or more dairy products
- Marinated meat
- 1 serving of grilled or broiled meat
- 1 serving of meat, fish or poultry prepared in the microwave
- Display, poster or study of buying microwave equipment & understanding the mechanics of the appliance
- Exhibit showing how meat & meat products/dairy products/bread & cereal products affect the health and/or economy of our county, state, country and/or world
- Study showing retail meat cuts, differences in cost & nutritional factors & how to use in menu planning
- Make changes in recipes containing meat/dairy products/bread & cereal products so they will be a more healthy choice

## **Food Preservation**

- 2 pint jars different fruits
- 2 pint jars different vegetables (including tomatoes)
- 2 pint jars different jams, jellies, preserves
- 2 pint jars different low-sugar spread
- 2 pint jars different type pickle products (fermented or added acid including pickles, sauerkraut, relishes, salsa)
- 2 pint jars different meats, poultry and/or fish
- Dried vegetables, fruits, herbs, beef or venison jerky
- 6 different dried herbs
- 6 strips of beef or venison jerky
- Food science experiment
- TEAM educational or food science display

## **Forest Resources**

- Tree identification—Collect six leaves or needles with twigs and identify them with their common name. Leaves (or needles) with twigs should be mounted on stiff backing such as cardboard or tagboard. Common name should be printed near the identified leaf/needle
- Forest products—Display photographs of six products/uses from the forest. Photographs should be mounted on stiff backing such as cardboard or tagboard. Include the name of the product/use to identify the photograph
- My favorite tree—Prepare a report with drawings about your favorite tree. Report should include name of tree, drawings or pictures of tree, facts and uses of the tree, and other appropriate information. Report should be bound, with a project title and your name on the front page
- Forestry and You—Displays showing layers of the forest; renewable versus non-renewable resources; forestry careers
- Name that Tree—Displays showing leaf and twig identification; taxonomic keys; tree road maps
- A Day in the Life of a Tree—Displays showing tree growth; annual ring cross-sections; make a seed collection
- Change in the Forest—Displays showing forest succession; wildlife specialists versus generalists
- Finding Your Way—Displays showing compass routes; maps you make
- Measuring the Forest—Displays showing tree and forest measurements
- Displays showing fire's affect on the forest
- Silviculture—Displays showing how trees grow; forest types; harvesting methods
- Insects and Diseases of the Forest—Displays showing entomology of the forest; pathology of the forest
- Wood Products—Displays showing forest products, including maple syrup production; wood products; Christmas trees
- Multiple Resources—Displays showing other resources of the forest, including recreation; wildlife; and watershed
- Specialized Woodlands—Displays showing specialized woodland management, including shelterbelts/windbreaks and urban forestry

## **Fruit**

- Exhibit of one (1) kind of fruit; any of the following: strawberries, raspberries, clusters of grapes, apples, pears, plums, crabapples, etc.
- A plate of 5 large fruits or 12 small fruits grown from home fruit planting
- A science display showing weed or insect control in fruit production

## **Geology**

- 24 rocks, minerals or fossils from within the state of Minnesota—Member must have a knowledge of how specimens are identified as to rock or fossil type. Specimens should be approximately 2" x 2" or smaller
- 48 rocks or minerals on a definite theme such as metamorphism, weathering, quartz minerals, ores or a theme of your own choosing—Member must have a knowledge of

- how specimens are identified as to rock or fossil type
- Soft Rock Special—24 fossils of which 50 percent are of Minnesota origin. Label each specimen with class name (such as brachiopod, pelecypod, etc.) and the general name (such as strophomena), horizon (such as Decorah shale) and location. Glass topped box is recommended. Member must have a knowledge of whether a fossil represents a plant or animal as well as what fossils are used for
- Iron ore display—display the nine ore bearing minerals in Minnesota—hematite, goethite, limonite, magnetite, taconite, pyrite, manganite, pyrolusite and rhodonite. Glass top box recommended. Member must have a knowledge of how these iron minerals form and how iron and steel are made
- At least five different polished rock types used to make decorative items such as paperweights and jewelry. At least one rock type must be from Minnesota. Member must be able to identify the types of rocks used to make the jewelry and have an unpolished specimen of each rock type accompany the polished version. Include information on techniques and procedures used. Display case must be 18" x 24" and have a locked glass top
- Science exhibit—an exhibit to show the science how's and why's dealing with the principles of geology and natural earth sciences. The exhibit should not exceed 12" deep x 18" wide x 22" high
- 12 rocks, minerals or fossils. Specimens can be displayed in an egg carton, cigar box, or any type of display box. Specimens should be from 1 x 1 to 2 x 2. Label the specimen with a number and attach a card to the top of the carton or box. On the card write the following:
  1. The number of each specimen along with the most accurate name you can apply to it.
  2. Your own name (once at the top).
  3. Location of where you found the specimens.
  4. Year the specimens were found.Member should be ready to discuss with the judge how the specimens got to be where they were found (what caused the rocks to form, glaciation, etc.)

## **Global Connections**

- Select at least 3 activities covered from the unit and explain the objectives of each activity, procedures for learning, lessons learned (action ideas)
- Select at least 3 of the activities covered and describe in detail the steps taken and the results of your sharing this information with others in your club, county federation meetings, in school, camps, or in the community.
- Select at least 4 lessons/ activities covered in this unit and explain the objective of each activity, the procedures for learning, the lessons learned (action ideas) and evaluate the results. Explain what you learned from each activity.
- Describe in detail from at least 3 of the activities you or your group covered this year the steps taken to Learn More and/or to Join Others and/or to Teach Others. What did you learn from this sharing? What attitudes and behaviors did you see change as the result of your teaching others? What were the difficulties or problems in sharing with others? What would you change?
- Display or report on different customs and cultures.

- Exhibit on international flavors. How foods from other countries have been incorporated into American eating habits.
- Report on foods from other cultures and what they tell about that given culture.
- Exhibit showing how the climate, religion, and values of culture affect the clothing people wear.
- Report on how nations far away and those close by, are connected economically. Politically, socially and environmentally.
- Exhibit on environmental awareness. Discuss problems range from a fear toxic materials are causing global warming to water quality and the loss of valuable tropical rain forest wildlife and plants.

## **Health**

- Health Scrapbook, such as story using pictures; collection of magazine articles/tips on health; ads promoting healthy lifestyles; ads promoting medicines, cures; ads showing unhealthy lifestyles and explanation of methods to change the behavior to make it healthy; pictures/magazine ads/articles stating the importance of exercise; pictures of unsafe conditions you have taken; report summarizing articles/ads you have seen
- Medicines, such as careers in medicine; history of medicine—the progression through the years; how a medicine (or practice/technique) came to be useful; written presentation about medical history; diseases—history and prevention
- Health Poster
- Health Activity—story by pictures, collection of magazine tips and articles on health in a scrapbook.
- Exhibit that explores a specific health issue—treatments, medication, risks, prognosis, etc.

## **Home Environment**

### **Beginner Suggestions:**

- Item for care and/or maintenance of 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 refinished wood item
- Repaired or restored item for the home
- An item with a link to the past. An included report should include the family ties or history of the item, its past use and its present use in the home
- Item or procedure to make the home more safe
- Item and/or plan for conserving energy or natural resources such as recycling, etc.
- Chart and/or plan for care and maintenance of personal space in the home including daily, weekly, monthly and yearly jobs
- Planning file with pictures, articles and ideas on design, furnishings, furniture, decorating, remodeling and/or floor plans, etc. with notes on how and why ideas could be used
- File with appliance and equipment manuals, articles and pictures on use, maintenance and management with notes on how and why ideas could be used in the home
- Diagram and analysis of a room's arrangement, traffic patterns, activity space and storage space with suggestions for change if needed

### **Intermediate Suggestions:**

- 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) & costs of a redecorating plan showing before & 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
- Reupholstered 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

### **Senior Suggestions**

- Photo/diagram and explanation of lighting for a specific purpose with explanation of why this type of lighting and style 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 & 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 & report on history, design style, original use, changes made, new/ different uses & your evaluation of it
- A remedy for cold climate housing problems such as rot, mildew, condensation, etc. caused by poor indoor air quality and super insulation
- 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

## **Indoor Gardening**

- Several (minimum of 3) watering techniques
- Potting/repotting/transplanting
- Checking and controlling insects
- Complete cultivation requirements of one of the 3 plants the member grew. Include the common and botanic names
- Starting plants from seeds
- Forcing paper white narcissus bulbs
- Two different varieties of houseplants, one plant of each variety, in the same container. The container must have a label with exhibitor's name, grade, club, and plant varieties
- Dish Garden—not to exceed 24" in any dimension. The container must have a label with exhibitor's name, grade, club, and plant varieties
- Terrarium—not to exceed 24" in any dimension. The container must have a label with exhibitor's name, grade, club, and plant varieties
- Asexual plant propagation
- Natural history of one of the plants the member grew including the plant origin and its uses
- Plant adaptations to their environment for cacti and succulents
- Forcing bulbs which require a 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
- Members plant experiment
- House Plants in Hanging Containers (label plant)—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 feet. Evaluation will be based on appropriateness of plant for a hanging container (25%), condition (25%), arrangement, hanger/ container/plant relationship (25%), plants being well established (25%)
- Single Potted Plant
- Collection of 3 individual potted plants. Plants and containers should be uniform in shape, size, and color

## **Lawn and Landscape Design**

- Landscape plan—The poster exhibit should be drawn to scale with plants and major areas of yard labeled. Changes and future plans should be shown. Photographs showing before and after views are desirable. Posters showing physiology of a tree are not acceptable for state fair. Evaluation will be based on design, neatness, plants used and story told
- A plan of your entire home lawn drawn to scale. Label areas and describe any changes made and/or future plans.
- Display of evergreen and/or deciduous landscape materials
- Landscape plan drawn to scale of your home showing public service and private areas. Show before and after effects. Show changes and future plans. Not to exceed 22" wide x 28" high, drawn to scale with plants and major areas of your yard labeled. Evaluation based on design, neatness, plants used and story told.
- Display of weeds and/or insects common to the lawn or yard effects and treatment recommendation.

- Display of lawn grass seeds, diseases and how to control them, experimental display landscape accessories, soil testing, effects of fertilizer rates, ratio, and weed control.

## **Needle Arts**

- Techniques. Any knitted item made by the member. This may include sweaters, afghans, mittens, gloves, hats, scarves, slippers, etc.
- Consumer Product Analysis. Comparison and evaluation of materials, supplies, or accessories used for knitting
- Historical/Cultural Study. Story, poster, or display about a knitted heirloom from your family or local history museum. Exhibit must include information about how item should be preserved
- Entrepreneurship. Poster, scrapbook, or display showing how knitted product is or could be priced, advertised, and marketed in your community or state
- Techniques. Any crocheted item made by the member. This may include sweaters, afghans, mittens, gloves, hats, scarves, slippers, etc.
- Consumer Product Analysis. Comparison and evaluation of materials, supplies, or accessories used for crocheting
- Historical/Cultural Study. Story, poster, or display about a crocheted heirloom from your family or local history museum. Exhibit must include information about how item should be preserved
- Entrepreneurship. Poster, scrapbook, or display showing how crocheted product is or could be priced, advertised, and marketed in your community or state
- Techniques. Any needlework item made by the member
- Consumer Product Analysis. Comparison and evaluation of materials, supplies, or accessories used for needlework techniques listed for this class
- Historical/Cultural Study. Story, poster, or display about a needlework heirloom from your family, or local history museum. Exhibit must include information about how the item should be preserved
- Entrepreneurship. Poster, scrapbook, or display showing how needlework product is or could be priced, advertised, and marketed in your community or state
- 3 knitting samples; 3x3 mounted and labeled as to kind of stitch and type of yarn.
- 4 decorative knitting samples; 3x3 mounted and labeled as to kind of stitch and type of yarn, size of needles, etc.
- Simple knitted articles, such as cap, scarf, mittens, toys, potholders, pillow, etc.
- 3 crocheted samples; 3x3 mounted and labeled as to kind of stitch and kind of thread or yarn
- Simple crocheted article, such as slippers, scarf, belt, hat, etc.
- Simple crocheted household item, such as a pot hanger, pillow, or potholder
- A needlework, counted cross stitch, stamped pattern for cross stitch, embroidery, or crewel kit.

## **Performing Arts**

- A performance such as vocal, musical instrument, dance, mime, comedy, reading, etc. Performances should be 5 minutes or less in length

- Report or journal of your experiences in the project or related to a performing arts experience
- Three-dimensional display or poster that explains something you did or learned in the project
- Original composition of music
- Personal scrapbook of experiences
- Original puppet and/or story it was made for
- Original play or script
- Original story, skit, poem, or pantomime
- Educational display about performing arts
- Puppet show, pantomime, skit or short play

## **Pets**

- Pet could include hamsters, guinea pigs, gerbils, fish, turtles, birds, exotic animals, etc.
- Educational display, poster, or photographs of member caring for and/or interacting with their pet.

## **Photography**

### **Adventures With Your Camera**

- A photo story of five to seven photographs
- Four close-up photographs of different people
- Four pictures—one each of a person, landscape, building and animal
- Four pictures illustrating at least 2 different seasons of the year (need not be the same scene)
- Four of the best photos you have taken this year

### **Exploring Photography**

- A photo story of five to seven photographs
- Five candid action photos of different people
- Four pictures—one each of texture, pattern, shape and contrast
- Four photos illustrating at least 3 different seasons of the year (need not be the same scene)
- Create a panorama of 3-5 snapshot size pictures by using a 35mm camera. **NOTE: maximum mounting board size is 14" x 36"—this lot only.**
- One enlargement of any subject

### **Adventures with Adjustable Cameras**

- A photo story of five to seven photographs
- Do four of the following: indoor picture using existing light, photo taken with accessory close-up equipment, photo showing effective or creative use of depth of field, candid or action photo of a person, a photo of a person outdoors using fill-in flash or reflector fill, outdoor night time exposure of 2 seconds or more, indoor, still-life picture using more than one light
- Four photos illustrating at least 3 different seasons of the year (need not be the same scene)
- Four to six photographs on a common theme (patriotism, human emotions, environmental issues, home town, etc.)
- One enlargement of any subject
- Computer enhanced enlargement of any photograph. Original photographic print must be placed in an envelope and attached to the back of the exhibit
- One photographically realistic image which has been completely digitally produced

### **Darkroom Techniques**

Negatives of the prints must accompany the 4-H'er at the time of the conference/evaluation.

- A photo story of five to seven prints
- One enlargement of any subject
- 10-20 of your best slides, exhibited in a plastic slide sheet

### **Slide Show**

- Slide show of 20 or more 35mm slides with written script. Slides should be in plastic slide sheets
- A computer screen show of at least 20 images with an accompanying written script

### **Advanced Skills in Photography**

Negatives of all exposures taken to prepare the exhibit (including those not used) must accompany the 4-H'er at the time of conference/evaluation. For examples 2, 3, 4, 5: individual enlargements should be exhibited on museum quality matting. Other required materials (as stated for each lot) must accompany the 4-H'er at the time of the conference/evaluation.

- Photo Journalism—a typed feature story of 300-500 words with 3-5 photographs with proper cropping marks and captions. Exhibit should be displayed in plastic sleeves bound in a paper or plastic folder
- Portrait Photography—minimum of three portrait enlargements, not more than one each of children, couples, groups, individuals, animals, etc. Diagrams of camera and light set-up for each enlargement must accompany the 4-H'er at the time of the conference/evaluation
- Commercial Photograph—minimum of three enlargements, not more than one each of: buildings, products, landscapes, still life's, animals, etc. Diagrams of camera and light set-up for each photo must accompany the 4-H'er at the time of the conference/evaluation
- Advanced Darkroom—minimum of three enlargements, not more than one of each subject. A quality contact print of the negative must be attached to the back of each print exhibited. Evaluation will include the 4-H'er explaining the techniques/controls used to make the enlargements
- Close-up Photography— minimum of three enlargements, not more than one of each subject using at least one of the following techniques: bellows, extension tubes, screw-on close-up filters, microscope or macro lens. Include narrative describing magnification, camera, close-up accessories and lighting set-up of each photo exhibited
- Minimum of three computer enhanced enlargements of different photographs. Original photographic prints must be placed in an envelope and attached to the back of each exhibit
- Minimum of three separate photographically realistic images which have been completely digitally produced
- Do four of the following:
  - √ Indoor picture using existing light
  - √ Photo taken with accessory close-up equipment.
  - √ Photo showing effective use of depth of field
  - √ Candid or action photo of a person
  - √ Photo of a person outdoors using fill-in or reflector fill.
  - √ Outdoor night-time exposure of two seconds or more
  - √ Indoor, still-life picture using more than one light

## **Plant & Crop Sciences**

- A two-quart sample of any variety of shelled corn from 2002 crop year (no ear corn)
- Germinate 50 seeds of corn. Arrange seeds according to strong and weak sprouts. Explain how you made the germination test. Display should be started 2 weeks to exhibition
- Bundle of 5 stalks of corn cut at ground line
- Comparison of shelled corn samples (different varieties, different strengths/weaknesses, etc.)
- Comparison of stalk samples (different varieties, etc.)
- 10 ears of sweet corn
- An experiment conducted using corn
- A recipe you have found and used with corn as the base
- Examples of pesticide or herbicide use on corn plants
- A report about corn (how technology has affected progress, how the markets work, impacts of herbicides/pesticides, uses of corn, etc.)
- Examples of how biotechnology impacts the growth and final crop; either in a report or bring examples
- A report or display about the marketing process (follow a product from harvest to market and possibly into a consumers hands)

## **Plant and Soil Science**

- Plant reproduction
- Soils
- Plant growth factors
- Plant characteristics
- Growing and using plants
- Plant growth and food production
- Ten different leaf or whole plant specimens of farm crops or weeds. Mounted on board or booklet and labeled. Should be plant pressed

## **Quilting**

- Lap quilt, for a crib, twin, full, queen or king size bed
- A booklet about the process involved in making a quilt
- The repair of a quilt—includes process followed to repair
- The history of you quilt—and/or quilts and styles
- The quilt could be pieced, tied or of a design you've chose to sew

## **Safety**

- Safety Poster
- Winter Survival Kit—good kit might include: 2 1-gallon cans with plastic coverings, matches, candles, flashlight, extra warm clothing, supply of high calorie non-perishable food, compass, pocket knife, quarter for call. Include a list of other items too big for the kit, such as: sleeping bag, jumper cables, tow chain, etc. Include items you think could be useful
- Safety Activity—story by pictures, collection of magazine tips, and articles on safety in a scrapbook
- First Aid Kit for home—should have a strong container, labeled properly, latched securely, able to identify items and kit should contain items that were suggested
- First Aid Kit for car—should contain a dust proof container, labeled properly, latched securely, able to identify items and

kit should contain items suggested

- First Aid Kit should include: tube of petroleum jelly, absorbent cotton, dressings, fever thermometer, gauze bandages of different sizes, adhesive tape, sterile gauze squares, scissors, tweezers, aspirin, First Aid Book, elastic bandages, minor burns and cuts treatment
- Unsafe item restored to safe condition (a written explanation of the problem and how it was solved is necessary)
- Occupational Safety (Farm, Kitchen, Construction, Business, etc.), such as report containing hazards in occupation and methods to make conditions safe; interviews with employees who work in unsafe conditions and how that affects their job; interviews with employees who work in safe conditions and how that affects their job; pictures of unsafe conditions found in a workplace; report or story telling of experiences with unsafe equipment; report or story telling of experiences learning about safety (day camp or training, etc.)
- Self-defense, such as kit of items used for personal protection; booklet or report about techniques used in self-defense

## **Shooting Sports/Wildlife Management**

- Safety—Safety techniques applied to shooting activities. Examples are: range commands and range safety, eye and ear protection, cleaning a firearm, dressing for safety, first aid or survival skills
- Wildlife biology/wildlife management—Basic concepts of wild life management. Examples are waterfowl wingboards, birdhouse trails, game animal habitat requirements, history of game management, etc.
- Game identification—A display illustrating key field identification features of a group of game animals; distinguishing various species of puddle ducks, diving ducks, big game, etc.; differences among five look-alike species of upland game birds, etc.
- Archery shooting skills—Examples: basic safety rules, parts and functions of each piece of equipment, care and maintenance, accessories or positions
- Shotgun shooting skills—Examples: basic safety rules, basic parts and functions of each piece of equipment, care and maintenance, shooting accessories or positions
- Air pistol shooting skills—Examples: basic safety rules, parts and functions of each piece of equipment, care and maintenance, accessories or positions
- Rifle shooting skills—Examples: basic safety rules, parts and functions of each piece of equipment, care and maintenance, accessories or positions
- Muzzle loading shooting skills—Examples: basic safety rules, parts and functions of each piece of equipment, care and maintenance, accessories or positions
- Youth leadership—Show your work as a youth leader in shooting sports club
- History and nomenclature of trapping, hunting, firearms and non-game wildlife
- Sportsmanship—Ethical behavior and responsibility, effects of values to wildlife of modern game laws and regulations
- Game cookery—Game that is preserved or prepared for current table use with nutrition information included (this exhibit will be evaluated by a foods and nutrition judge)
- Taxidermy & associated activities

- Project activities not applicable to any of the above—  
Gunsmithing, orienteering, wildlife photography
- Report about shooting safety—to include an interview
- History of shooting—progression of guns and uses
- Story about shooting sports (first hunting/shooting experience, etc.)—may use pictures to support the story
- Unsafe items restored to safe condition—written explanation of problem and how solved
- Booklet of articles/tips on shooting safety
- Poster of your choice (i.e. tips on safety, parts of a gun, etc.)

## **Shop (wood and/or metal)**

- Article made of wood (cutting board, bread board, tie rack, bookends, foot stool, shop stool, bird house, small tool chest, simple furniture, lawn chair, workbench, tool box, gun rack, or furniture)
- Wooden article—repaired, finished or refinished
- Science exhibit—an exhibit on properties, uses or processing of wood
- Articles made of metal
- Purchased "unfinished" article finished
- Leatherwork— useful for farm, home, or self
- Educational exhibit on properties, uses, or processing of wood.

## **Small Engines**

- Poster on small engine safety
- Poster on small engine maintenance
- Any constructed article or device to assist member
- Display of spark plugs showing proper plug and improper, defective plug
- Science exhibit, such as explaining why various repair and maintenance work should be done. May be poster or display
- A small engine you overhauled or repaired. Attach a 3x5 card that describes what you did
- Special science display on small engines. Entries should be mounted on plywood, maisonette or other sturdy material for display and may consist of either single display or series as a unit. Scrapbook and/or photo album can be included with the display
- Should be engines that have been reconstructed and the engine should be in good running order
- Safety poster on any lawn & garden equipment
- Poster on what makes that piece of equipment run
- Display on maintenance or equipment operations (i.e. gears, belts, etc.)
- Display comparing 2 cycle versus 4 cycle engines
- Lawn and garden equipment or some other application of small engines.

## **Small Grains and Legumes**

- Oats, Wheat, Barley—A two-quart sample of any variety from the 2001 or 2002 crop
- Soybeans—A two-quart sample of any variety from the 2001 crop
- Germinate 50 seeds of soybeans, oats, or alfalfa. Arrange seeds according to strong and weak sprouts. Explain how you made the germination test. Display should be started 2 weeks to exhibition
- Bundle of 5 small grain/soybean plants grown in 2002

- Comparison of soybean samples in a 1 quart jar (at least 2 samples)
- Comparison of soybean plant samples
- An experiment conducted using soybeans
- A recipe you have found and used with soybeans as the base
- Examples of pesticide or herbicide use on soybean plants
- A report about soybeans/small grains (how technology has affected progress, how the markets work, impacts of herbicides/pesticides, uses of soybeans, etc.)
- Examples of how biotechnology impacts the growth and final crop; either in a report or bring examples
- A report or display about the marketing process (follow a product from harvest to market and possibly into a consumers hands)

## **Tractor**

- Constructed article/device to help member in project
- Display of spark plugs showing proper plug as well as improper and defective spark plugs
- Science exhibit such as explaining WHY various repair and maintenance work should be done

## **Vegetable Gardening**

- Collection of six different kinds of vegetables. Use the exhibit guide listed above. Include identification card
- Beginner Vegetable Garden—collection of three different kinds of vegetables. Use the exhibit guide listed above to determine correct number. Include identification card
- A display or poster showing the parts of a vegetable plant. Label each part
- A display showing the difference of development between thinned vs. unthinned vegetables
- A display of six common weeds and/or insects causing damage to your garden. Identify and label each. Describe how each weed or insect can be controlled
- A display showing ten common vegetables and plant parts of each used for food
- Garden experiment. A display showing the experimental suggestions in the advanced garden record

## **Veterinary Science**

- Exhibit might be an exhibit explaining an animal body function, such as the pulse, body temperature, respiration rate of different animals, different types of body cells, etc.
- Exhibit could be a cycle of an animal disease.
- Exhibit explaining a type of disease infestation on the body or type of immunity, etc.
- Describe the challenges and benefits seen for the future of the livestock industry
- Impacts on local water systems, drinking water, soil, etc. from feedlots without restrictions
- Differences between manure application devices
- Impacts of the livestock industry on local economies
- Explain the local economy based on the local livestock industry
- Benefits or challenges regarding BMP's
- How the livestock industry impacts the environment
- Effects of pesticides on livestock—from feeds, water, etc.

- Describe the process needed to complete a manure management plan and benefits to doing so

## **Video**

### **Beginner—suggestions only**

- Create a poster which illustrates one of the following: how a video camera works, how a VCR works, how to take care of video equipment
- Read the instruction manual for your camera. Then make a 3-5 minute video which demonstrates the functions of your camera. Bring your instruction manual with you for conference judging.
- Make a video which shows your most creative camera work this year. Include at least 10 different shots using various techniques. (Shots from different "shoots" should be copied onto a single tape for judging—they need not be related or tell a story). A 3-5 minute segment of the exhibitors choice will be used for evaluation.

### **Intermediate—suggestions only**

- Create a video on one subject. A 3-5 minute segment of the exhibitors choice will be used for evaluation. A one page explanation, outline, or storyboard describing production pre-planning is required as a part of the exhibit. OPTIONAL: Title/credits, if used, should not exceed 30 seconds. Soundtrack, if used, should enhance the video.
- A video tape made by using the functions built into your camcorder or camera and recorder system (in-camera editing)
- A video tape made by using two video recorders (one for playback and one for recording) to copy the scenes you have shot into the proper sequence (simple editing)
- A video tape made by using a device which controls both playback and record decks to copy the scenes you have shot into the proper sequence (editing controller)
- A video tape made by using a combination of computer technology and traditional video

### **Advanced—suggestions only**

A notebook which includes pre-production plans, the projected audience, program objectives, the storyboard, script and production activity log is required as part of the exhibit in this unit. Titles/credits & soundtrack are required.

Exhibits in the following can be produced by 2 people who share production responsibilities equally. A daily diary should be kept which clearly shows each person's responsibilities and activities throughout the production.

- Create a 60 second Public Service Announcement. All titles/credits should be in addition to the primary 60 seconds.
- Create a video which can be used to inform, sell, train, or entertain viewers on one specific subject. A 3-5 minute segment of the exhibitor's choice will be used for evaluation.
- A video production, output to tape, which incorporates computer technology. A 3-5 minute segment of the exhibitor's choice will be used for evaluation.

### **Technical Production Team**

This class is for members who have worked as part of a video production team (school, cable company, etc.) on a regular basis (minimum of 4 productions during the current project year). The

exhibitor must be enrolled in Video.

- Create a video which shows a summary of your best work as a video production team member during the current project year. A 3-5 minute segment of the exhibitors choice will be used for evaluation. A written report of your activities, responsibilities, and the equipment you have worked with as a team member is required as a part of your exhibit. Should be brought to the conference judging.

## **Water/Wetlands**

- Exhibit to show one or more of the unique physical properties of water
- Display to show the hydrologic or water cycle
- Display showing 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.

## **Wildlife/Biology**

- Display showing the life cycle of your favorite wild (not domestic) animal
- Birdhouse with information such as bird to be used for, number of broods per year, size of clutch, incubation time, age before flight, benefits to man, winter habitat, etc.
- Homemade bird book of 10 local birds including pictures or drawings of birds and reports of habits, nesting, food, etc.
- Homemade bird feeder with information such as species of bird intended for, types and/or samples of feed used, where and how it will be mounted
- Display of life-size pencil drawings or plaster casts of at least 5 animal tracks showing individual footprints and trail patterns
- Animal book of 10 wild animals of Minnesota—Describe habitat, food and shelter needs
- Wildlife management plan—Show practices related to land use and forest management for wildlife
- Mammal skulls properly cleaned and labeled with the proper common and scientific names (genus and species) for each animal
- Animal tagging (banding) process and an explanation of the usefulness of the process
- Animal aging technique with an explanation of the process and its usefulness. Tooth wear for deer, wing or tail feather wear for gallinaceous birds (except ring-necked pheasant) and waterfowl are examples of appropriate techniques
- Special projects—A display or exhibit showing a concept or idea you've studied in the wildlife project. This exhibit must relate to wildlife and/or the ecological chain
- Report about wildlife—local endangered species, unusual patterns of a local animal, other interesting characteristics about animals, their habits or lifestyles
- Story about wildlife—could include your experiences or your interests in the project area
- Drawing you have made relating to a wildlife area or animals
- Booklet of articles relating to the wildlife project area

## Youth Leadership

- A written narrative in notebook form of your leadership role in your club. Divide your narrative into groupings which may include the following: holding an elected office, committee work, part of event management, project organizer, on-going yearly responsibilities in a planned club program, and fund raising.

Narrative must be written in following format:

1. What action did I take?
  2. What happened as a result?
  3. How did I feel about it?
  4. What did I learn from it?
  5. What will I do with what I learned?
  6. Assistance I received from a mentor, peers, others in achieving my goal (list one example)—You may include visual support (photos, articles, etc.) in your narrative under the appropriate category.
- Present a selected event/situation, activity in which you accepted a leadership role. May range from organizing to ethical dilemma, to visioning role. Presentation is 5-8 minutes. May be supported by visuals. Written script must be submitted in notebook or portfolio and may be supported by 3-sided poster display as appropriate.

Presentation script must be in the following format:

1. Describe the activity situation or event and the purpose.
2. Identify the leadership role you accepted.
3. Name 3 leadership skills you had or needed to accomplish your assignment.
4. What action did you take/what happened?
5. How did you feel about the role you played. What did other people say about your actions.
6. How important were the 3 leadership skills you named in carrying out your task? Why were they important (refer to the leadership curriculum you use in support of your statements)?
7. Name one new leadership skill or new information you gained and how you plan to use it.

Poster display, if appropriate, must inform public of role, event, leadership skills used, may use photos, and other media to tell a story.

- 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.

Choose one situation and include the information in the following format:

1. Describe the situation and problem.
2. Describe the roles you played. When were you a leader and/or a follower.
3. Explain why it is important to know those roles.
4. What role did you feel most successful in solving the problem?
5. Name three skills you used in working with others and why they were important in solving a community problem.
6. Name 2 people (or their positions) you worked with. What roles did they play and what did you learn by observing their actions. Could be positive or negative.
7. What do you plan to do with the information you have gained?

- A display promoting 4-H
- A video tape (minimum 15 minutes) or slide set (minimum 15 slides) with written and/or taped narration relating to some aspect of Youth Leadership, teaching, 4-H promotion, etc., to be given as a presentation in the conference judging setting.

### **Let the office know if you need the TV & VCR!**

- A complete lesson plan for a project meeting/activity which you have presented. Include a teaching outline with objectives, information to be presented, teaching techniques to be used, charts or other visual aids used, and documented with photos of the activity
- Resource file of games, songs, demonstration ideas, etc., in an index box or 3-ring binder. Include information on how you used the file
- Written documentation of your leadership role with councils, committees; your club, county, or cluster; and/or state level involvement in 4-H and other groups. Divide your documentation into sections: 1) identify each group and your roles, 2) what was your contribution to the group, 3) what did you gain from the experiences, 4) can or will you transfer the learning from this experience to other activities of your life, 5) how do you plan to do this. You may support and expand your documentation with photos. May be in either notebook or portfolio form with cover page, index, numbered pages
- Display or report on leadership. Suggestions include: Most important leadership skills and why, spotlight on admired leaders and why, follow a local, state, national or global event and the actions of leaders in that situation, what is ethical leadership, or other topic of interest.
- A one-minute radio spot for use in promoting 4-H recorded on cassette tape. Bring own player for judging.
- Display or report on youth as leaders. Include most important skills, ways to build skills and teamwork, challenges, ways to invite adults to be supporters, & supporting other youth to lead.
- A photo story with captions, describing your experiences as a Junior Leader this past year.

