

DEPARTMENT 11B

YOUTH BUILDING

Superintendent – Krista Humbert
AMOUNT OFFERED - \$900

1. Exhibits shall be entered in the 4-H'ers name. Entries must be in the 4-H Office, Belmont, NY by the date on the 4-H Fair entry form. Entries submitted after this date will not receive premiums.
2. Each exhibit shall be the product of one member enrolled in that 4-H project area for the current 4-H year and shall be in keeping with the ability of the member.
3. Each 4-H exhibit shall bear an identification label showing the exhibitor's name, address, club name, age as of Jan. 1, current year, and number of years in project.
4. 4-H members must be present for the judging of their entries for both the youth building and animal science areas to receive premiums, ribbons, trophies, State Fair and Market Animal Sale recognition. Those members not present for judging may submit their youth building entries for participation ribbons only.
5. Exhibits will be judged 9:00 AM to 12:00 noon, on the Saturday preceding the Fair.
6. Judging: Each exhibit judged as excellent will receive a blue ribbon and a cash premium; each exhibit judged as good will receive a red ribbon and cash premium. Except where stated, exhibits are not limited to one per class, but 4-H members are encouraged to enter a variety of exhibits.
7. Items starred (*) are eligible for State Fair Exhibits.
8. Exhibits may be picked up following the Fair on Sunday from 10:00- 4:00, or Monday from 10:00- 12:00. Leaders are urged to have one representative responsible for release of club items. Parents and youth are responsible for picking up their fair items.
9. Entries that have been selected for State Fair will go home with 4-H'ers of the day and time items will need to be into the office for transport. Items will need to be properly packed and ready for transport.
10. ALL SUBMITTED EXHIBITS MUST HAVE BEEN DONE BY THE 4-H MEMBER SUBMITTING THE PROJECT.
11. CLUBS ARE RESPONSIBLE FOR SETTING UP ASSIGNED AREA IN YOUTH BUILDING AFTER JUDGING.
12. **Anyone that enters more than 20 projects will need to be at the youth building by 9:00 AM on judging day for Fair**

Section A -- CLOVERBUDS

Class No.

1. All Cloverbuds may enter 6 items in the Youth Building. List each item separately under the same class number. Each exhibit must have identification label as described above.

Participation ribbons only.

Section B -- SPECIAL/UNIQUE EXHIBITS

Excellent \$2.50 Good \$1.00.

Class No.

3. **PUBLIC PRESENTATION** – Individuals who participated in the current year Public Presentations, Mannequin modeling, or “Produced in New York” presentation may repeat their specific demonstration of the current 4-H year. 4-H staff or appointed person must be present to receive premium. **All participants will be awarded a \$2.00 premium.**

4. **ACTION BOOTHS** – All club & 4-H individual members/team of individual members are invited to participate. Booth must be in operation at least 1 hour on at least one day of the Fair. Action (activity) must represent a project or educational learning experience done by 4-H'ers. The club or individual 4-H member may do more than one action booth; will receive more than one cash award only if booths are on different subjects. The action booth must have educational value, stopping power, and be neat & attractive.

A. Club must be manned by 4-H members and be supervised by the 4-H leader or parent.

\$15.00 will be awarded to each club with at least 5 members participating.

B. Individual 4-H member/team must be manned by individual 4-H member or team doing formal or working demonstrations. Must be supervised by their leader or parent. **\$5.00 will be awarded to the individual member or team.** A team will consist of less than 3 4-H'ers.

6. OPEN CLASS - Class is an option for exhibits deemed be worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H educator.

*****EVIE KARN MEMORIAL CONTEST *****

Awards: Excellent \$4.00

7. Demonstration contest for Evie Karn Memorial Award. Participants must have been selected at the County Public Presentation Day. Two junior and two senior winners will be picked. An overall winner will be chosen from the top four places.

Section C – COMMUNICATIONS AND EXPRESSIVE ARTS

GENERAL INFORMATION

- This section is **intended** to be a showcase for projects that fall under the national curriculum category, Communications and Expressive Arts.
- All work is to be completed by the individual youth exhibitor in the current 4-H program year.
- Creative work should not contain content that would be inappropriate for the general 4-H audience. Any use of unsuitable language or story themes will not be accepted.

Excellent \$1.50 Good - \$1.00

Class No.

1. WRITING/PRINT

A. Achievement/Record Book – The Book is a collection of items assembled to demonstrate involvement in projects and activities during current 4-H year. Evaluators will be looking for an attractive cover and title page, a table of contents and/or the use of section dividers, and content that reflects involvement in 4-H experiences such as leadership experiences, marketing/public relations, exhibits, projects, community service, presentations, and other activities completed in the current 4-H year. All items such as ribbons, certificates and pictures displayed in the book should be labeled to reflect what experiences they relate to. The book must contain a story that summarizes the accomplishment and skills learned throughout the current year in 4-H. The inclusion of activities that are not 4-H related is acceptable but should be kept to a minimum, keeping the focus on 4-H work.

B. Scrap Book – The Scrap Book reflects the use of creative scrapbooking techniques to tell about events and/or activities. The theme may be 4-H or non 4-H in nature. The Scrap Book must have been completed in the current 4-H year. Exhibits will be evaluated on overall appearance and creativity and the appropriate use of scrapbooking techniques to tell a story. If the scrapbook reflects the activities of the 4-H Club, the work must be completed solely by one 4-H youth member and not be a group/club effort. Club scrapbooks may be entered in the open class category.

C. Press Releases or Editorials – Entries submitted need to demonstrate the 4-H youth member's ability to share information with the various media outlets for the purpose of informing the public about their achievements and accomplishments during the current 4-H year. If the press release was printed in the local newspaper, please include a copy of the published release, indicating date of release and title of publication.

D. 4-H Portfolio – Portfolio should include the completed NYS Portfolio Summary Document found in the Club Management Notebook, appropriate project record sheets, and a 4-H Story documenting member participation and evidence of growth through involvement in the 4-H program for the current year. The 4-H Story is a significant and important part of the Portfolio. Exhibitors are expected to pay attention to formatting, spelling and grammar usage. Individual project records from previous years, pages of pictures and actual ribbons should not be included in the Portfolio. Exhibit will be judged on ability of exhibitor to clearly record information, the ease at which evaluator is able to understand scope of experiences and involvement and the overall 4- H story.

E. Creative Writing – Creative writing will be evaluated on content, standard punctuation and grammar, rhyme (if applicable), use of expressions, actions, dialogue and overall "tone" of the

written piece. How the piece is presented, and neatness and creativity of the presentation will also be considered in the evaluation. **There is a limit of six one sided pages, however if a piece is longer, the exhibitor can enter a synopsis along with the total piece. The synopsis can be no more than the six page limit. Recorded oral presentations of the work can also be submitted with the written work.**

E1) **Fiction** – Writing can be presented in any form of genre such as a story, letter, poem or script for stage or screen.

E2) **Non-Fiction** – In this form of creative writing the author uses self-exploratory writing that draws on personal experiences. The format could be an autobiography, personal story, letter, poem or script for stage or screen that are based on true-life experiences for the author.

2. POSTERS AND 3-DIMENSIONAL DISPLAYS – Educational posters/3-dimensional displays – Exhibit should be self-explanatory through the use of appropriate captions, signs or labels and should be limited to approximately card table size. Exhibit will be evaluated on content, illustration, organization, clarity, visual appeal and readability. **All exhibits must include a written summary to help evaluator understand purpose and/or outcome.**

A. Public Presentation Posters – posters must be accompanied by a descriptive summary so that evaluator clearly understands why/how poster was used.

B. Poster/Exhibit: Individual or Group – a series of posters (at least 14” x 22”)/photos (8” x 10”) or three-dimensional exhibit representing any aspect of 4-H Youth Development projects and/or activities.

C. Displays demonstrating the theme “4-H Grows Here” or “Building Sustainable Communities.”

Exhibitor may use any suitable materials or photographs to demonstrate to the public that 4-H can join the revolution of responsibility (literally or figuratively). Display should incorporate some text to help fairgoers understand what 4-H youth development is all about.

3. 4-H BANNERS

- Size: 2’ x 4’ minimum
- Designed to hang vertically or horizontally or to be carried horizontally.
- Must be equipped with a dowel on top suitable for hanging or carrying.
- Any assembly technique can be used.
- Must incorporate the 4-H Clover

4. PERFORMING ARTS – Exhibits should illustrate the exhibitor’s involvement in performing arts. Involvement may be as a performer, technical support staff, review or observer.

A. Prop – any object or material constructed by the exhibitor for use in a production. Examples: backdrop, scenery, puppet, mask, etc. Note: Costumes are evaluated in Textiles and Clothing classes.

Class No.

B. Script – an original sketch, scene or play written by the exhibitor.

C. Documentation – notebook, posters or 3-dimensional exhibits about involvement in live performances.

D. Other – any performing arts exhibit or project falling outside the categories described above.

5. OPEN CLASS is an option for exhibits deemed to be worthwhile but fall outside the categories described above.

Section D – CONSUMER & FAMILY SCIENCES

SECTION DA – FOOD AND NUTRITION

Those interested in cooking may wish to enter cooking demonstration events. See event listing in SECTION B.

General Guidelines:

- ✓ All baked entries must have been baked from scratch by the exhibitor. No ready-made refrigerated or frozen dough, pastry crust or box mixes are permitted.
- ✓ The recipe may not include alcohol (this does not include vanilla which is a standard ingredient in recipes) as one of the ingredients.
- ✓ No exhibits requiring refrigeration (cream or custard-based pies, cakes) are allowed.
- ✓ Our goal is to encourage the mastery of skills. Fewer ingredients generally means a simpler recipe. The more experienced 4-H member is encouraged to exhibit a more difficult recipe.

Exhibitors are also encouraged to not exhibit in the same class year after year. Again, this is to demonstrate mastering of new skills.

- ✓ Please do your best to demonstrate good nutritional choices in your recipe.
- ✓ Remove all items from baking pans (except pies) and exhibit on paper plates or foil-wrapped cardboard. Exhibit must be covered with plastic resealable baggies – no plastic wrap. Do not bake muffins or cupcakes in paper liners.
- ✓ **Include recipe card (product name, ingredients, preparation steps, yield, recipe source) with all baked entries. Indicate how the recipe was modified to make it healthier.**
- ✓ An exhibit is: 3 samples of small items (cookies, muffins, cupcakes, rolls, breadsticks, pretzels, or similar products); ½ of large item (loaf bread, cake, coffee cake or similar products); or whole item if needed to convey appearance of product (pie, animal shaped bread or similar products).
- ✓ A recipe can be only entered in one class in the Food and Nutrition section.
- ✓ Complete exhibitor entry statement card for each exhibit entered, indicating new skills mastered and nutritional choices made.

Excellent \$2.50 Good \$1.00

COOKIES

Class No.

1. **COOKIES** - No frosting or added decorations that are not part of the recipe.
 - Drop Cookies; ex. Chocolate chip, applesauce, oatmeal, etc.
 - Hand shaped; ex. Peanut butter, snickerdoodles, crinkles, etc. Hand-shaped cookies can be rolled in sugar if part of the recipe.
 - Bar Cookies; ex. Date bar, pumpkin bar, brownies, layered fruit bars or other batter cookie.

MUFFINS, BISCUITS & BREADS (NO YEAST)

2. **MUFFINS** - Plain, whole wheat, cornbread, bran, apple, or other. No toppings.
3. **BISCUITS OR SCONES**. Plain, whole grain, flavored, or other shaped (rolled & cut) biscuits or scones. No toppings.
4. **LOAF BREAD** (not yeast leavened). Banana, blueberry, apple, pumpkin, or other bread baked in a loaf pan. No toppings.

YEAST BREAD

5. **YEAST ROLLS**. Plain, whole grain, flavored, or other yeast rolls of any shape; does not include fancy rolls with fillings or frosting.
6. **YEAST BREAD**. Plain, whole grain, flavored, or other, baked in a loaf pan.
7. **SHAPED BREAD**. An exhibit is any small (such as pretzels or breadsticks), or large (such as animal shaped) hand shaped bread. Plain, whole grain, flavored, or other; does not include fancy yeast breads with fillings or frosting.

CAKES

8. CAKES

- A. **PLAIN CAKE**. Plain cake (spice, chocolate, butter) baked in a pan approximately 8-9" (round or square).
 - B. **FOAM-TYPE CAKE** (angel food, sponge, chiffon) baked in a tube pan, approximately 9-10".
 - C. **CAKES WITH NUTRITIOUS INGREDIENTS** – An exhibit made with vegetable or fruit, such as carrot, applesauce, sweet potato, etc. Baked in an appropriate size pan, approximately 8-9" round or square or 9-10" tube.
9. **CAKE DECORATING** – Frosted and decorated cake or special occasion disposable form or 3 cup cakes for a birthday, anniversary, graduation, etc. Decorations need to be made with decorator's frosting using decorator's tips. Candies, actual flowers and other decorations can only be added to enhance the frosting decorations, not used alone. Include on exhibitor entry statement card what occasion the cake/cupcakes is to be used for.

PASTRY/PIES

10. **PIES** – Fruit pies – 2 crust pastry. Top crust can be latticed or decorative pastry, no crumb toppings. Ex. Apple, blueberry, cherry, etc. Please enter in disposable pie pans 6" or larger. **No exhibits requiring refrigeration (cream or custard-based pies, etc.) are allowed.**
11. **TARTS OR TURNOVERS** – 3 items make an exhibit. Ex. Peach tarts, apple turnovers, etc. **No exhibits requiring refrigeration are allowed.**

OTHER BAKING CLASSICS

12. **HEALTHY BAKED PRODUCT** – An exhibit is any baked product that is made with less sugar, fat or salt or altered using a sugar or fat substitute. The recipe and explanation of why it is healthy/changes made to the recipe must be included. Cookies, loaf bread, cake, cupcake, coffee cake, muffins, pies or other baked items.

13. **HERITAGE/CULTURAL FOODS** – An exhibit is a sample of any baked item associated with cultural customs/tradition of family or country populations. Entry must include: (a) recipe; (b) tradition associated with preparing, serving, eating the food; and (c) historical background if doing a cultural food. Cookies, muffins, bread, cake, cupcakes, coffee cake, pie or other baked items.

14. **FOOD TECHNOLOGY EXHIBIT** – Exhibit to include a food product prepared using new technology or a non-traditional method (i.e. bread machine, cake baked in convection oven, baked item made in microwave, etc.). Include recipe and why you used this method.

HEALTHIER CHOICES

15. **HEALTHY SNACK** – This may be an actual food exhibit, poster, photos or may include faux food. The idea is to prepare an example of a healthy snack that you might have yourself or may prepare for friends. Actual food exhibits must be able to be presented without the need of refrigeration.

Examples of Healthy Snacks: veggie platter, smoothie, cheese and crackers, fruit kabob. Exhibitor entry statement card should include serving size and information about the nutritional value of the snack.

16. **PACKED LUNCH** – Entry is to be presented in a lunch bag or box (always good to think about how this will be displayed.) Display may include photos or pretend food, if actual items will not hold up. Exhibitor entry statement card must include the following: a) Dietary needs of individual that lunch is for (Ex. A 3rd grader will require less food than a high school athlete); b) Facilities available for keeping lunch (Ex. Will this be used on a trail ride?)

Class No.

17. **MENU FOR A DAY** – The menu should include complete listing of all meals and snacks that would be eaten over a one-day period. A description of individual or family for whom meals are intended must be included. Typed exhibit with photos is recommended, creativity is encouraged.

RECIPE COLLECTIONS

18. **HEALTHY RECIPE COLLECTION** - An exhibit is at least 6 recipes (displayed in a box, notebook, or file folder; can include photos or illustrations) that provide needed nutrients while limiting fat and total calories. For each recipe state: (1) relationship of key ingredients to ChooseMyPlate.gov; (2) nutritional benefit; (3) source of recipe; (4) how well it was liked; (5) any changes you would make in the recipe. All recipes must be collected and made during the current enrollment year.

19. **HERITAGE RECIPE COLLECTION** - An exhibit is at least 10 recipes (displayed in box, notebook, or file folder; can include photos or illustrations) that depicts family or local history. For each recipe state: (1) source of recipe; (2) history related to recipe; (3) traditions related to preparing, serving, and eating the food. For 4 of the 10 recipes, indicate how well it was liked after making it. The collection should represent one or more generations older than you and can be collected from family, friends, or other community sources. All recipes must be collected and at least 4 of the 10 prepared during the current enrollment year.

PRESERVED FOODS

PRESERVED FOODS – Any processed food, including dried, foods and maple syrup will be evaluated based on appearance and process used. **Because of food safety concerns, the entry will not be tasted or opened.**

Class No.

20. CANNED FOODS

Criteria for Exhibiting Home Canned Foods

P Remember: use only United States Department of Agriculture (USDA) tested and approved recipes. The USDA has researched, tested and approved recipes for home canning.

In order to obtain a safe, quality product use only up-to-date (1994 or later) USDA approved recipes. Approved recipe sources include:

- National center for Home Food Preservation at <http://www.uga.edu/nchfp/>
- So Easy to Preserve, University of Georgia
- Your local Cornell Cooperative Extension Office
- Ball@Blue Book

P Canned exhibit consists of one clear-glass Standard Mason jar processed with a self-sealing, two piece lid. (metal lid and metal ring). Rings should have been removed after processing and cooling in order to clean and store the canned good. Rings should be put back on for transport to fair but removed by exhibitor before judging.

P Top of jars must be labeled with the product and date processed. Do not put labels on the sides of the jars (this makes it difficult for judges to view the product).

P Attach a separate card securely to the exhibit and include:

- Recipe
- Recipe Source (Site Ball Blue Book or other USDA source – not family member)

The card should include the following information if not already included in the recipe:

- Contents
- Type of pack (hot or raw)
- Type of processing (boiling water bath or pressure canner)
- Processing time
- Altitude adjustment if required
- Headspace
- Date of processing

P Appropriate head space requirements must be followed. In general – Fruit Juices ¼ inch; Vegetables ½ inch; Jams and Jellies 1/8 – ¼ inch; Pickles ½ inch; Tomatoes ½ inch or according to USDA approved recipes.

P Jars must be free of cracks, chips, etc.

P Each exhibit must be vacuum sealed.

P The following entries will be disqualified:

- Foods processed and packages not following current (1994 and later) USDA recommendations
- Paraffin sealed jams and jellies
- Jars with zinc lids
- Foods in green jars or non-standardized jars
- Jars with more than 2" headspace
- Jars with added color, bleach, sulfite or other preservatives, unless called for in a USDA approved recipe. (For example, baking soda may not be added to green vegetables)
- Jars or food that were made and processed over one year ago.

Class No.

20A Canned Fruit

20B Vegetable

20C Tomatoes

20D Juice

20E Pickles, Relish

20F Jam, Jelly, Marmalade

20G Other

21. DRIED/DEHYDRATED FOODS

Criteria for Exhibiting Home Dried/Dehydrated Foods

- ✓ Dried foods must be displayed in either clear one-half pint zip closure bags or glass jars with tight fitting lids.
- ✓ Foods in unapproved containers or more than one year old will be disqualified.
- ✓ Top of jars must be labeled with the product and date processed. Do not put labels on the sides of the jars (this makes it difficult for judges to view the product).
- ✓ Attach a separate card securely to the exhibit and include:
 - Method of drying (Dehydrator, oven)
 - Time and Temperature of drying
 - Pre-treatment method (if used)

21A Dried Vegetables

21B Dried Fruit

21C Leathers

21D Herbs

22. MAPLE SYRUP – An exhibit will consist of homemade maple syrup in a clear glass bottle appropriate for syrup products. Exhibitor entry statement card should include the process used to make the syrup and the resource(s) of their information.

OTHER FOOD & NUTRITION CLASS

23. PET TREATS – An exhibit will consist of 3 samples or 1 cup mix of baked treats for dogs, horses, etc. Will be evaluated on appearance, smell and texture. Please include on exhibitor entry statement card the reason for the treat such as for your pet, community service project, fund raiser, etc.

24. OPEN CLASS is an option for exhibits deemed to be worthwhile but fall outside the categories described above. A recipe and written description of the process used for creating the item must be included.

SECTION DB - FINE ARTS & FINE CRAFTS

General Guidelines:

- ✓ Entries limited to one of a kind item designed by the exhibitor.
- ✓ Entry is to be entirely made by exhibitor, not a collaborative effort with commercial business. This includes selection of material and entire construction process, ex. Ceramics should not be pre-made molds, painted exhibits meeting that criteria should be entered in hobby craft.
- ✓ Exhibits are based on projects that focus on a particular topic area and specific learning goals over a period of time.
- ✓ Hobby Crafts and Crafts made from commercially available kits/patterns should be exhibited in Home Environment.
- ✓ Art Objects must be in good condition, ready for display.
- ✓ Small, delicate, fragile items should be displayed securely in a display box.
- ✓ Objects whose ultimate use is to hang on the wall must have mountings on them and be ready for hanging.
- ✓ Fine arts and crafts entries made using recycled materials will be evaluated on entry's artistic value.

Note: items made from recycled materials may be evaluated in Environmental Education

Section G – Class No. 6 if youth would benefit more from its evaluation being based on the re-use of material. Please include where the recycled materials came from on exhibitor entry statement card.

Excellent \$1.50 Good \$1.00

FINE ARTS

Class No.

1. PAINTINGS, DRAWINGS, GRAPHICS/PRINTS - Artwork is to be visibly signed, matted and framed. Backgrounds should be filled in lightly on all artwork.

A. DRAWING – Expressive work in pencil, charcoal, felt tip pen, crayon, pastel, brush or ink.

B. PAINTING – Expressive work in oil, watercolor, acrylics or mixed media, i.e., watercolor and ink, acrylic and chalk, acrylic and collage, etc.

1) Traditional: stretched canvas, etc.

2) Non-traditional: bark, fungus, rocks, saws, gourds.etc.

C. GRAPHICS/PRINTS – Any printing process that duplicates one or more identical images.

Minimum of 2 images in exhibit. Include, if possible, the stamp or photo of the graphic ex. potato or apple.

D. SCULPTURE – Materials may be wood, stone, clay, original cast plaster, paper-mache, metal (sheet or wire), fibers, fabric or fiber glass, or a combination of these. Processes may be carved, modeled, fired, soldered, glued, molded, laminated, nailed, or sewn.

FINE CRAFTS

2. CRAFTSMANSHIP - An exhibit shall consist of one of the following:

A. POTTERY – Vessels of clay, glazed or unglazed, hand built, wheel thrown, cast from original mold. No pre-forms permitted. Entries using preforms are to be entered in Hobby Crafts and Home Environment Section DC.

B. HOBBY CERAMICS – Any form cast from a commercial mold or pre-form. Cleaned and Painted/stained/glazed. Proper sealant if not glazed.

C. FIBER, FABRIC – Original design objects of 2 or 3 dimensions of fibers and/or fabrics used singly or in combination, employing any of the following techniques: weaving; knotting; needle arts; string art; felting, etc. *Entries are self-designed needle art. Commercial patterns entered in Hobby Crafts and Home Environment Section DC.

D. LEATHER – Using no pattern and no kits. Objects can be tooled, carved, molded, stamped, laced, stitched and/or riveted. Sealant should be applied.

E. GLASSWORK – Self created entries made by exhibitor, not from a commercial source including all steps in the process.

1) Etched, sandblasted, blown or pulled, annealing/tempering/slumped/fired.

2) Stained glass – no painted glass or liquid lead.

F. METAL – Objects of metal(s) used singly or in combination with other materials such as other metals, plastics, wood, ground stones, bone, enamel. Objects can be made by the following processes: hand cut, etched; engraved; tooled or molded. No entries with tin cans permitted.

G. MOSAICS – Two- or three-dimensional objects using clay tile, glass, stone. Projects should be grouted and sealed. No steppingstones to be entered.

H. WOOD AND/OR PAPER – Processes: carving; wood burning, gluing; inlay; cutting; tearing; layering; (origami) folding, quilling. Entries of cards should have a minimum of 2 samples for an exhibit.

I. JEWELRY/PRECIOUS METALS - May include designs from pattern books, bead loom, crochet, etc. NO KITS, NO PONY BEADS.

1) Handmade materials: silverworks, glass blowing, clay formation, paper formation, stone, fossils, enameling, etc.

2) Purchased materials: **a commercial pattern or a hand drawn design must be provided with exhibit.**

Jewelry exhibits made with purchased materials using more creative and intricate forms to string the beads. NO SIMPLE STRING OF BEADS ALLOWED. These can be entered in Section DC – Hobby Crafts.

HERITAGE ART, CRAFTS AND DOCUMENTATION

No Kits

Excellent \$2.00 Good \$1.00

✓ Include the following on or with the completed Exhibitor Entry Statement:

a. Source of traditional design (specific ethnic group or family)

b. Design plan/chart.

c. **Appropriate heritage documentation for the exhibit.** Include historical time period of entry (ex.

Basket should include history of baskets and purpose of design; leather entries include what tribes of Native Americans). Emphasis in the heritage art, crafts and documentation is on personal growth and knowledge through learning about a cultural heritage. **It is based on research of traditional designs, methods and materials as well as learning the necessary skills.**

✓ Objects need to be constructed in traditional design methods and materials.

✓ No soap entries: No soap entries of any kind will be accepted.

Class No.

3. HERITAGE ART EXHIBIT – shall consist of one of the following:

A. HERITAGE ART AND CRAFTS – Traditional objects using materials, methods and/or decoration based on a continuation of ethnic art or handed down from one generation to another. Example, basket, rug making, embroidery, quilting, Native American crafts, scherenschnitte, etc.

B. PROCESSED NATURAL FIBERS – Natural fibers processed for use.

C. HERITAGE DOCUMENTATION – Genealogy of family or community history, (buildings, village names) or methods of processing. (Native American crafts, basketry, soap making). Photos of generations can supplement written documentation. Cite references.

FINE ARTS & CRAFTS OPEN CLASS

4. OPEN CLASS is an option for exhibits deemed by the County to be worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H educator.

SECTION DC – HOME ENVIRONMENT

General Guidelines:

- ✓ These exhibits can be hobby crafts and/or can be made from commercial kits. Original designed items can be entered in Section DB Fine Arts & Crafts.
- ✓ Objects whose ultimate use is to hang on the wall must have mountings on them and be ready for hanging.
- ✓ Items entered in this section should include on the exhibitor entry statement card the following information:
 - a. Where and for what will the item be used.
 - b. Include fabric content and care information if available. Required for Class #2, 3 and 4.
 - c. Where did you get your ideas from (name of 4-H Project or resource)?

HOBBY CRAFTS

Excellent \$2.00 Good \$1.00

Class No.

1. CRAFTS – Exhibits are based on projects that focus on a particular topic area and specific learning goals over a period of time. An exhibit can be made from a commercial kit or pattern.

Craft objects must be in good condition, ready for display.

- ✓ Must exhibit age appropriate work and good quality workmanship of the craft.
- ✓ If an exhibit takes a short time, multiple items may be exhibited and displayed nicely to create one exhibit.
- ✓ Small, delicate, fragile items should be displayed securely in a display box.
- ✓ What was the source for the idea of this craft? If a commercially available kit/pattern is used please include the name of the kit/pattern on your Exhibit card.
 - a. Craft Kit – Used a commercially available kit or experience to explore a new area. Can be using any material ex. Fabric, leather, metal. Mosaics, glasswork, wood, paper, rubber bands, beads, etc. to make items like stuffed animals, wallet, tin punch lamp, stepping stone, wreath made from twigs, origami, bracelet and/or earrings, etc. Please give the name of the kit on your /exhibit Card.
 - b. Craft Non-Kit – Purchased all the supplies for this exhibit separately. Can be of any material ex. Fabric, leather, metal. Mosaics, glasswork, wood, paper, rubber bands, beads, etc. to make items like stuffed animals, wallet, tin punch lamp, stepping stone, wreath made from twigs, origami, bracelet and/or earrings, etc. Please give the name of the pattern, book or resource used to complete this craft on your Exhibitor Card.
 - c. Recycled Craft – items made, remodeled or renovated from recycled material ex. Picture frame covered in seashells, sculpture made from recycled plastic bags. Please include where the recycled material came from on Exhibitor Card.

FABRIC FURNISHINGS and HOME ACCESSORIES

Excellent \$2.00 Good \$1.00

Class No.

2. ROOM ACCESSORIES/EMBELLISHED FURNISHING – such as bulletin board, fabric décor, lampshade, picture frame (may be non-sewn items). Includes items such as placemats and lampshades that have been changed by adding fabric, painted design or other embellishments.

3. FABRIC ACCESSORY such as pillow, throw blanket, wall hanging, placemats, macramé and needlework items including knitting, crocheting, embroidery, cross-stitch, latch hook etc. Include fabric content and care information.

Excellent \$2.50 Good \$1.50

4. MAJOR FURNISHING ITEMS MADE OF FABRIC - quilt, bedspread, coverlet, curtains etc. Include fabric content and care information.

5. A GROUP OR CLUB PROJECT - Group or Club Project such as a quilt, wall hanging etc. (Club Banners (see Communications and Expressive Arts classes.) Include fabric content and care

information.

6. HOME STORAGE – laundry bag, shoe bag, locker caddies, travel storage, etc.

7. TABLE SETTING EXHIBIT – An entry should include table setting for at least 1 person, menu, short story about the specific occasion the setting is for, tablecloth, place mats, napkins (may be artfully displayed/folded), centerpiece or table decoration as appropriate to complete the table setting. Exhibits can be displayed on a small table such as a card table (provided by exhibitor) or in an area no bigger than a 24” wide by 30” deep space. The exhibit is to remain in place during the full time period.

8. CREATIVE FRAMING

Criteria for exhibiting in Creative Framing Class:

- One Exhibit per Exhibitor.
- Exhibits simply placed in a commercial frame are ineligible.
- Exhibitor is expected to draw on their artistic sensibilities to enhance an existing image via the creative framing process.
- Photographic Image may come from Class #1 or Classes #5 – 8.
- Exhibitors should use their imagination such that Creative Framing serves to create a visual image that is more powerful than the sum of all its parts.
- The possibilities are limited only by your own ideas and collaboration.
- Creative Framing Possibilities:
 - Create your own physical frame using materials discovered in the environment (i.e., leaves, sticks, pinecones).
 - Sandwich your photo between two pieces of commercially framed glass, then carefully add your own rendering to the piece.
 - See the physical frame as a three-dimensional space that uses depth in ways that stimulate viewer attention.
 - Decorating or adding to a commercial frame is acceptable, as long as the exhibitor has “made it his own” by modification.

WOODEN FURNITURE & FURNITURE ACCESSORIES

Excellent \$2.00 Good \$1.00

Class No.

9. FURNITURE OR WOODEN ACCESSORY ITEM WITH A

PAINTED/NATURAL FINISH such as chair, table, shelf, picture frame etc. that is new and/or unfinished, refinished or constructed by exhibitor. Emphasis in this class is the restoration and not the actual construction of the exhibit. Newly constructed items can be entered in STEM – Section J if exhibitor wants woodworking skills evaluated.

10. CHAIR OR STOOL WITH NEW SEATING. Frame may be new, unfinished, restored, refinished by exhibitor. May have a painted or natural finish. Seat may be upholstered, caned, etc. Note: exhibit is just for seat evaluation only.

HOME ENVIRONMENT OPEN CLASS

11. OPEN CLASS is an option for exhibits deemed by the County to be worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H educator.

SECTION DD – WEARABLE ART

For all classes in Wearable Art in addition to the completed Exhibitor Entry Statement, include the following:

- a. Name or source of pattern if applicable
 - b. Fiber content of item when available
 - c. Care label information; and
 - d. Where did you get your ideas from (name of 4-H Project?)
- ✓ Projects selected to go to State Fair should be age and experience appropriate.

No fabric paints or scribbles accepted in this section.

Excellent \$2.00 Good \$1.00

Class No.

1. CROCHET/KNITTED FIBER CLOTHING – Clothing made using a form of crocheting or knitting such as a sweater, vest, scarf, etc.

2. TIE-DYING/BATIK MATERIAL CLOTHING – Clothing made using tie-dyeing which utilizes knotting and folding techniques or batik which utilizes the immersion or outline fill-in techniques of wax resist to make such clothing as a tee-shirt, pants, etc. Purchased clothing can be used to do either of these techniques on.

3. NON-TRADITIONAL MATERIAL CLOTHING – Clothing made using paper, duct tape, paper clips, bubble wrap, etc.

WEARABLE ART OPEN CLASS

4. OPEN CLASS is an option for exhibits deemed to be worthwhile but fall outside the categories described above.

SECTION DE – TEXTILES AND CLOTHING

General Guidelines:

✓ For **all** classes in Textile and Clothing in addition to the completed exhibitor entry statement card, include the following:

a. Name or source of pattern

b. Fiber content of item when available

c. Care label information

d. If a kit is used for down or fiberfill items or outdoor equipment (i.e., parka, hood, booties, sleeping bag, tent) this must be stated.

e. Where did you get your ideas from (name of 4-H Project?)

✓ No kits are allowed for the original pattern and design class.

✓ Projects selected to go to State Fair should be age and experience appropriate.

NOTE: For clothing made using a form of textile art or non-traditional material other than sewing enter in Section DC.

WEARABLE SEWN ITEMS

Excellent \$2.00 Good \$1.50

Class No.

1. CLOTHING – any beginner, intermediate or advanced level sewn garment. Note the general guidelines for each entry. **Pieces of a coordinated outfit should be entered as one entry.**

2. CLOTHING ACCESSORIES, SEWN - an item created by the exhibitor, which has a decorative and/or functional purpose such as a hat, belt, etc.

3. HISTORICALLY ACCURATE CLOTHING, SEWN - clothing made using materials and construction techniques appropriate for period clothing. Exhibit does not have to use the exact fabric or technique but there should be evidence of effort.

4. COSTUMES made using materials and construction techniques appropriate for the costume design and use. For example, if the costume is to be worn only once in a school play, the “look” of it from a distance will be more important than neat sewing.

RECYCLED SEWN ITEMS

5. RECYCLED GARMENTS OR NON-CLOTHING, SEWN – including remodeled or renovated garments OR remodeled or renovated items that are not clothing, like jeans turned into grocery/all purpose bags, t-shirts turned into a purse, towels turned into a dog toy, etc.

NON-CLOTHING, SEWN

6. NON-CLOTHING, SEWN – examples include purses, tote bags, backpacks, outdoor equipment, horse articles such as saddle pad, cooling sheet, recreational items such as kites or toys. For reference see the 4-H Curriculum *Simple Gifts and The Flight/Fabric Connection*.

ORIGINAL PATTERN DESIGN

(Note that items in these classes will be evaluated by clothing evaluators)

7. WEARABLE OR NON-WEARABLE ITEMS DESIGNED AND CONSTRUCTED BY EXHIBITOR designs may be made by hand, by computer or combinations/design alterations of purchased patterns. Include pattern and description.

PURCHASED GARMENT

Class No.

8. PURCHASED GARMENT - entries in this class should reflect wise consumer decision-making. Garment or outfit must be accompanied by an 8 ½" x 11" information notebook. The notebook must include the following (1) color photo of entrant wearing garment or outfit – label photo with name, county and color of complexion, hair and eyes; (2) cost of garment – include price tags or information, itemized comparison of cost to make garment – consider cost of fabric, notions, pattern, labor, etc. (3) story that describes: a) why garment was purchased; b) how it fits into wardrobe; c) fabric structure, fiber content and care; d) simple accessories selected; and e) activities for which garment will be worn. For reference see the 4-H Curriculum *Clothing Decisions*.

TEXTILE & CLOTHING OPEN CLASS

9. OPEN CLASS is an option for exhibits deemed by the County to be worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H educator.

SECTION DF – CHILD DEVELOPMENT/CARE

✓ An exhibit shall consist of one of the following:

Excellent \$2.00 Good \$1.00

Class No.

- 1. CREATIVE TOY, GAME OR STORYBOOK** – A homemade toy, book, game or activity to be used with children. Exhibitor entry statement card should include age of child intended to use article, developmental stage the item is suited for and why this would be an appropriate play item.
- 2. "BABY-SITTER'S KIT"** including games, toys and safety materials needed while caring for a baby, toddler or preschooler. Include explanation of planned use of articles in kit.

CHILD DEVELOPMENT/CARE OPEN CLASS

3. OPEN CLASS is an option for exhibits deemed to be worthwhile but fall outside the categories described above.

SECTION E -- VISUAL ARTS/PHOTOGRAPHY

GENERAL INFORMATION

- **IMPORTANT - TWO** exhibits per class/per exhibitor **with no more than THREE** exhibits per exhibitor overall in **Visual Arts/Photography Section**.
- Visual Arts/Photography exhibits must have been created by the exhibitor as part of a 4-H program during the current year and should reflect a meaningful, thoughtful process.
- Visual Arts exhibits will be evaluated on technical quality, including image resolution and quality of printing, composition and artistic merit, storytelling ability and mounting of exhibit.
- **Exhibit should be mounted on a sturdy background like Black Mat Board or Black Foam Core, not in a commercial picture frame (entries will not be accepted under glass or wrapped in plastic).**

Preparation of photo for exhibit should demonstrate good workmanship and use of materials.

- No photograph or digital image shall be smaller than 4" x 6" or larger than 11" x 14".
- Exhibit must be titled or captioned to assist the viewer to interpret the message.
- Any edited images **must** be accompanied by a thumbnail print of the original image **taped to the back of the exhibit**.
- Exhibits should be ready to be hung.
- **All exhibits must be accompanied by an exhibitor entry card and statement card.**

Excellent \$3.50 Good \$2.50

Class No.

1. LEVEL I – Beginner A

• Exhibit one matted photo • **TECHNIQUES INCLUDE** (but not limited to) SIMPLIFICATION, FILLING A FRAME, RULE OF THIRDS, FRAMING, CONTRAST, LINES AND SHAPES, SYMMETRICAL BALANCE, ASYMMETRICAL BALANCE, DEPTH AND LAYERING, EXPOSURE, WHITE BALANCE, TRIANGLES, EYE LINES.

technique you learned from participating in a photography project. On your submission you should identify which technique you were focusing on. **No photo editing is allowed in this class except cropping and red eye removal.**

• **TECHNIQUES INCLUDE** (but not limited to) SIMPLIFICATION, FILLING A FRAME, RULE OF THIRDS, FRAMING, CONTRAST, LINES AND SHAPES, SYMMETRICAL BALANCE, ASYMMETRICAL BALANCE, DEPTH AND LAYERING, EXPOSURE, WHITE BALANCE, TRIANGLES, EYE LINES.

2. LEVEL II – BEGINNER B

• A single 8" x 10" still-life photo that demonstrates your understanding of (3) three techniques you have learned from participating in a photography project. **No photo editing is allowed in this class except cropping and red eye removal.**

• **TECHNIQUES INCLUDE** (but not limited to) SIMPLIFICATION, FILLING A FRAME, RULE OF THIRDS, FRAMING, CONTRAST, LINES AND SHAPES, SYMMETRICAL BALANCE, ASYMMETRICAL BALANCE, DEPTH AND LAYERING, EXPOSURE, WHITE BALANCE, TRIANGLES, EYE LINES.

Youth must have taken Photography Level I or have educator permission to enter this class.

3. LEVEL III – INTERMEDIATE 1 – PHOTO EDITING

• A single edited photo which demonstrates your understanding of a single editing technique you learned from participating in a photography project. On your submission you must identify which editing technique you were focusing on and what software you used to edit your photo. Include a thumbnail of your original on the back.

Youth must have taken Photography Level I – II or have educator permission to enter this class.

4. LEVEL IV - INTERMEDIATE B – ADVANCED PHOTO EDITING

• A single edited photo which demonstrates your understanding of a combining no less than (2) two editing techniques you learned from participating in a photography project. On your submission you must identify which editing techniques you used and what software you used to edit your photo. Include a thumbnail of your original on the back.

Youth must have taken Photography Level I – III or have educator permission to enter this class.

5. LEVEL V – ADVANCED – PHOTO STORY/ECOLLECTION

• A collection of at least five and not more than ten photos that have a connection, a relationship or tell a story. The photos may be edited or unedited and should demonstrate strong understanding of basic photography techniques practiced in Level I – IV. The photos should demonstrate a relationship to one another, whether they represent similar objects, have a theme or tell a story. The photos should be mounted uniformly whether on one mat or individually. Include original thumbnails on the backs if photos are edited and list the techniques you utilized/focused on in the project.

EXAMPLES:

• Select a type of photography (i.e. portrait, wedding, baby. Landscape, sports, fashion, etc.) and explore the skills and equipment needed to be successful.

• Create a collection of images illustrating a “picture story” or a “documentary”.

• Experiment with a variety of lighting intensities and angles and apply your new knowledge to your photography.

• Learn to see in “Black and White” and explore how removing color changes the mood, focus of attention or even attractiveness.

• Use a specialized technique, such as selective focusing or enlarging to change an image’s focal point, feel, meaning, etc.

• Learn how to use the manual setting on your camera to your advantage (i.e. nighttime photography).

Youth must have taken Photography Level I – IV or have educator permission to enter this class.

6. LEVEL VI – GRADUATE – PHOTOGRAPHY PORTFOLIO

All participants in Class E-6 will be expected to bring at least (1) one print for display, mounted at your discretion, illustrating what you consider to be the best representation of your skills in photography along with a portfolio of no less than (8) eight and no more than (12) twelve photos demonstrating your mastery of basic photography techniques learned by completing levels I-V. You may choose to exhibit some edited photos and some unedited photos, and subjects of the photos do not need to be related. On each photo you will need to identify two strong points and one area that would like to improve. Other than the one piece you choose to exhibit mounted, you may exhibit the rest mounted in a portfolio.

Youth must have taken Photography Level I – V or have educator permission to enter this class.

7. PHOTOGRAPHY INNOVATION**

Demonstrate the skill and knowledge you have gained through the Photography project. **Your exhibit should not fit in the other exhibit options for this project.** The exhibit may include, but isn't limited to, original works, objects, demonstrations, digital presentations, programs websites, apps, performances, or posters which you have made, and which photography is the main subject. You must furnish any equipment you need for your exhibit. Internet service will not be provided. Electronic equipment will only be used during your personal judging time and will not remain on display during the entire exhibit period.

EXAMPLES

- A website you design on display your photography.
- A digital presentation on the work of a professional photographer.
- A poster illustrating how to do a particular photography technique or use a piece of photography equipment.

**** This class is open to all exhibitors with educator approval. Exhibit must not fit in classes already listed; Level I – IV are encouraged to try something new for Photography Innovation class. It is highly recommended that youth have participated in Level I – IV previously.**

MULTIMEDIA DESIGN

8. VIDEO PROJECT – 4-H THEME

Please note that Evaluators have limited viewing time available. You must provide proper viewing equipment for the evaluations. Do Not assume that equipment will be readily available at the Fair.

- Project can be a 30 second television spot, a documentary demonstrating 4-H activities, a narrative or dramatic group project by 4-H members or an informational presentation promoting 4-H.
- Project to feature a 4-H project or activity or promote 4-H.
- Products longer than 10 minutes should include a short “preview highlights” show as a separate tape, disc or file. **Please remember that Evaluators have limited viewing time available.**
- Project can be submitted as a CD or DVD. If project is submitted as a computer file, clear documentation for opening and viewing procedures, as well as software requirements should be included in supporting documentation.
- To ensure that the exhibit can be viewed and evaluated at the fair, the exhibitor should make accessible and operating at the time of exhibition and evaluation.
- Project will be evaluated on technical quality, organization, creativity and ability to communicate a message.

10. COMPUTER GRAPHIC DESIGN – 4-H THEME

Use a computer graphic **design** program to create an 8.5 x 11 or 11 x 17 poster that promotes **any** aspect of 4-H. Programs that can be used include but are not limited to:

Adobe In Design, Illustrator or Photoshop, and Canva.

Design must:

- Be computer generated – indicate which software programs you used for design.
- Use the official 4-H clover

(http://static1.squarespace.com/static/58e51ba6db29d619dcb73826/t/59f9fdc0ec212dd897ec3d1d/1509555648386/4-H+Clover-RGB_digital.png).

- If using graphics from the internet note source and permission to use.

11. WEBSITE

- Entry must include web page address (accessible online) program/software used to design website, website outline, and short description of the goals of your site and what it is meant to communicate to the visitor.
- Web Page acknowledges NYS 4-H Youth Development/Cornell Cooperative Extension and other resources (both human and material) that provided the means for learning and skill development necessary to create the web page.

12. MULTIMEDIA DESIGN OPEN CLASS – Any multimedia (video, web, computer, based design) exhibit deemed by the 4-H Educator to be worthwhile that falls outside categories described above, example: PowerPoint Presentations.

SECTION F -- HORTICULTURE

GENERAL INFORMATION FOR HORTICULTURE EXHIBITS

- Exhibitor must fully complete at least one Exhibitor Entry Statement including questions for at least one project in each division.
 - Exhibitors are to keep comments to the space provided on the Exhibitor entry card and statement.
 - If entering more than one exhibit in a division, you must complete the Exhibitor Information section on the exhibitor entry card for each additional exhibit. **On the exhibitor entry card and statements without questions answered, identify on which exhibit the completed questions are located.**
- For example: “Questions answered on carrot exhibit”.** You may exhibit one entry per class except where noted.
- **Participants are encouraged to work together as groups to create exhibits.**
 - Individual exhibits are also acceptable.
 - Judges will consider number of participants so that group projects will be evaluated appropriately.
 - Age, experience and standards listed in related 4-H publications, as well as content and quality, will be considered in evaluating criteria.
 - Project resource materials listed are for suggestions only. Use your imagination for other ideas. For more information and ideas check the website: <http://www.hort.cornell.edu/4hplants>.
 - Endangered species are not allowed in any exhibit.
 - Under Floral Design – Classes 25, 26 and 27 may use purchased or wildflowers.

Excellent \$1.00 Good \$.50

SECTION FA – PLANT COLLECTIONS

Developing a plant collection will help youth to learn to recognize and identify different plant species.

A. Preserved

- Plants must be pressed, dry, mounted and labeled. To press plant material, it is best to use the method described in: Pressed Flower Pictures (1982), 141-IB-34, find at <http://dSPACE.library.cornell.edu/handle/1813/3267>, or as described by a person who has experience collecting plant material.
- A clear protective overlay is helpful for many, but not all exhibits.
- Weeds and other specimens mounted green (not pressed or dry) will not be evaluated.
- Collections of plants may be on one side of ONE PIECE of poster board or like material, 22 x 28 inches in size, or in notebook binders with single specimens on pages 8 1/2 x 11 inches.
- Scrapbooks of accumulating years should have dividers between years. Current year’s exhibit should be clearly marked. Current year exhibit will be judged.
- List sources used to identify plants and plant materials.
- Plants Identified by Common and Scientific Name.
- Describe where found and describe habitat.

Class No.

1. LEAF, TWIG (and fruit, flowers and seed, if possible) **OF TEN OR MORE ORNAMENTAL TREES.**
2. LEAF, TWIG (and fruit, flower and seed, if possible) **OF TEN OR MORE ORNAMENTAL SHRUBS.**
3. LEAF, TWIG, AND ILLUSTRATION of fruit or nut, of ten or more fruit or nut plants.

4. TEN WEEDS common to lawns and flower beds.

5. TEN ANNUAL FLOWERS

6. TEN PERENNIAL FLOWERS

7. TEN WILDFLOWERS

8. TEN SEEDS (any single plant type, e.g., 10 ornamentals, 10 fruits, etc.)

- Clean and dried (not green) Seeds must be harvested by exhibitor.
- A picture of plant must accompany seeds.
- List growing conditions required.

9A. MISCELLANEOUS COLLECTION

- Entries will be judged according to similar project criteria.

9B. HORTICULTURE SCRAPBOOK (Collection of plant pictures)

- May be cut from magazines or garden center catalogs, illustrated by your own drawings, photographed or photocopies.
- Write in the front or back of the catalog where your images came from if you did not make them yourself (for example: *Pictures are from W. Atlee Burpee 1998 seed catalog*).
- This scrapbook makes an excellent study guide for the Horticulture Contest.
- Each plant should be represented on its own 8 ½ x 11-inch page.
- Catalog will be worth more if the picture (or perhaps more than one picture) shows different stages of growth (fruit and leaf, vegetable and flower, flower and leaf).
- The NY Horticulture Study Guide should be used as the template for assembling book.
- Fasten pictures with clear tape, paper glue or rubber cement.
- Pages must be bound in notebook binder.
- Label with common name and brief description. Consult *NY Horticulture Contest Guidelines* for the plants required in each class.
- Beginners must include the 15 plants specified from each group—flowers and indoor plants; ornamentals; fruits and nuts, vegetables.
- Intermediates must include the 30 plants from each group
- Advanced participants must include all 45 plants from each group.
- *NY Horticulture Contest Guidelines* are available from your 4-H Cornell Cooperative Extension Educator.

Class No.

10. BEGINNER 1-3 years

11. INTERMEDIATE 3-6 years

12. ADVANCED 5 or more years

13. PHOTO RECORD BOOK

- Photos must be taken by 4-Her.
- A minimum of 20 photos. The collection of 20 plants can be a combination of several types of plants, such as trees, shrubs, weeds, annuals, perennials, fungi, etc.
- Identify common and scientific names.
- List variety, growing requirements, location of plant, where photo was taken and identification sources.

SECTION FB – EXPERIMENTS

The intent of this division is to generate an interest among young people in a science-based approach to horticulture. **Guidelines and suggestions for the exhibitor working with plants:**

Both how you plan your experiment and the final description for your display should include the following sections:

- **Background.** Describe why you did this experiment and why it is important to you and other people?
- **The Question** (or hypothesis). What specific question does your experiment try to answer? For example: “Does watering geraniums with coffee increase their growth?”
- **Methods.** Outline how you did the experiment. Be sure to include:

a) Treatments. Describe specifically what you are comparing as treatments. Remember that you should have a check treatment (what is usually done) and the 'test' treatment. From the above question: Check = watering with water and treatment = watering with coffee.

b) Measurements. Describe what you are measuring (weight, height, etc.) and why. Include Observations of the plants over the course of the experiment.

• **Results.**

a) What did your measurements tell you about the treatment compared to the check? Was there a difference and if so, why do you think so? Use tables, graphs or pictures to share what you learned.

b) What other things did you notice in your observations?

• **Conclusions.** What did you learn? What is important about your results to other people? What would you suggest to someone else, based on what you learned?

THE DISPLAY should be interesting, attractive and neat, so that people will want to stop and learn about what you did. It should:

- Include actual examples of treated and untreated plants, if possible, otherwise use drawings or photographs.

- On sheets of paper, describe your study using the above 5 sections.

- Use big print so that it is easy to read from 3 feet away.

- Glue these sheets, along with any photos or graphs to heavy poster paper (14" x 22" minimum) for display. "Strawberry Yields Forever"

<http://www.gardening.cornell.edu/education/youth/activities/pdfs/strawberryyields.pdf>

4-H Fact Sheets are available from your 4-H Extension Educator.

Class No.

14. PROPAGATION

15. BREEDING

16. SOIL SCIENCE

17. CULTURAL PRACTICES

18. MISCELLANEOUS

- Entries will be judged according to similar project criteria.

SECTION FC - GARDEN ENTRIES

This division offers an opportunity to display a garden item and gives participants an occasion to show the products of their gardening efforts.

- Exhibits that require it, must be grown by the exhibitors in their **individual, family, school or community gardens**, unless otherwise noted.

- Individual may display 5 entries in any one class, except where the number of entries is stated differently. Each exhibit must be of a distinctly different variety type.

- Exhibits and awards will be evaluated based on standards below.

- **Exhibit must be labeled with correct common name and variety name (i.e., snap beans, Blue Lake; or petunia, Red Picotee). Otherwise, awards will be downgraded.**

- For further information on preparing and exhibiting vegetables go to <http://www.hort.cornell.edu/gbl/pubs/index.html>

- **Excellent** - clean; only very minor defects in general appearance; best market size and quality; true to Varietal characteristics. For exhibits with more than one specimen: not more than 10 percent variation in sizes for fruits and vegetables and cut flowers; only slightly detectable variation, uniform in shape, color and degree of maturity.

- **Good** - clean; slight defects in general appearance; defective and unusable parts should not exceed 5 percent; good market size and quality. Exhibits with more than one specimen: not more than 25 percent variation in sizes for fruits and vegetables, and cut flowers; only slightly detectable variation in shape, color and degree of maturity.

- **No Award** - dirty, serious damage apparent; defective and unusable parts exceed 10 percent; unsatisfactory market size or quality. Exhibits with more than one specimen — more than 100 percent variation in sizes for fruits and vegetables; extreme differences in shape, color or degree of maturity.

Class No.

19. VEGETABLES – UP TO 8 DIFFERENT ENTRIES MAY BE EXHIBITED IN THIS CLASS.

- Beans, Lima, 5 green pods, edible beans

- Beans, snap, green, 5 pods
- Beans, snap, yellow, 5 pods
- Beans, snap, pole or vining type, 5 pods
- Beans, green shell, 5 pods, any variety including edible soy, Horticultural, Kentucky Wonder
- Beans, dry shelled, 1/2 cup in container, dry field bean variety including mung, adzuki, and fava
- Beets, 3, tops trimmed to 1 inch, no green shoulders
- Broccoli, 1 head or bunch of small heads, 5 inches or more in diameter
- Brussels Sprouts, 1-pint basket
- Cabbage, 1 head, 2 to 4 pounds, with 3 to 4 wrapper leaves, any fresh market variety.
- Carrots, 3, tops trimmed to 1 inch, no green shoulders
- Cauliflower, 1 head, leaves cut just above head
- Celery, 1 plant, market quality, roots off
- Chard, 1 plant, roots and damaged leaves off
- Chinese Cabbage, 1 head
- Chinese Cabbage, loose leaf, roots off, 1 plant
- Corn, Sweet, 3 ears, husks removed completely, shank trimmed to 1/2 inch, display in transparent bag
- Cucumbers, 2 slicing types, 5 inches or longer, 2 inches or less in diameter
- Cucumbers, 3 pickling type, 3 to 5 inches
- Cucumbers, 3 pickling type, less than 3 inches
- Dill, bunch of 3 seed heads, tied or in transparent bag
- Eggplant, 1 large oval and oblong types such as Black Beauty, Black Magic, Black Enorma, Dusky
- Eggplant, 2 small, slender and round types such as Easter Egg, Ichiban, Long Tom, White Beauty
- Endive, 1 plant, roots off, good market size
- Garlic, 3 bulbs, dried, braided together or tops trimmed to 1 inch, cleaned, not peeled
- Herbs, any kind, plant in pot or tied bunch
- Herbs, dried – show a minimum of 1 tablespoon. Exhibiting a larger amount is acceptable. Herbs must be appropriately prepared for use.
- Kale, 1 plant, roots off
- Kohlrabi, 2, tops and tap root trimmed to 2 inches
- Leek, 3 large, trimmed
- Lettuce, leaf, 1 plant, roots off, good market size
- Lettuce, head, 1 plant, roots off, good market size
- Muskmelon and honey dew melon, 1 good market quality
- Mustard, 1 plant, roots off
- Okra, 4, 1 1/2 to 3 inches long
- Onions, bulbs, 3 tops trimmed to 1/2 inch, well cured and dried, not peeled
- Onions, 4, green bunching type, tops on but trimmed evenly
- Parsley, 1 plant, roots off, good market size and quality
- Parsnips, 3 tops trimmed to 1 inch
- Peas, 5 pods
- Peppers, 2, large types such as Bell, Cubanelle, Italian Sweet
- Peppers, 3, small types such as Banana, Hungarian Wax, Cherry, Jalapeno
- Potatoes, 3 tubers, 5 to 10 ounces
- Potatoes, 1 pint basket, salt potato types, 3/4 to 1 1/4 inch diameter
- Pumpkin, 1, ripe, any variety
- Radishes, 4, tops trimmed to 1/2 inch
- Rhubarb, 4 stalks, tops trimmed
- Rutabaga, 1, tops trimmed off
- Shallot, 3, tops trimmed to 1/4 inch, dried, not peeled
- Spinach, common, 1/2 pound in transparent bag
- Spinach, New Zealand, 1/2 pound, bunch or tender tips 3 to 6 inches, tied or in transparent bag
- Squash, summer, 2, young, skin tender, such as zucchini, yellow, scallop
- Squash, winter, 1, any large types such as Hubbard, Delicious, Banana
- Squash, winter, 2, any small types such as Buttercup, Butternut, Spaghetti, Table Queen, Golden Nugget

- Squash, 1, soft and round stem, such as Big Max, Big Moon, Mammoth
- Sweet potatoes, 3 roots, any variety
- Tomatoes, 2, ripe, stems off, medium and large fruited varieties including Roma types
- Tomatoes, cherry ripe, ½ pint basket, stems off, also Presto and small fruited types
- Turnips, 2, tops trimmed to 1 inch
- Watermelon, 1 mature, market size
- A collection of 3 related types, such as 3 varieties of pepper, or 3 vegetables that appear in an ethnic cuisine
- Miniature Vegetables, 6 of one type, harvested at small or baby stage Ornamental Vegetables, 3, such as miniature pumpkins, gourds, decorative corn; ornamental kale (1 specimen)
- Heirloom Vegetables, any variety from the Heirloom Garden bulletin, exhibited in same manner as other vegetable classes
- Miscellaneous, any other vegetable not listed, display same number of specimens as similar crop listed

20. VEGETABLE ART

- Vegetable character
- Sculpture
- Geometric design
- Neatness of assembly
- Number of Horticulture products used
- Imaginative use of plants and plant materials
- Overall appearance
- List plants used

21. CUT FLOWERS – UP TO 8 DIFFERENT ENTRIES MAY BE EXHIBITED IN THIS CLASS

Consist of 3 stems with the same color blooms except as noted:

- Gladiolus - ONE spike with at least 12-inch stem & other large spikes
- Roses - ONE stem of the type entered.
- Dahlias - THREE blooms of one color, or ONE bloom if over 6 inches.
- Any bloom 6" or larger – show ONE specimen, such as a 6"+ sunflower or dinnerplate dahlia.
- Stems should be eight inches long, except where type of flower makes this impossible.
- Flowers that do not last as cut flowers (daylilies, hollyhocks, impatiens, portulaca, etc.) may not be entered.
- Blooms of weeds, wildflowers and shrubs will not be evaluated. If you would like to show a weed (or wildflower) you should enter it as a "Methods" project (Class 31, Example: How to grow wild geranium for cut flower) or as an "Experiment" (Class 13, 14, 15 or 16) where you might evaluate a weed for use as a cut flower.
- You may provide your own disposable container.
- You may find further information on preparing and exhibiting cut flowers at <http://counties.cce.cornell.edu/oneida/4h/cutflowersfairbook.pdf>

- Aster (annual)
- Bachelor Button
- Calla Lily – 3 stems
- Calendula
- Chrysanthemum (any form)
- Cleome
- Cosmo
- Dahlia – 6" blossom, 1 stem; less than 6" blossoms, 3 stems
- Flowering Tobacco
- Gladiolus
- Larkspur
- Marigold
- Delphinium
- Asiatic Lily (one stem)
- Nasturtium
- Ornamental Grass (foliage and fully developed seed head)

- Phlox-annual
- Rose
- Petunia
- Rudbeckia (Coneflowers, Black-eyed Susan)
- Snapdragon
- Statice (fresh, not dried)
- Stock
- Strawflower (fresh, not dried)
- Sunflowers
- Sweet Peas
- Zinnia
- Zinnia, large, over 4"
- Daisies
- Pansies
- Viola
- Carnation
- Miscellaneous, any other cut flower not listed, annual or perennial, display the same number of specimens as similar crop listed.
- A collection of 6 (six) garden cut flowers, not used in other cut flower entries. One (1) specimen of each variety. Flowers named and variety listed. No wildflowers, weeds or shrubs.

22. INDOOR GARDENING

- Please list plants and plant materials used.
- All items should follow recommended guides of balance, design, proportion and harmony.
- No artificial or plastic plant materials allowed.
- Ribbon and bows as part of the design are allowed.
- Entries must be grown in display container prior to June 1 of the current year
- Dish garden
- Terrarium or closed eco system – no endangered species allowed.

23. INDOOR GARDENING: HOUSE PLANTS

- Houseplants must be a single stem or crown in proportional container.
- No artificial or plastic plant materials allowed.
- Please list plant name.
- Entries must be grown in display container prior to June 1 of the current year.
- Potted house plant - flowering
- Potted houseplant - foliage
- Potted house plant - vine
- Potted houseplant - hanging container. More than 1 plant accepted.
- Miniature houseplant - 2 1/4"-3" pot maximum. Example, miniature African violet

24. CONTAINER GARDENS

- No artificial or plastic plant materials allowed.
- Appropriate container and plant combinations.
- Please list plants included in container.
- Entries must be grown in display container prior to June 1 of the current year.
- For container gardens not applicable to Division 4, Class 30 (Horticultural Methods Container Gardening).
- Perennial annual, vegetable, ornamentals.

25. FRUITS AND NUTS

- All fruits and nuts must be cared for by exhibitors.
- Nuts grown in the previous year may be entered.
- For more information on culture, consult: "Strawberry Yields Forever" - a day neutral strawberry 4-H project, available at [http://](http://www.gardening.cornell.edu/education/youth/activities/pdfs/strawberryyields.pdf)

www.gardening.cornell.edu/education/youth/activities/pdfs/strawberryyields.pdf

Other publications at this website may be useful.

- Apples, 3, ripe, any single variety
- Apricots, 3, ripe

- Blueberries, ½ pint
- Cherries, ½ pint basket, with stems, any single variety
- Elderberries, attached to cluster, 1 quart
- Grapes, 1 bunch
- Nectarines, 3, ripe
- Peaches, 3, ripe
- Pears, 3, ripe, with stems, any single variety
- Raspberries, 1/2 pint, any single variety
- Strawberries, 1 pint, caps on
- Other: minor fruits such as quince or persimmon, 3, ripe
- Miscellaneous - any fruit not listed, display same number of specimens as similar crop listed
- Nuts, all-ripe, dry, unshelled, ½ pint, any single variety
- A collection of 3 types, such as 3 different varieties of apples

26. FLORAL DESIGN

- List plants and varieties.
- Dry or fresh flower corsage in transparent bag.
- Table arrangement of live or dry plant material - not over 12" in diameter and under 8" in height.
- Holiday decoration of live, dried or natural plant materials - no more than 18" in diameter or 24" long.
- Plaque of dried or pressed plant material; includes other craft projects made with *real* plant material (e.g. floral pictures). Plaques and pictures need to be signed.
- Large Arrangement of live or dried plant material – for arrangements over 12" in diameter and over 8" in height.
- List ID sources.
- More information can be found at 4-H Leaflet H-7-3i Fresh & Dry Flower Arrangements
<http://hdl.handle.net/1813/17533>

27. MINIATURE ARRANGEMENT

- Arrangement of fresh or dried flowers
- Less than 6" in height and diameter – including container
- List plants used.

28. OPEN CLASS EXHIBITS

- Exhibits deemed worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H Educator.
- List plants used.
- Exhibits will be judged according to similar project criteria.

SECTION FD - HORTICULTURAL METHODS

This division gives young people a chance to an interesting, different approach to growing plants. This enhances gardening skills and encourages the participant to think creatively.

- **Because of the difficulty of reproducing some of the horticultural methods for exhibiting purposes, a poster or poster series format may be used.**
- Use heavy poster paper (14" x 22" minimum) as a background.
- Glue or tape photos and diagrams, along with sheets of white paper that include your description within these sections: 1) *introduction*, 2) *growing method used*, 3) *what you learned or discovered*.
- Instead of a poster, an exhibit of the method itself (such as a small hydroponics set-up) can be displayed.
- For ideas and information consult the website:
<http://blogs.cce.cornell.edu/ccebroome4h/files/2010/03/BCF-4-H-Youth-Building-Exhibit-Book-2012.pdf>

Class No.

29. HYDROPONIC GARDENING

30. SEASON EXTENDER METHODS

31. PROPAGATION

32. MISCELLANEOUS - ANY HORTICULTURAL METHODS NOT LISTED

- Entries will be judged according to similar project criteria.

SECTION FE - LANDSCAPE PICTURES AND PLANS

This division is a category in which youth can display what they have learned about the elements of design and how plants can be grouped effectively for ornamental or edible purposes. It also offers an opportunity to display their garden record keeping.

- All collections, pictures and plans will be enhanced by a clear, protective overlay.
- Markers, colored pencils or paints may be used to embellish the landscape plan.

33. HOME GROUNDS LANDSCAPE PHOTOGRAPHIC ALBUM

- Must have at least six "before" and six "after" pictures of current year's work.

34. PLAN OR MAP OF HOME GROUNDS

- Drawn to scale.
- Show things as they were at beginning of project.
- A second map, with suitable and necessary notes, showing changes and improvements made.
- In different colors, show changes and improvements yet to be made.
- Indicate direction north on plan.
- See "Young People's Guide to Landscaping." At <http://www.hort.cornell.edu/gbl/pubs/index.html>

35. PLAN OR MAP OF APARTMENT DWELLING

- Drawn to scale, showing grounds as they are currently.
- A second map, showing proposed changes that would improve existing grounds.
- Where ground space is unavailable, a terrace or porch garden of containerized plants can be depicted.
- Indicate direction north on plan.

36. PLAN OF ANNUAL AND/OR PERENNIAL FLOWER GARDEN

- Show varieties, name, placement, height and color.
- Use scale no smaller than 1 inch equals 4 feet.
- Indicate direction north on plan.

37. PLAN OF HOME ORCHARD (tree fruit and/or berry crops)

- Show varieties, name, placement, height and time of fruiting.
- Use scale no smaller than 1 inch equals 4 feet.
- Exhibit should indicate current year's work. Current year's work will be judged.
- Indicate direction north on plan.

38. PLAN OF HOME VEGETABLE GARDEN

- Show varieties, name, placement, height and approximate harvest times.
- Succession of plants may be indicated by a tracing paper overlay.
- Use scale no smaller than 1 inch equals 4 feet.
- Indicate direction north.

39. PLAN OF COMMUNITY SERVICE BEAUTIFICATION PROJECT

Helpful information may be found at

http://www.cerp.cornell.edu/4h?search_results.asp?or=b&al=2&a=93&pg=4

40. GARDEN RECORD BOOK

- List plants chosen and varieties
- List reason for selection
- Garden design sketch, including lay-out, dimensions, and spacing
- Indicate direction north
- Photos showing before and after are helpful.

41. HORTICULTURE OPEN CLASS

- Class is an option for exhibits deemed by the County to be worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H educator.
- Entries will be judged according to similar project criteria.

- Horticulture posters that do not qualify for other Horticulture classes may be entered here.

SECTION FF – FIELD CROPS

42. FIELD CROPS

- Sample of hay must be well cured, not moist.
- Grasses, legumes and silage crops will be judged on the basis of their values as forage or silage.
- Exhibits should be displayed in either tightly packed, clean baskets or slice of bale with approximately dimension 8 x 10 x 14, or as described.
 - Oats – 1 peck
 - Wheat – 1 peck
 - Any other small grains
 - Field corn – 3 ears
 - Haylage – quart jar with mixture names on entry card
 - Corn silage – quart jar with mixture names on entry card
 - Corn stalks – 3 make an exhibit
 - Alfalfa
 - Clover
 - Birdsfoot trefoil
 - Timothy
 - Mixed hay –state mixture on entry card
- **Feeds suitable for a 4-H animal project. Project must be specified, feed sampler attractively displayed on a board. Nutritional value and use of each sample must be described. Miscellaneous entries will be judged according to similar project criteria.**

Section G – ENVIRONMENTAL EDUCATION

- **All exhibits in Section G must include, in addition to the completed Exhibitor Entry Card and Statement, a project story (essay) on a separate sheet of paper, detailing: why you found your project interesting, its relevance to natural resources and/or environmental education, information and lessons you learned, and how the project might be used to help others learn about or appreciate the natural world.**
- The length and detail of the essay should be appropriate for the exhibitor's age and level of familiarity with the project area. Critical, reflective thought is encouraged. Some projects directly relate to environmental education (e.g., they can be used to teach others about important environmental phenomena), other projects relate indirectly to environmental education by helping the exhibitor, through production of the exhibit, to learn for himself/herself a meaningful lesson about the environment. These lessons can then change the way the exhibitor views and interacts with the natural world. Whether through direct or indirect connection to environmental education, the exhibitor must explain in his/her essay how the project helped him/her to think and act differently to the natural world and/or communicate differently with others about the natural world.
- For example, if the exhibit is a bluebird box, the essay may include an explanation of why you chose the project, what made it interesting, what about the box makes it a good home for bluebirds, observations/plans you have to learn about bluebird behavior, why people should use bluebird boxes, how this project relates to the environment or natural resources, and what you learned while doing the project. You might also include how the project will be used to help others learn about or appreciate bluebirds and the habitat in which they live. **If the project story does not accompany the exhibit, the exhibit will not receive a maximum grade.**
- Exhibits showing processes, products, skill development, and relevance to environmental/natural resource issues are strongly encouraged. *Overly simplistic or non-interpretive exhibits will receive less recognition.*
- Exhibits will be evaluated on the basis of their content, quality of expression and presentation. Creativity is encouraged as is display of materials showing observational skills, e.g. journals or sketchbooks. Age, experience and standards listed in appropriate 4-H publications will be included in the judging criteria.

- 4-H Publications mentioned below are available through Cornell Cooperative Extension in the Department of Natural Resources, phone: (607) 254-6556; e-mail: cce-nat-res@cornell.edu.

Excellent \$3.50 Good \$2.50

Class No.

1. ENVIRONMENTAL EDUCATION

- Nature Trails - e.g. Display of 4-H constructed nature trail or observation made along another nature trail.
- Geology - Simple collections must include the specimen's names, dates of collection, specific site(s) of collection (distance and direction to nearest town, county, state or province) and collector's name for 15 specimens. Inclusion of field journals is strongly encouraged, and identification criteria must be completely and clearly defined. Exhibits showing evolutionary histories, adaptations of fossil organisms, vertical or horizontal studies of strata, or similar studies are encouraged.
- Field Identification Projects - **Please note that wildflowers are evaluated in Section F - Horticulture, Fungi in Section H, - Plant Pathology, and Insects in Section I - Entomology.** Collections of preserved specimens, photographs or sketches properly labeled and showing identification criteria may be displayed for any habitat in New York. Consult your local Department of Environmental Conservation for guidelines and permission in collecting specimens from the wild. Consult *Field Guides Made Easy* for additional activities and ideas.
- County- or self-initiated projects that relate to environmental education. Examples include but are not limited to: interpretation of aerial photographs; vegetation maps; plant adaptations; demonstrations of ecological principles; or computer models like GIS. Transfer of display ideas and concepts from other project areas are encouraged.

2. FISHERIES AND AQUATIC RESOURCES.

- Exhibits may be displays or records of any Fisheries and Aquatic Resources related activity including but not limited to fishing techniques, aquatic sampling methods, aquatic insect ecology, habitat improvement or fisheries management and biology. Other fishing projects may be found in 4-H Publications.
- Water monitoring - project ideas may be found in *Water Worlds, Water Wise, Pond & Stream Safari.*
- County or self-initiated projects related to fish or fishing, including mariculture, aquaculture, commercial fisheries, sport fisheries or related equipment, skills or observations.

3. FORESTRY

- Displays and presentations may be based upon, but are not limited to, the following projects: *Know Your Trees, Timber Management for Small Woodlands (IB 180); Wildlife and Timber from Private Lands: A Landowners Guide to Planning (IB 193); Woods of New York, Trees: Dead or Alive, Know Your Tree Diseases, Maple Syrup Production for the Beginner;* and other forestry exhibits based upon national, regional, county or self-initiated projects.

4. RESOURCE-BASED RECREATION

- Shooting Sports – any exhibit or record based upon content of the NYS Shooting Sports Programs or any of the New York State DEC certification programs.
- Other Outdoor Recreation - Exhibits based upon related outdoor recreation activities, e.g. orienteering, cross-country skiing, snowshoeing, wilderness camping, or outdoor cookery.

5. WILDLIFE

- Bird Study - Consult *Bluebirds of New York, Birds of Prey, Introduction to Bird Study,* or any other bird materials for exhibit ideas. Bluebird houses will be judged using the criteria from *Bluebirds of New York.* **Please note, if a birdhouse is completed as a Wood Science project, it should be entered in Section J Science, Technology & Engineering.**
- Habitat Improvement - Consult *Wildlife Habitat Enhancement, Enhancement of Wildlife on Private Land, Managing Small Woodlots for Wildlife* for exhibit ideas.
- Trapping Furbearers - Exhibits based upon the NYS DEC Trapper Training Program are acceptable, as are displays of equipment, pelt preparation, and discussions of the role of trapping in wildlife management.
- Other Wildlife Projects - Exhibits based upon New York's wildlife resources, *Environmental Awareness: Wildlife, Managing Small Woodlots for Wildlife; Wildlife Discovery, New York's Wildlife Resources (fact sheets), and Wildlife in Today's Landscapes.* County projects or self-initiated

projects are acceptable. A good source of potential project is the 4-H Forestry and Wildlife Invitational.

6. REUSE AND RECYCLING

- Exhibits based on recycling or composting projects in the home or community.
- Clothing, crafts and other items created using post-consumer waste materials. It is particularly important that detailed essays accompany exhibits in this class. The essays should explain why particular materials were chosen *and* how the exhibit relates to environmental education. Many materials can be reused; why is this exhibit particularly useful (e.g., in terms of serving a functional purpose) or beneficial (e.g., making use of resources that would otherwise harm the environment)? The exhibitor must reflect, in his/her essay, on how the project has led his/her thinking about use of natural resources to evolve and/or how the project can be used to help others understand the importance of re-purposing post-consumer materials. Creativity is highly encouraged in this class. Consult *Composting: Wastes to Resources; Wastewise; Woodsy's Resource Goldmine, Recycling in Your School Makes Good Sense; or Recycling: Mining Resources From Trash, or Composting in the Classroom* for exhibit ideas.

7. OPEN CLASS

- This class is an option for exhibits deemed by the County Youth Educator to be worthwhile but which fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H educator. This class is also expected to follow the project essay requirement listed at the beginning of this section.

Please remember in addition to the completed Exhibitor Information Statement, all exhibits are required to include a project essay/narrative on a separate piece of paper (see All exhibits in Section G are required above).

Section H -- PLANT PATHOLOGY

- **Each exhibit must be accompanied by an exhibitor entry card and statement.**
- 4-H Publications that appear in italics may be out of print. If your county CCE office does not have hard copies available, please send an e-mail to the Plant Pathology superintendent (slj2@cornell.edu) for instructions.
Excellent \$3.50 Good \$2.50

SECTION HA – GENERAL PLANT PATHOLOGY

Class No.

1. LEAFSPOT COLLECTION BOOKLETS OR PLANT PATHOLOGY EXHIBITS

- As described in *Know Your Plant's Disease*, and *Know Your Tree Diseases*, leaf disease notebooks or diseased plant specimens in Riker mounts may be exhibited.

PEST CONTROL EXHIBIT

2. INSECT AND DISEASE MANAGEMENT ON VEGETABLES PROJECTS

- Must exhibit a 4-H member's experience in and knowledge of this subject matter. Exhibits derived from these projects should include one of the following:
 - a) A display of preserved plant specimens, either pressed, dried or otherwise preserved in as life-like form as possible, exhibiting symptoms of insect injury or plant disease. Where possible, the insect which caused injury should be properly mounted and included in the display. All specimens should be labeled as follows: vegetable name; insect or plant disease name; date specimen collected; collector's name and county. At least fifteen plant specimens should be included, depicting different insect or disease problems. Evaluation will be primarily weighted toward originality of display.
 - b) A poster display showing the layout of your garden and indicating specific steps taken to manage pests within the past year or two. A record book may be presented indicating dates on which problems were observed, treatments were utilized and observations were made as to the effectiveness of these treatments. This poster should attempt to teach those who examine it the principles of pest management. Photographs, drawings and other visual aids may be used. Evaluation will be based on the member's understanding of the subject and effectiveness of the

poster as a teaching aid.

SECTION HC – FUNGUS COLLECTIONS

3. MUSHROOM COLLECTOR'S JOURNAL

- This category combines elements of the two preceding projects. Although preservation of dried fungal specimens in the manner described in *Fun With Fungi* is encouraged, this project does not require that the fungi be submitted as a collection of dried specimens. However, preservation of your fungi is strongly encouraged for future reference or for possible submission to the Cornell Herbarium. This project should include detailed notes about each fungal specimen, photos, and sports prints. Six fungal specimens from different genera are required. Instructions and forms for this category may be found online at: <http://plantclinic.cornell.edu/mushroomjournal.html>.

4. PLANT PATHOLOGY OPEN CLASS

- Class is an option for exhibits deemed to be worthwhile but fall outside the categories described above.

SECTION I -- ENTOMOLOGY

Insect specimens must be properly mounted and displayed and have complete collection data. Suggested display case described in 4-H Entomology Project Guide (available through your Extension 4-H Educator) or museum size insect drawers or polystyrene insect cases covered with clear plastic sheets. Exhibits incorrectly prepared will not be evaluated.

Excellent \$4.00 Good \$3.50

SECTION IA – GENERAL INSECT COLLECTIONS

Class No.

1. FIRST YEAR PROJECT EXHIBITS

- Must include a minimum of 20 specimens representing 5 insect orders.
- Classification need not be taken further than *order* names.
- Insects should be pinned properly and the wings of all butterflies and moths must be spread.

2. SECOND YEAR PROJECT EXHIBITS

- Must include a minimum of 40 specimens representing 9 insect orders.
- Twenty specimens must have been collected during the current year.
- Twenty specimens must also be identified to common name with the name written on a label and pinned separately near the specimen (easily visible, to aid in judging):
- Addition of scientific names is optional in this class.
- Insects should be pinned properly and the wings of all butterflies and moths must be spread and at least one small insect must be mounted on a point or minuten pin.

3. THIRD YEAR PROJECT EXHIBITS

- Must include a minimum of 60 specimens representing 12 orders.
- Thirty specimens must have been collected during the current year.
- Thirty specimens must be identified to common name.
- At least 5 specimens (representing at least five families) must be identified to family.
- Scientific names (genus and species) should be included wherever possible, although insects from some orders will be difficult to identify to this level; common names should be placed on a separate label pinned near the specimen as in Class No. 2.
- Insects should be pinned properly and the wings of all butterflies and moths must be spread and at least two small insects must be on points or minute pins.

4. FOURTH YEAR (AND BEYOND) PROJECT EXHIBITS

- Must consist of general collections.
- Must include 80 specimens representing at least 12 orders.
- Forty specimens must have been collected during the current year.

- Forty specimens must be identified to common name.
- At least 10 specimens (representing at least 10 families) must be identified to their family. Scientific names should be included wherever possible. Common names should be placed on a separate label, pinned near the specimen as in Class No. 2.
- Proper mounting (pinned properly, wings of Lepidoptera spread, two small insects on points or Minutes) will be strongly emphasized.

SECTION IB – ADVANCED INSECT COLLECTIONS

Class No.

5. ADVANCED INSECT COLLECTIONS

- For advanced collections Riker mounts may also be used.
- Complete collection data should accompany all exhibits (where collected, date, and by whom?); can be placed on back of exhibit as long as the evaluator can tell which label goes with each specimen. If you exchange specimens, label as completely as possible, giving location (country, state or province, nearest town), date collected; name of collector; plus any ecological information available such as plant or insect host, habitat, etc.
- Imagination and individuality are encouraged.
- The rules for mounting, as set up for general collections, do not have to be followed, if, by doing so, the advanced collection can be enhanced. The scientific aspects and educational value, appearance, quality and arrangement will be evaluated.
- The Exhibitor Information Statement should contain educational value to you (what you learned) as well as what you see the educational value to others to be.

SECTION IC – CLUB EXHIBITS

6. SINGLE COLLECTIONS prepared by the combined efforts of a club.

- May be any kind of insect collection or may represent a group activity that can be presented as an exhibit.
- Regional insect collections prepared for eventual donation to a museum may be entered in this class if prepared by more than one person; otherwise, these should be entered under Class No. 4.
- Evaluation will be based on number of members and completeness of exhibit.

SECTION ID – EXHIBITS OF LIVING INSECTS

7. LIVING INSECT EXHIBIT

- Exhibits must convey an educational message to the public and/or the educational opportunities in 4-H work in the field of Entomology.
- Exhibits are to be arranged by the county 4-H staff and members, and completed by the opening day of the county's time period. Those contemplating Class 8 entries must get approval from the Superintendent of Entomology, Section H.
- *Live educational exhibits* are encouraged. Possible exhibits including living adult butterflies, butterfly chrysalides from which the adults are emerging, caterpillars, ant farms and aquatic insects in water tanks. Showing of a living exhibit requires that the exhibitor be on hand to care for the needs of his or her "livestock" daily.
- Exhibits will be evaluated on: educational value; appearance; quality and arrangement.
- Those planning to prepare exhibits should first make arrangements with the Superintendent.

CRITERIA FOR EVALUATION

GROUP A (1st, 2nd, 3rd yr. general collections)

1. Order (15 pts.) Points
 - a. Minimum Requirement 13
 - b. Extra - one point for each two orders above required number (Max of 2 pts.) 2
2. Specimens (15 pts.)

- a. Minimum Requirement 13
- b. Extra - one point for 5 specimens above required number (Max of 2 pts.) 2
- *3. Identification (20 pts.)
 - a. Minimum Requirement 15

SECTION IE – ENTOMOMOLOGY OPEN CLASS

8. Entomology Open Class

- Class is an option for exhibits deemed by the County Youth Educator to be worthwhile but fall outside the category described above. The decision to bring such exhibits is left to the discretion of the Extension 4-H educator.

SECTION IF - HONEYBEE/APICULTURE EXHIBITS

9. Honeybee/Apiculture Exhibits

- Honey – 1 pound container
- Bee/Honey products made from Beeswax – Example: candles (at least 2), lip wax
- Display/Poster – Individual or Group – a series of posters, photos of three dimensional exhibit representing any aspect of Beekeeping. Example: equipment, disease, bee colony management.
- Project Record Book for 4-H Beekeeping Project.
- Exhibitor will be responsible for care and supervision of any live exhibit.

SECTION JA – WOOD SCIENCE

- Up to three articles per class per member may be entered (Sections JA, JB and JC, Classes 1 and 2)
- For construction project, with manufactured components see Section JC
- Birdhouses entered in wood science classes will be evaluated under wood science standards. Superintendent may move birdhouses to the wildlife class under Environmental Education Section, if appropriate.

Excellent \$3.00 Good \$2.00

Class No.

- 1. Hand Tools Division:** articles made in wood science project that was cut out, assembled and finished with hand tools only.
- 2. Power Tools Division:** articles made in a wood science project that has been partially or totally completed with power tools.
- 3. Kit Division:** articles made in wood science project that is made from materials precut by an outside resource (i.e., 4-H Office, commercial supplier or woodworking volunteer leader) but is assembled and finished by the exhibitor. Judges will place emphasis on quality of woodworking performed by exhibitor. No commercial names on exhibit.
- 4. Projects made from Reclaimed Lumber.** Must state origin of lumber/wood used. Project will be evaluated according to woodworking standards.
- 5. Recycled Wood Projects** made from pre-existing items into a new useable form. (ex: a bed headboard into a bench). Project will be evaluated according to woodworking standards.
- 6. Wood Science/Shop work Open:** articles made in Wood Science/Shop work project that does not fit in listed categories. Judge will place emphasis on quality of workmanship by exhibitor and the intended use of the project. Exhibits to be entered in this class will be at discretion of the CCE 4-H Educator. For wedding projects see Section JI.

SECTION JB – ELECTRICAL SCIENCE

Class No.

- 1. Electric Division:** Article made in an electric project, such as a trouble lamp, test lamp, portable bench light, extension cords, pin-up and/or study lamps, or the rewiring of an old lamp is acceptable.

Tension restraint device must be in place. Where appropriate Underwriters Knot should be used, especially in lamp sockets. Lamps without bulbs or shades will not be considered complete and will be evaluated accordingly. Due to safety code compliance, molded polarized and/or prefabricated cords with polarized plugs, where applicable are allowed. Projects involving both woodworking and electrical tasks will be evaluated on the merits of both.

2. Electronics Division: Article made in an electric project utilizing principles and construction procedures' relating to electronics is acceptable. Projects will be evaluated on the basis of soldering and connection techniques, neatness of assembly and other assembly procedures for electronic projects. Projects must be hand wired. Project must be operable (i.e. contain all necessary batteries). **In addition to Exhibitor Entry Card and Statement, include a short explanation of why or how the exhibit works and what use it has.**

SECTION JC – ROCKET PROGRAM

Class No.

1. Junior Division: Any rocket made in a rocket program either from a kit or non-kit materials and assembled and finished by youth 13 years of age or younger. Evaluators will place emphasis on proper kit assembly and finishing.

2. Senior Division: Any rocket made from non-kit materials and totally constructed and finished by youth 14 years and older. Emphasis placed on proper construction techniques and finished project.

SECTION JD - CONSTRUCTED PROJECTS WITH MANUFACTURED COMPONENTS

General Information: Youth entering projects in the following classes use manufactured construction pieces to complete projects. Examples are Lego*, K'nex*, Brio*, and Mechano*, but projects are not limited to these examples. Projects can incorporate design, following instructions, three dimensional thinking, design modifications, problem solving, and creativity, architecture, and structural design, principles of mechanics and use of color in the planning and design process. These skills relate to the professions of engineering, science construction, architecture, and art.

Judging will be based on completion, complexity, presentation, and explanation of design, understanding of principles and visual presentations.

Must include following:

- a. Number of pieces: Youth must know the approximate number of pieces used in assembly. For kits, this number is on the box. It is understood that after a long creative process, it may be difficult to know exact number of small pieces; the youth must provide an estimate rounded to 25.
- b. Diagram: Diagrams are required. A diagram could be a photograph printed on printer paper, a scale drawing on graph paper, a photocopy of an instruction sheet or a variable scale rough drawing. Relevant labels and explanation must be added. The diagram must include:
 1. Name of youth
 2. The title of project
 3. The exact or approximate number of pieces
 4. A self-judgment of complexity level (a. easy – less than one hour to assemble; medium – 1-3 hour's construction time or c. complex – more than 3 hours of construction time). Junior may use a photocopy of kit provided drawings for basis of their diagrams, but brand logo **MUST** be covered and not visible. The diagram can be displayed in a plastic stand, mounted on poster board or attached in a folder. Art value, ability or written work to attract, use of color and use of font add to design presentation.
- c. Protection: Youth may prepare a display box for the project. There is no evaluation or points for this box, it is merely protection. A simple box could be a cardboard box with two sides removed and replaced with clear plastic.

Class No,

1. Kit: Restricted to juniors (ages 8-13) and exhibitors are limited to two projects in this class. If two projects are entered, they must differ significantly. Youth must enter a completed kit. Original story

must describe design process and play with model. Judging criteria: completion, complexity (number of pieces), diagram (of completed model and key elements labeled), explanation/story (explanation of the design process, difficulties, and interesting elements; describe play value, what steps could be taken to improve model) and overall presentation.

Class No.

2. Original Model: Youth are limited to two projects in this class, projects must differ significantly. The project can be a scene, diorama, model, building, vehicle, plants or creature. Judging criteria: completion, design (number of pieces, moving parts – gear systems, axle systems (wheels), hidden entrances, pulleys, joints, projectiles and hinged components; unity of design – originality, use of color, symmetry of creativity, fully developed concept diagrams – comprehensive and detailed; an overall diagram of completed model with key elements labeled, of moving part(s) or independent component; explanation/written report – of design process, difficulties encountered and their solutions, description of play value, future expansion of project and overall presentation.

3. Model Demonstrating a Mechanical Science Concept: Projects must be original, no kits and can include level arms, gears, pulleys, friction, belts, airfoils (flight, wind), catapults and load bearing bridges and beams. Science concepts can include energy transfer, stress analysis, Newton's Laws, gravity, etc... Entries in this class must include a working model, an equation describing a principle of science, a labeled diagram of the project and written explanation of the science involved. Evaluation will also include presentation and visual impact of the project. Youth may conduct experiments with model and provide written report. Judging criteria: working model that demonstrates a principle of mechanical science, must move or work as necessary, scientific equation that relates the principle, including clear definition of each term with equation displayed; labeled diagram provided that labels major parts of the model and also notes how parts or movement relates to equation; written report (no more than 2 pages) which explains the principle and how model illustrates the principle (may include additional page of experimental results using the model); written explanation that explains design and construction of the model, including any difficulties and how they were overcome, description of the principles of mechanical science that is demonstrated, clear understanding of scientific principles and explanation of how the model illustrates principle; and overall visual impact of project as prepared for display, including attractiveness of display.

4. Transportation Design: applies transportation pieces such as Brio* in which youth design a transportation system (road, railroad). Drawings are to be hand drawn. Judging criteria: Presentation labeled with name of exhibitor and title of project to include schematic of system drawn to scale, roads, railroads and bridges clearly labeled or identified in the legend, seniors to use 11x17 drawing paper, must have fully developed concept, clear details, completeness of system (no dead ends) and show creativity, legend that explains the meaning of symbols such as roads, railroads bridge, water, vegetation, buildings, written explanation that explains the design and purpose of the system, problems encountered and their solution and directions project could take in the future, and overall presentation, visual impact as prepared for display and attractiveness.

SECTION JE – ENGINEERING EDUCATIONAL DISPLAYS

Class No.

7. Displays: may be a series of posters and a 3-dimensional exhibit related to an engineering science project. Display should be self-explanatory through use of signs or labels and limited to approximately card table size. Topics may include (but not limited to) engine parts or bicycle parts display boards, electric circuit boards, electric quiz games, safety rules for bicycling or working with wood or electricity. Entry will be evaluated on the purpose or principal idea, effectiveness in illustrating idea, appearance, arrangement and description of the display.

RELATED ENGINEERING PROJECTS

8. Any article made as part of a directly related Engineering Science project, such as metal working, cardboard carpentry, and safety items and not included in classes 1-7. Counties may enter only ten articles in this class. Kits are not acceptable for senior division (14 years and over).

SECTION JJ – GEOSPATIAL SCIENCE

Exhibits that show skills and knowledge learned through 4-H GPS and GIS projects.

GIS maps: **Maps made using ESRI (Environmental Systems Research Institute, Inc.) Arc GIS software or other mapping software. Criteria and Guidelines for Community Mapping Projects can be found on NYS 4-H web page. GIS map exhibits may be selected for display competition sponsored by NIFA and National Geographic Society.**

Class No.

1. GIS Maps: Maps made using ESRI (Environmental System Research Institute, Inc.) Arc GIS software or other mapping software. Criteria and Guidelines for Community Mapping Projects can be found on NYS 4-H web page: <https://nys4-h.squarespace.com/project/#DigitalCitizenship>.

2. GIS or GPS Project or activity: may be undertaken by individual or group. Exhibit may be in form of project record book, photo documentation, video, CD, DVD, etc... Exhibit must include project report documenting statements of purpose and outcome of project activity.

3. Story or Outline of a 4-H GIS or GPS Project: including photos, purpose of activity and summary of results.

4. Community Service/Youth Community Action Mapping Project: a mapping or GPS project built around a specific community issue or project.

5. Educational Poster Exhibit displaying 4-H GPS or GIS activities.

6. Public Presentation on 4-H and Geospatial Sciences.

SECTION JK –RENEWABLE AND SUSTAINABLE ENERGY AND CLIMATE CHANGE

Educational exhibits/display(s) describing your 4-H project work done in areas of Renewable Energy (solar, wind, geothermal, biofuels, hydro-electric); Energy Conservation (home, school, community); Tracking (or studying) Climate Change; Activities/Studies related to managing “Carbon Footprints” in environment. Exhibits may consist of stationary or working models, posters, photo story/display or electronic media. Electronic media must be submitted on a storage device like a CD or flash drive. Information must be included on media to indicate method of viewing entry. A short description of what was undertaken in the project, your experience and what you learned through project must be included. This can be included in the entry itself or on the Exhibitor Information card. Note: some energy exhibits may fit in other classes – select only one class to enter your exhibit.

Class No.

1. Renewable and Sustainable Energy

2. Climate Change

Section JL – SCIENCE EXPERIMENTS AND EXHIBITS

Individuals and groups are encouraged to enter exhibits/displays emphasizing what they learned and experienced in learning about science concepts in areas of agriculture, human ecology, life or physical sciences. Any type or combination of science projects along with creativity is encouraged.

Class No.

1. Experiments: Describe your hypothesis (what you think will happen); describe the procedures you performed; describe the observations you made and what conclusions you drew from your experiment; include photos or drawings and samples (if possible) from your experiment. Use display board or poster board for display. Include experiment description, introduction, hypothesis, methods, results and your conclusions.

2. Public Service/Civic Engagement Projects: Exhibits can be of any public service or public education activity you took part in that had a scientific component. Examples may include watershed rehabilitation, recycling programs and educational models. Project exhibit posters/display must be clearly labeled with a written statement of what the project is, how it relates to science and why you are interested in the project.

3. Descriptive Science: Science projects that are not experiments and service projects but do consist

of systematic observations and tell us about the natural world. Exhibit could show summaries of what you observed (ex: how the local bird population changes with the seasons, where flies like to breed in a barn, how many bites of food different animals eat per minute). Could present collections and classifications of materials which display physical or biological articles.

4. **Citizen Science:** is the engagement of public participants in real-world scientific collaborations – asking questions, collecting data, and/or interpreting results. A display or record of participation in a Citizen Science project, could be part of a local, regional, national or international project, but needs to include some kind of connection to scientists, researchers, or, policy makers and contribute to scientific knowledge that will be put to some type of use (by researcher, policy makers, etc.)

Examples include: Wasp Watchers, Project Feeder Watch, eBird, Lost Ladybug, Adopt a Pixel, Nature's Notebook, or a local project. For more information:

<http://www.birds.cornell.edu/citscitoolkit/contexts/youth-development/4-h/>