

Sullivan County Youth Fair Youth Building Exhibits



4-H Youth Development Program

Cornell Cooperative Extension Sullivan County

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Sullivan County Youth Fair

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GENERAL INFORMATION

What Is This Fair Book?

This book lists Youth Building exhibit classes for the Sullivan County Youth Fair.

Who May Enter?

4-H Cloverbuds, ages 5 through 7 may enter exhibits listed in Department 1 – Cloverbud Entries. Age is determined as of January 1 of the current year. Youth 8-18 years may enter exhibits in Departments 2 through 10. Entry into the Youth Building Exhibition is open to all youth currently enrolled in the 4-H Youth Development Program, non-4-H youth who are residents of areas served by Sullivan County schools, or are FFA members in good standing who are enrolled in agricultural classes in Sullivan County.

What Should I Enter?

Exhibits are based on projects that focus on a particular topic area and specific learning goals over a period of time. (Projects normally constitute at least 6 hours of activities in that topic area). **Entries are exhibits that have taken three or more hours to complete (planning, preparation, finishing, and record-keeping included.)** Exhibits should represent at least three hours of work to receive an award. Each entry that meets the requirements of a class in this book may be submitted. *Example: Crafts from a 4-H Winter Workshop station took less than 3 hours to complete. These items can only be entered if the items are significantly improved, embellished or enhanced, or if additional items are created to make up a set or a collection. Be prepared to explain to evaluator the work you did to improve the items of such an exhibit.*

Exhibits that require special accommodations, such as an exhibit that is larger than a 3' x 3' space, is extremely heavy or unusual, exhibits requiring electricity or special equipment, or fair activities that must be scheduled for a time slot, must be pre-registered with a ***“Special Exhibit Form,”*** by July 20th to the 4-H Program. Example: public presentations, booth exhibits, club interactive booths, and Power Point, Video or Web page projects. Special Exhibit Applications are available at the 4-H office or online at sullivancee.org. Contact your 4-H Club Leader/Fair Coordinator or the 4-H office if you have questions about fair entries.

Youth animal projects must be pre-registered with the 4-H Office on or before June 1 of the current year. Please consult the Youth Fair Animal Fairbook for additional guidelines, requirements and deadlines for Equine and Livestock Projects.

How Do You Make An Entry?

Each exhibit must have an entry tag attached and be recorded on the exhibitor's ***“Still Exhibit Record Form.”*** Evaluators will record Danish awards on these forms. To receive credit and/or premiums for your participation in the fair, turn in your forms to the Registration Table or the Secretary's Booth before exiting the fairgrounds on Still Evaluations Day. Evaluation of still projects will only take place 3:30pm- 6:30pm on Wednesday! ***Please note: still exhibits cannot be removed before the designated release time for fair.***

How Are Club Entries Recorded?

Where applicable, entries submitted by a 4-H Club must have a completed entry tag attached (i.e. club scrapbook) Club participation activities (i.e. club interactive booths) should be entered with

a Special Exhibit form. All club entries must also be recorded on the “**Still Exhibit Record Form**” listing the Club and Coordinating Leader.

How Many Entries Can An Exhibitor Make?

Youth exhibitors may make a total of 45 entries. Follow all guidelines for entry’s Department, Section and Class as listed in the Fair Book. If more than one entry is made in the same class, each entry should be noticeably different; a different recipe, different pattern, different type of fabric (not just print or color), different techniques or media, etc. Projects must show work done the current 4-H year. Old projects may be improved upon and entered but must be accompanied by the previous year’s evaluation form and comments.

What Are Entry Cards, and How Are They Completed?

Each exhibit/entry must have a completed entry tag securely attached to remain during evaluation and exhibition. Exhibitors over age 8 must complete their own entry tags. 4-H Member entry tags (white) are now available online at sullivanccc.org under “4-H Youth Development Forms” as well as at the extension office or at the registration table on Still Evaluations Day. Cloverbud entry tags (yellow) can be obtained from the extension office or at the registration table on Still Evaluations Day. ***Please note that additional information may be required for some classes (to be recorded on back of entry tag or an attached sheet), especially when exhibitor is not present on Evaluation Day. Exhibits missing this required information will automatically be marked “needs improvement.”***

How Are Entries Evaluated?

The Danish system of evaluation is used: exhibits are evaluated using the standard for the exhibitor’s age and experience. Youth should be present while their exhibits are being evaluated. If youth are not able to be present on Still Evaluation Day, the entry card or attached sheet must provide all the information required or entry will be marked “needs improvement.” Each entry is expected to meet the specific requirements of its Department, Section and Class.

What is the Still Exhibit Record Form?

A “**Still Exhibit Record Form**” lists all the non-animal entries for an exhibitor and must be turned in before leaving on Still Evaluations Day. If possible, list all entries in numerical order of Department-Section-Class. ***Do not record animal exhibits on this form.*** Form should be presented to each evaluator along with exhibit to record Danish award. Please check over your Still Exhibit Record Form for accuracy and submit to the Registration Table prior to leaving Still Evaluations. ***Still Exhibit Record Forms not turned in may result in loss of awards.***

What is the State Fair Selection Process?

On Still Evaluations Day evaluators are instructed to nominate noteworthy exhibits for State Fair Selection Judging. To be representative of the best work in Sullivan County, exhibits for State Fair must be exceptional in one or more of the following areas: execution/skill, creativity/imagination and originality for the exhibitor’s age and level of experience. Nominated exhibits will be identified by a “*State Fair Nomination*” sticker and will undergo a final judging process the following day. Up to 50 exhibits may be “**State Fair Selected**” for the Sullivan County Booth at State Fair, designated by an additional special ribbon, and provided with State Fair entry tag and instructions.

Department 1: CLOVERBUDS - Youth Building Entries

GUIDELINES:

- ❖ **Eligibility:** Cloverbuds are 4-H youth exhibitors who are enrolled in Kindergarten and are ages 5, 6, or 7 as of January 1 of the current year. *Department 1 classes are reserved solely for cloverbud member entries.*
- ❖ **Department 1 Guidelines:** Due to the developmental stage and limited experience of this age group some classes are not available to Cloverbuds and the number of entries Cloverbuds may submit in each area is limited. For a Cloverbud entry, consult the corresponding class guidelines available in Departments 2-10 to learn specific requirements and expectations for each exhibit, but use the Cloverbud entry number provided on the following page.
- ❖ **Exceptions in class guidelines for Cloverbud entries are as follows:**
 1. Cloverbuds may enter exhibits that have been made using kits, patterns, pre-forms, and pre-cuts in any department, and
 2. Cloverbuds are exempt from the guideline that all projects exhibited must have taken 3 or more hours to complete.
- ❖ **Youth Building Entries:** On Still Evaluations Day, please have your *yellow* entry tags completed and check in at the registration table before reporting to the designated line for Cloverbud evaluations.
- ❖ **Animal Entries:** See the 4-H Fair Livestock Fairbook for guidelines and requirements.
- ❖ **Recognition:** All Cloverbuds receive participation awards based on effort & achievement. Only Cloverbud ribbons will be awarded.

Cloverbuds may enter an exhibit in any of the following sections listed next page. Please note the maximum number allowed for each section and use the entry numbers provided for each section as provided in column three (i.e. entry number 1-3-A).

Still/Static Exhibit Classes for Cloverbud (age 5-7 years)

| <u>Exhibit Type</u> | <u>Max # allowed</u> | <u>Use Entry # Below</u> |
|--|-----------------------------|---------------------------------|
| Communications & Expressive Arts <i>see exhibit guidelines beginning page</i> | | |
| Writing/Print | 3-maximum | 1-3-A |
| Posters & Exhibits | 1 | 1-3-B |
| Performing Arts | 1 | 1-3-C |
| 4-H Public Presentation | 1 | 1-3-D |
| Consumer & Family Sciences <i>see exhibit guidelines beginning page</i> | | |
| Food & Nutrition | 4 types/techniques | 1-4-A |
| Fine Arts & Fine Crafts(<i>kits allowed</i>) | 4 in different media | 1-4-B |
| Hobby Crafts-Home Environment | 4 types/techniques | 1-4-C |
| Wearable Art | 2 | 1-4-D |
| Textiles & Clothing | 2 | 1-4-E |
| Other Consumer & Family Science | 2 | 1-4-F |
| Visual Arts <i>see exhibit guidelines beginning page</i> | | |
| Photography | 2 | 1-5-A |
| Horticulture <i>see exhibit guidelines beginning page</i> | | |
| Plant Collections | 1 | 1-6-A |
| Garden Entries, | | |
| Vegetable | 3 different types | 1-6-C |
| Vegetable Art | 1 | 1-6-C |
| Cut Flowers | 3 different types | 1-6-C |
| Indoor Gardening/Houseplants | 2 different types | 1-6-D |
| Outdoor Container | 2 different types | 1-6-E |
| Fruit & Nuts | 2 different types | 1-6-F |
| Environmental Science <i>see exhibit guidelines beginning page</i> | | |
| Fisheries & Aquatic Resources | 1 | 1-7-B |
| Forestry | 1 | 1-7-C |
| Wildlife | 1 | 1-7-E |
| Re-use & Recycling | 3 different types | 1-7-F |
| Environmental Science <i>see exhibit guidelines beginning page 53</i> | | |
| Insect Collection | 1 | 1-9-A |
| Exhibit of Living Insects | 1 | 1-9-D |
| Honey Bee/Apiculture | 2 | 1-9-E |
| Technology & Engineering <i>see exhibit guidelines beginning page 56</i> | | |
| Wood Science | 2 | 1-10-A |
| Electrical Science | 1 | 1-10-B |
| Engineering | 1 | 1-10-C |
| Renewable & Sustainable Energy/Climage Change | 1 | 1-10-E |

For Animal Entries Information See Livestock Fair Book.

Department 2: PERSONAL DEVELOPMENT & LEADERSHIP

Section A: 4-H TEEN LEADER

GUIDELINES:

- ❖ Youth must submit an application form in order to be considered. Teen Leader Application Forms are available at the 4-H office as well as on the extension website: sullivancee.org under 4-H Youth Development. 4-H members 13-18 years old by January 1st of the current year are encouraged to apply. Those that were 12 as of January 1st but have turned 13 prior to the Youth Fair may petition the 4-H Office by attaching a letter of interest to their application.
- ❖ Youth must specify their first, second, and third choices for the Department in which they would like to serve. Applications will be reviewed and approved by 4-H Youth Educator(s) and Fair Superintendents. Teen Leaders will be notified of their Department assignments for which they will receive job descriptions.
- ❖ Teen Leaders will be expected to carry out the roles and responsibilities of their assignments in a 4-H appropriate manner at all times.
- ❖ Teen Leaders must be prepared to work to the best of one's ability as an effort to "Make the Best Better" in their 4-H Program at the Youth Fair and as 4-H members.
- ❖ Teen Leaders must be prepared to:
 - a. participate in preparing the fairgrounds during Fair Work Nights or Set-Up Day,
 - b. attend a Teen Leader Orientation,
 - c. assist with clean-up activities at the close of the fair on Sunday,
 - d. And work at least 12 hours during the Youth Fair in 2-hour shifts.

CLASS:

1. 4-H Teen Leader

Teen Leaders will work under the direction and guidance of 4-H Staff and the assigned Youth Fair Department Superintendent. Teen Leaders must be prepared to set up a work schedule with the assigned Department Superintendent prior to the start of fair. Job Descriptions with rules and guidelines for the position will be provided. Youth should plan 2 hour shifts. Breaks of at least one half hour are required between shifts. Please be sure to sign in and sign out with your Department Superintendent at the beginning and end of each shift, as a record of your service.

Section B: 4-H INTERACTIVE BOOTH

GUIDELINES:

- ❖ **Pre-entry required** using *Youth Fair Special Exhibit Entry Form*.
- ❖ Promote your 4-H Youth Development Program!
- ❖ A 4-H Club, Group, or Independent Member may apply to reserve the date and time they would like to present a hands-on or interactive educational activity to the fair-going public.
- ❖ Space can be reserved for up to 2 hour blocks for each Interactive Booth offering. Interactive Booth activities may take place on Friday between 1 and 8pm, Saturday between 10am and 8pm, and Sunday between 10am and 3pm. Table, chairs and easels will be available.

CLASS:

1. **Club Interactive Booth**

Section C: **BOOTH, BANNER, & CLUB/TEAM PROJECTS**

GUIDELINES: Pre-entry required for booths & banners.

- ❖ Club/Team entries in this section must have been completed by a 4-H Club or Group, or FFA class. At least 5 members must have participated in any class listed below, and the names of participating members must be listed on the reverse of the entry card.
- ❖ Booth Exhibits should express a clear message or theme to the general public. Exhibits should readily explain who, where, what and why of the display.
- ❖ Each booth exhibit should be a 3 dimensional display and show some form of work or project teaching of an educational nature. *Poster exhibits must also adhere to this educational criteria minus 3-dimensional requirement.*
- ❖ Exhibits should be weatherproof.
- ❖ Each booth should be labeled with the exhibitor(s') name(s) and club.
- ❖ Each booth space measures 3'x 3'x3'. Exhibits not fitting in this space will be marked down one placing.

CLASSES:

1. **Booth Exhibit prepared by a 4-H Club or Youth Team** consisting of five or more members.
2. **Booth Exhibit prepared by an individual.**
3. **Club Banner, first year exhibit** will be judged. Criteria:
 - ❖ May not be larger than 4' x 6' or smaller than 2' x 4'.
 - ❖ 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 may be used.
 - ❖ Must incorporate the 4-H clover.
4. **Club Banner, previously exhibited** at Youth Fair. For exhibit only; no premiums awarded.
5. **Scrapbook made by 4-H Club or a youth team.**
(Scrap Book by an individual see Department 3 – Communications & Expressive Arts, Section A, Class 2.)
6. **Fabric Furnishing by Club or Team** such as a quilt, wall hanging, etc. Statement: (a) name of group, (b) number of participants, (c) age range, (d) purpose of this group activity, and (e) final use of this entry.
(See Department 4 - Consumer & Family Science, Section A - Home Environment section, for additional guidelines.)

Section D: 4-H CURRICULUM PROJECT BOOKS

GUIDELINES:

- ❖ To be exhibited, entries must meet the completion requirements of the project book’s guidelines and reflect work by the exhibitor during the current 4-H year.
- ❖ 4-H National Curriculum Project Books are available at <http://www.n4hccs.org>. Photocopied materials are not allowed.
- ❖ Projects that fall beyond the boundaries of the National 4-H Curriculum may be pursued using a “Self-Determined Project” record book, available at the county 4-H office.

CLASSES:

| | |
|--------------------------------|--------------------------------|
| 1. Aerospace | 31. Gardening |
| 2. Agriculture | 32. Geospatial |
| 3. Amphibians | 33. Health & Fitness |
| 4. Arts & Crafts | 34. Health Rocks |
| 5. Backyards & Beyond | 35. Horse |
| 6. Beef | 36. Latino Cultural Arts |
| 7. Build Your Future | 37. Leadership |
| 8. Bully Prevention | 38. Meat Goat |
| 9. Bicycle | 39. Microwave |
| 10. Butterfly | 40. Outdoor Adventures |
| 11. Cat | 41. Pets |
| 12. Child Development | 42. Photography |
| 13. Citizenship | 43. Poultry |
| 14. Communications | 44. Rabbit |
| 15. Computer | 45. Reading/Financial Literacy |
| 16. Consumer | 46. Robotics |
| 17. Dairy Cattle | 47. Science Discovery |
| 18. Dairy Goat | 48. Service Learning |
| 19. Dog | 49. Sewing |
| 20. Electric | 50. Sheep |
| 21. Entomology | 51. Small Engines |
| 22. Entrepreneurship | 52. Steps to a Healthy Teen |
| 23. Exploring Treasures of 4-H | 53. Swine |
| 24. Exploring Your Environment | 54. Theatre Arts |
| 25. Filmmaking Workshop | 55. Veterinary Science |
| 26. Financial | 56. Visual Arts |
| 27. Fishing | 57. Water Conservations |
| 28. Foods | 58. Wind Energy |
| 29. Food Culture Reading | 59. Woodworking |
| 30. Forestry | 60. Workforce Readiness |
| | 61. Self-Determined Project |

Section E: **PERSONAL DEVELOPMENT & LEADERSHIP OPEN CLASS**

1. **Open Class**: This class is for exhibits deemed worthwhile and approved by a Sullivan County 4-H Educator but fall outside the categories described above. Only one open class entry is permitted. Pre-entry is required to accommodate space needed for exhibit.

Please note: open class entries may not be able to fall into a NYS Fair class

Department 3: COMMUNICATIONS & EXPRESSIVE ARTS

Section A: **WRITING/PRINT**

GUIDELINES:

- ❖ Entries must have been created by the 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.

CLASSES:

1. **4-H Achievement/Record Book** – The book is a collection of items assembled to demonstrate involvement in projects and activities during the 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.
2. **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 member and not be a group/club effort. Enter club scrapbooks in Dept. 2, Section C.
3. **Press Release 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.
4. **4-H Portfolio** – Portfolio should include NYS Portfolio Summary Document found in Club Management Notebook, appropriate 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 4-H Portfolio. Over time the portfolio represents cumulative NYS Portfolio Summary Documents from previous years' involvement. 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.

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 (no more than six page limit) along with the total piece. Recorded oral presentation of the work can also be submitted with the written work.*

5. **Fiction** – Any form of genre such as a story, letter, poem or script for stage or screen.
6. **Non-Fiction** – Self-exploratory writing that draws on personal experiences. The format can be autobiography, personal story, letter, poem or script for stage or screen based on true-life experiences for the author.

Section B: POSTERS & 3 DIMENSIONAL DISPLAYS

GUIDELINES:

- ❖ Posters must be accompanied by a description that will explain to the evaluator the message aimed to be conveyed.

CLASSES:

1. **Posters: including 4-H Public Presentation Posters or other two-dimensional Visual Aids.**

Educational posters/3-dimensional displays. Exhibit should be self-explanatory through the use of appropriate captions, signs or labels. 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.

2. **Booth or 3-Dimensional Display.** 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.

3. **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 or activities.

Section C: PERFORMING ARTS

GUIDELINES:

- ❖ Entries must illustrate the exhibitor’s involvement in performing arts. This may be as a performer, technical support staff, review, or observer.

CLASSES:

1. **Prop.** Any object or material constructed by the exhibitor for use in a production. Examples: backdrop, scenery, puppet, mask, etc. Note: enter Costumes in Clothing & Textile classes!
2. **Script.** An original sketch, scene, or play written by the exhibitor.
3. **Documentation.** Notebook, posters, or 3 dimensional exhibits about involvement in live performances.

Section D: 4-H PUBLIC PRESENTATIONS

GUIDELINES:

- ❖ Pre-entry required.
- ❖ Sign-up for preferred time and day when you pre-register. Where possible, times will be accommodated, but not guaranteed.
- ❖ Only one entry per youth per class.
- ❖ May be same presentation used during the Spring Public Presentation event.
- ❖ Exhibitors who were unable to attend the Spring Public Presentation event may do a public presentation at fair to meet their 4-H end of year requirement.

CLASSES:

1. **Public Presentation/Demonstration/Illustrated Talk/Horse Communication - evaluated.**
2. **Public Presentation/Demonstration/Illustrated Talk/Horse Communication - not evaluated.**

Section E: COMMUNICATIONS & EXPRESSIVE ARTS OPEN CLASS

CLASSES:

1. **Open Class** is an option for exhibits deemed by the county Educator to be worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the Extension educator.

Department 4: CONSUMER & FAMILY SCIENCES

Section A: **FOODS & NUTRITION**

GUIDELINES - GENERAL:

- ❖ All baked entries must have been baked from scratch by the exhibitor. No ready-made refrigerated or frozen doughs or box mixes are permitted.
- ❖ No exhibits requiring refrigeration (cream or custard-based pies, cakes) are allowed.
- ❖ Our goal is to encourage the mastery of skills. Fewer ingredients generally mean 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 new skills.
- ❖ Demonstrate good nutritional choices in your recipe selection. Recipes may not include alcohol as an ingredient. (This does not include vanilla which is a standard ingredient in recipes.)
- ❖ A recipe can only be entered in one class in the Food and Nutrition Section.
- ❖ No exhibits requiring refrigeration (cream or custard based pies, cakes) are allowed for entry.

GUIDELINES FOR PREPARING ENTRIES:

- ❖ 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 breads or similar products).
- ❖ 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.
- ❖ Complete an entry tag for each exhibit.
- ❖ ***Include recipe with all entries. This recipe must include product name, amount of ingredients, preparation steps, yield and recipe source. Indicate how the recipe was modified to make it healthier, if applicable.***
- ❖ Family members and/or club members should bring exhibits from different batches, not from the same batch. Exhibits will not be accepted if they are from the same batch.

CLASSES:

Cookies

1. **Drop or Hand-Shaped, Pressed, Pan-baked, Rolled or Refrigerator:** Examples: drop chocolate chip, applesauce, oatmeal; hand-shaped peanut butter, snickerdoodles, crinkles; bar-date bar, pumpkin bar, brownies, layered fruit bars or other batter cookie. No frosting or added decorations that are not part of the recipe. Hand-shaped cookies can be rolled in sugar if part of recipe.

Muffins, Biscuits, Non-Yeast Breads

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 “Quick” Bread (not yeast leavened)**. Banana, blueberry, apple, pumpkin, or other bread baked in a loaf pan. No toppings.

Yeast Breads

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. **Plain Cake:** An exhibit will consist of one-half of the following: 1) plain cake (spice, chocolate, butter) baked in a pan approximately 8-9” (round or square); or 2) a foam-type cake (angel food, sponge, chiffon) baked in a tube pan, approximately 9-10”. Unfrosted. Cakes with frosting or topping may be entered in “Grown in NY”, “Heritage Foods”, or “International Foods.”
9. **Cakes with Nutritious Ingredients:** An exhibit will consist of one-half of a cake which is made with vegetable or fruit (no fruitcakes), such as carrot, applesauce, beet, sweet potato, cabbage, etc. baked in an appropriate size pan, approximately 8-9” round or square or 9-10” tube. In evaluating nutritious cake, more consideration will be given for nutritious ingredients while recognizing the cake will be heavier and moisture content will vary. Unfrosted.
10. **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. Candles, actual flowers and other decorations can only be added to enhance the frosting decorations, not used alone. On back of entry tag (for evaluator’s reference) note what occasion the cake is to be used for.

Pastry/Pies

11. **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.*
12. **Tarts or Turnovers** – 3 items make an exhibit. Ex. Peach tarts, apple turnovers, etc. *No exhibits requiring refrigeration are allowed.*

Other Baking Classes

13. **Healthy Baked Project**: an exhibit is any baked product that is made with less sugar, fat or salt, altered using a sugar or fat substitute or gluten free. The recipe must clearly state ingredients and methods used. An explanation of why you made it healthy, made changes to the recipe or used gluten-free ingredients must be included. Cookies, loaf bread, cake, cupcake, coffee cake, muffins, pies or other baked items.
14. **Grown in New York**: an exhibit is sample of any baked product that contains a fruit or vegetable grown in New York State and must include: a) recipe; b) explanation of ingredient grown in New York, including where it was grown and purchased and if it was preserved for later use, and a statement about the nutritional value of the item produced in New York. Source of ingredient can be garden, U-pick or roadside stand, farmers market, or any market if source can be identified. Cookies, muffins, bread, cake, cupcakes, coffee cake, pie or other baked items.
15. **Heritage Foods/Cultural Foods**: An exhibit is a sample of any baked item associated with family traditions or history/with customs and traditions of a country or population of the world and must include: a) recipe and b) tradition or historical background/context associated with preparing, serving, and eating the food. Cookies, muffins, bread, cake, cupcakes, coffee cake, pie or other baked items. May have frosting or topping if recipe calls for it.
16. **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 a microwave, etc.). Include recipe and why you used this method.

Preserved Foods

Preserved Foods: any processed food, including dried, foods and maple syrup, will be evaluated based on appearance and process used. *If there is a concern about food safety, the entry may not be tasted or opened.*

GUIDELINES:

- ❖ **Use only United States Department of Agriculture (USDA) tested and approved recipes, (1994 or later).** 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

- ❖ **Canned exhibit consists of one clear-glass Standard Mason jar processed with a self-sealing , two piece lid. (metal lid and metal ring)**

- ❖ Jars must be free of cracks, chips, etc.

- ❖ Each exhibit must be vacuum sealed.

- ❖ 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, but removed for judging.

- ❖ Top of jars must be labeled with the product and date processed. Do not put labels on the sides of jars (this makes it difficult for the judge to view the product). Attach a separate card securely to the exhibit and include:

a) Recipe

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

Also include the following information if not already included in the recipe:

c) Contents

d) Type of pack (hot or raw)

e) Type of processing (boiling water bath or pressure)

f) Processing time

g) Altitude adjustment if required

h) Headspace

i) Date of processing

- ❖ Appropriate head space requirements must be followed. In general: Fruit Juices ¼ inch; Vegetables ½ inch, Jams and Jellies 1/8-1/4 inch; Pickles ½ inch; Tomatoes ½ inch, or according to USDA approved recipes.

- ❖ 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 made and processed over one year ago.

CLASSES:

17. **Canned Fruit**
18. **Canned Vegetables**
19. **Canned Tomatoes**
20. **Canned Juice**
21. **Pickles, Relish**
22. **Jam, Jelly, Marmalade**
23. **Other**

Dried/Dehydrated Foods

GUIDELINES:

- ❖ 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 the 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 care securely to the exhibit and include:
 - Method of drying (dehydrator, oven)
 - Time and temperature of drying
 - Pre-treatment method (if used)

CLASSES:

24. **Dried Vegetables**
25. **Dried Fruit**
26. **Leathers**
27. **Herbs**

Maple Syrup Classes

28. **Maple Syrup** – An exhibit will consist of homemade maple syrup in a clear glass bottle appropriate for syrup products. Exhibitor tag (or a separate card attached to the entry) must contain statement describing the process used to make the syrup and the resource(s) of the information.

Healthier Choices

29. **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 kabobs. On back of entry tag, (for evaluator's reference) include serving size and info about the nutritional value of the snack.
30. **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. On back of entry tag, (for evaluator's reference) include a) dietary needs of the individual that lunch is for (i.e. a 3rd grader, or i.e. high school athlete); b) facilities available for keeping lunch/how will it be stored and will equipment be needed to finish preparing; and last but not least in importance: c) nutritional value of the lunch packed.
31. **Menu for a Day** – The menu should include a 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

32. **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.
33. **Heritage Recipe Collection:** An exhibit is at least 10 recipes (displayed in a 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 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.

Other Foods & Nutrition Classes

34. **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 back of entry tag (for evaluator's reference) the reason for the treat such as for your pet, community service project, fundraiser, etc.

Foods & Nutrition Open Class

35. **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. A recipe and written description of the process used for creating the item must be included. *Please note: open class entries may not be able to fall into a NYS Fair class/category.*

Section B: FINE ARTS & CRAFTS

GUIDELINES:

- ❖ This section is limited to one of a kind items designed by the participant in the past year No kits!
- ❖ **Hobby Crafts and Crafts made from commercially available kits/patterns should be exhibited in Home Environment – Section F.**
- ❖ Art Objects must be in good condition, ready for display.
- ❖ Small, delicate, or fragile items should be displayed in a display box.
- ❖ Objects whose ultimate use is to hang on the wall must have mountings on them and be ready for hanging.
- ❖ Emphasis is on the creative process and the employment of design elements and principles: The creative process is defined as giving form and personal expression to an art object through exploration and experimentation with materials, tools and/or practiced skills.
- ❖ Fine arts and crafts entries made using recycled materials will be evaluated on **the entry's artistic value**. Note: exhibits made from recycled materials may also be entered in other Sections or Departments: Hobby Crafts, Wearable Art, Textiles & Clothing, Environmental Science – Re-use & Recycling, based on the learning goals of the project. Be sure to follow to follow the specific guidelines and requirements for those classes.
- ❖ ***Face-to-face evaluations are strongly encouraged and are beneficial not only for an exhibit's evaluation, but as an educational opportunity for exhibitors to receive direct feedback on their efforts. If not available for face to face evaluations, exhibitors must provide the following information(in compliance with NY State Fair requirements) on the back of each exhibit tag, or will be marked down one placing:***
 - (1) *Source of ideas and/or how you created your own design.*
 - (2) *Skills, techniques or processes learned.*
 - (3) *Number of objects you have made previously in this class.*
 - (4) *If more than one piece, state number of pieces & attach name tag to each*

CLASSES:

Fine Arts, Paintings, Drawings, Graphics, Prints

Art work is to be visibly signed, matted and framed. Backgrounds should be filled in lightly on all artwork.

1. **Drawing**: Expressive work in pencil, charcoal pencil, felt tip pen, stick charcoal, crayon, colored chalk or pastel, brush and ink.
2. **Painting**: Expressive work in oil, watercolor, acrylics or mixed media, i.e., watercolor and ink, acrylic and chalk, acrylic and collage, etc.
 - a) Traditional: stretched canvas, etc.
 - b) Non-traditional: bark, fungus, rocks, saws, gourds, etc.
3. **Graphics/Prints**: Any printing process that duplicates one or more identical images: linoleum, wood cut, stencil, silkscreen, etching, etc. Minimum of 2 images needed for exhibit. Include if possible the stamp or photo of the graphic, ex. potato or apple.
4. **Sculpture**: Materials may be wood, stone, clay, original cast plaster, paper-mache, metal (sheet or wire), fibers, fabric, fiber glass, or any combination of these. Processes may be carved, modeled, fired, soldered, glued, molded, laminated, nailed, or sewn.

Fine Crafts

Craft objects are an individual interpretation and expression using material, process and skill for utility, and have a functional or decorative purpose.

5. **Pottery:** Vessels of clay, fired and/or glazed, hand built, wheel thrown, or cast from original mold. No pre-forms permitted.
6. **Ceramics:** Any form cast from a commercial mold or pre-form, cleaned and painted/stained/glazed, or use of proper sealant if not glazed.
7. **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., finished and ready for use. *Entries are self-designed needle art. Commercial patterns must be entered in Home Environment, Section F.*
8. **Leather:** Using no pattern and no kits. Objects can be tooled, carved, molded, stamped, laced, stitched and/or riveted; and can be combined with other materials. Sealant should be applied.
9. **Glasswork:** Self-created entries made by exhibitor, not from a commercial source.
 - Etched, sandblasted, blown or pulled, annealing/tempering/slumped/fired.
 - Stained glass – no painted glass or liquid lead
10. **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: etched, engraved, tooled, or molded. *No entries with tin cans permitted. See Section C, Class 9 or Department 7, Section F, Class 2.*
11. **Mosaics:** Two or three dimensional objects using clay tile, glass, stone, natural and found materials. Projects should be grouted and sealed. *No stepping stones entered here.*
12. **Wood and/or Paper:** Processes: carving, wood burning, gluing, inlay, cutting, tearing, layering, (origami) folding, quilling.
13. **Jewelry/Precious Metals:** May include designs from pattern books, bead loom, crochet, etc. *NO KITS, NO PONY BEADS.*
 - Beginning jewelry exhibits – see Section C: Hobby Crafts.
 - Handmade materials: Silverworks, glass blowing, clay formation, paper formation beads, stone, fossils, enameling, etc.
 - Original jewelry or jewelry exhibits made with *purchased materials using more creative and intricate forms to string the beads.* Pattern (a commercial pattern or hand drawn design) must be provided with exhibit. *NO SIMPLE STRING OF BEADS ALLOWED.*

Heritage Art, Crafts, & Documentation

Emphasis in the heritage art, crafts, and documentation section 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 should be constructed in traditional design methods and materials but if not state what the traditional design methods and materials would be and what you had to replace them with the complete the project.
 - ❖ No Soap Entries: No soap entries of any kind will be accepted.
 - ❖ Include the following information on back or attached to entry tag:
 - Source of traditional design (specific ethnic group or family)
 - Design plan/chart
 - 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.)
15. **Heritage Arts 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. Examples: Basket, rug making, embroidery, quilting, Native American crafts, scherenschnitte, etc.
16. **Processed Natural Fibers**: Natural fibers processed for use – i.e. hand spun wool
17. **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 & Fine Crafts Open Class

18. **Open Class** is an option for 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.

Section C: HOBBY CRAFTS AND HOME ENVIRONMENT

Hobby Crafts

GUIDELINES:

- ❖ Exhibits are based on projects that focus on a particular topic area and specific learning goals over a period of time. (Projects normally constitute at least 6 hours of activities in that topic area). Hobby craft exhibits can be made from a commercial kit or pattern. This gives a youth the chance to explore new craft areas.
- ❖ If an exhibit takes less time than 6 hours, multiple items may be exhibited and displayed nicely to create one exhibit.
- ❖ Craft objects must be in good condition, ready for display.
- ❖ Must exhibit age appropriate work and good quality workmanship of the craft.
- ❖ Small, delicate, fragile items should be displayed securely in a display box.
- ❖ Craft kits – commercially available kits may be used in order to explore a new topic area, using any materials. Please state on Entry Tag name of the kit used.
- ❖ Craft non-kit – purchased all the supplies for this exhibit separately.
- ❖ What was the source for the idea of this craft? If a commercially available pattern, book or resource was used, please include the name of the pattern on your Entry Tag.

CLASSES:

1. **Fiber, Fabric** - Objects created from commercial patterns 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.
2. **Leather** – Using commercial patterns and kits. Objects can be tooled, carved, molded, stamped, laced, stitched and/or riveted. Sealant should be applied.
3. **Glasswork** – Can be from a commercial source.
 - a. Etched, sandblasted, blown or pulled, annealing/tempering/slumped/fired.
 - b. Stained glass – can be painted glass or liquid lead.
5. **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.
6. **Mosaics** – Two- or three-dimensional objects using clay tile, glass, stone. Projects should be grouted and sealed. Stepping stones can be entered.
7. **Wood and/or Paper** – Processes from commercial patterns and kits: carving, wood burning, gluing, inlay, cutting, tearing, layering, (origami) folding, quilling, basket making.
8. **Beginning Jewelry** – Pattern (a commercial pattern or hand drawn design) must be provided with exhibit.
9. **Recycled Craft** – Items made, remodeled or renovated from recycled material, i.e. sculpture made from recycled plastic bags, picture frame covered in seashells. Please include where the recycled material came from on Entry Tag.

HOME ENVIRONMENT

GUIDELINES:

- ❖ *Face-to-face evaluations are strongly encouraged and are beneficial not only for an exhibit's evaluation, but as an educational opportunity for exhibitors to receive direct feedback on their efforts. If not available for face to face evaluations, exhibitors must provide the following information (in compliance with NY State Fair requirements) on the back of each exhibit tag or attached sheet, or will be marked down one placing:*
 - (1) *Where will the item be used.*
 - (2) *What is the color scheme of the room.*
 - (3) *What will the item be used for.*
 - (4) *Where did you get your ideas from (name of 4-H Project)*

- ❖ All entries must be constructed or improved by exhibitor. This section is the only section in the Youth Fair book that permits commercial kits! If the entry was pre-cut, if all or nearly all of the materials needed to make the entry are packaged together, or if the entry was pre-assembled, the entry is considered as a kit. Original design items can be entered in (Department 4) Section B – Fine Arts and Crafts.
- ❖ Objects whose ultimate use is a wall hanging must be ready for hanging or it will not be judged. This requires a rod for hanging curtains, hooks for wall décor, etc.

CLASSES:

FABRIC FURNISHINGS and HOME ACCESSORIES

1. **Room Accessories/Embellished Furnishing** such as bulletin board, fabric décor, lampshade, picture frame (may be non-sewn items). Class includes items such as placemats and lampshades that have been changed by adding fabric, painted design or other embellishments.
2. **Fabric Accessory** such as pillow, throw blanket, wall hanging, placemats, macramé and needlework items including knitting, crocheting, embroidery, cross-stitch, latchhook, etc. Include fabric content and care information.
3. **Major Furnishing Items Made of Fabric** – quilt, bedspread, coverlet, curtains, etc. Include fabric content and care information.
4. **Home Storage** – laundry bag, shoe bag, locker caddies, travel storage, etc.
5. **Table Setting Exhibit** – An entry should include table setting for at least one person, menu, short story about the specific occasion the setting is for, tablecloth, placemats, napkins (may be artfully displayed/folded), centerpiece or table decoration as appropriate to complete the table setting. Exhibits should be displayed on a small table such as a card table (provided by the exhibitor). The exhibit is to remain in place during the full time period. (*In keeping with "no use of tobacco, drugs or alcohol" guidelines, do not use wine glasses, beer mugs, or indicate use of liquor in recipes or menus.*)

WOODEN FURNITURE & FURNITURE ACCESSORIES

6. **Furniture or Wooden Accessory Item with a Painted/Natural Finish** such as a chair, table, chest, bookcase, shelf, magazine rack, picture frame, wooden bowl, 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 Dept. 10 - Science, Engineering & Technology, Section A - Wood Science if exhibitor wants woodworking skills evaluated.*
7. **Chair or stool with new seating**: Frame may be new, unfinished, restored, refinished, or re-upholstered by exhibitor. Item may have a painted or natural finish. Seat may be upholstered, caned, etc. *Exhibit is just for seat evaluation only.*

HOME ENVIRONMENT OPEN CLASS

8. **Open Class**: This class is for exhibits deemed worthwhile but fall outside the categories described above. The decision to bring such exhibits is left to the discretion of the 4-H Educator. Only one entry is permitted per youth.

Section D: WEARABLE ART

GUIDELINES:

- ❖ For all classes in Wearable Art please attach card or page with the following information:
 - a. Name or source of pattern if applicable
 - b. Fiber content of item when available
 - c. Care label information
 - d. Where did you get your ideas from (name of 4-H Project?)
- ❖ Projects exhibit should be age and experience appropriate. *NO FABRIC PAINTS OR SCRIBBLES ACCEPTED!*

CLASSES:

1. **Crochet/Knitted Fiber Clothing**: Clothing made using a form of crocheting or knitting such as a sweater, vest, scarf, etc.
2. **Tie-Dyeing/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 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 E: TEXTILES & CLOTHING

GUIDELINES:

- ❖ *For all classes in Textiles and Clothing, in addition to the completed exhibitor entry tag include the following:*
 - Name or source of pattern (it is recommended to include pattern envelope and/or directions if possible.)
 - Fiber content of item when available
 - Care label information
 - Where did you get your ideas from? (4-H curriculum book, class, website, etc.)
 - If exhibit was made from a kit for down or fiberfill items or outdoor equipment (i.e. parka, hood, booties, sleeping bag, tent), this must be stated.
- ❖ No kits allowed for the original pattern and design class.
- ❖ Projects should be age and experience appropriate.
- ❖ For clothing made using a form of textile art or non-traditional material other than sewing, enter in Section D: Wearable Art.
- ❖ Exhibits entered MUST BE securely attached to hangers where applicable and covered with an appropriate cover to protect them while on display.
- ❖ Each garment must be cleaned and pressed. Soiled garments will be lowered on judging placing and will not be selected for State Fair exhibition.
- ❖ More than one article may be exhibited in each class if each article is distinctively different from the other. Examples: sew the same pattern with a different fabric, ***(use the same pattern and sew with different fabric (not the same fabric of a different print or color!)***, use a different technique, etc.
- ❖ Pieces of a coordinated outfit should be entered as one entry (i.e.: dresses, skirt suits, jogging suits, and pantsuits)

CLASSES:

Wearable Sewn Items

1. **Clothing**. (Please note guidelines above) any beginner, intermediate or advanced level sewn garment. ***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.
5. **Recycled Garments or Non-Clothing, Sewn**. Examples include 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-Apparel, Sewn**. Examples include purses, totebags, 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 or The Flight/Fabric Connection*.

Original Pattern Design

These classes will be evaluated by clothing evaluators.

7. **Wearable or non-wearable items designed and constructed by exhibitor**. Designs made by hand, by computer or combinations/design alterations of purchased patterns. Include pattern and description.

Purchased Garment

8. **Purchased Garment**: Entries in this class should reflect wise consumer decision-making. Garment or outfit must be accompanied by an 8-1/2" x 11" information notebook. The notebook must include the following:
 - I) color photo of entrant wearing garment or outfit, label photo with name, county and color of complexion, hair and eyes;
 - II) cost of garment, include price tags or information, itemized comparison of cost to make garment, consider cost of fabric, notions, pattern, labor, etc.
 - III) 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*.

TEXTILES & CLOTHING OPEN CLASS

9. **Open class** is for exhibits deemed worthwhile but fall outside categories described above. Only one entry is permitted per youth. Attach statement of approval from the 4-H Educator.

Section G: CHILD DEVELOPMENT & CARE

GUIDELINES:

- ❖ Exhibits should illustrate the exhibitor's understanding of the growth, development, and abilities of children and how specific toys, games, or activities promote child development. Emphasis is on safety and how the child will interact with the toy or game. The most important aspect for this category is process. What the exhibitor has learned about children in preparing this exhibit is of prime importance.
- ❖ ***On the back of the entry card or attached card or sheet, each exhibit must have information stating:***
 - (1) Age of child intended to use article.*
 - (2) Developmental stage the item is suited for.*
 - (3) Why this would be an appropriate play item.*

CLASSES:

1. **Creative Toy, Game or Storybook**: A homemade toy, game or activity to be used with children.
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 on your attached sheet.

CHILD DEVELOPMENT/CARE OPEN CLASS

3. **Open Class**: This class is for exhibits deemed worthwhile but fall outside the categories described above. Only one entry is permitted per youth. Attach a statement of approval from the 4-H Educator.

Department 5: VISUAL ARTS

Section A: PHOTOGRAPHY

GUIDELINES:

- ❖ Visual Arts/Photography exhibits must have been created by the exhibitor as part of a 4-H project or program during the current year and should reflect a meaningful, thoughtful process
- ❖ ***No limit on entries but exhibitor must identify their top exhibits by rank (1, 2, 3, ect.) To ease “traffic flow” on evaluation day, Evaluators will conduct “face-to-face” evaluation of the top two exhibits per exhibitor to insure each fair participant has the opportunity for at least two face-to-face evaluations in each department they have an entry.*** Evaluators will return to remaining exhibits when they have time.
- ❖ Visual Arts exhibits will be evaluated on technical quality, composition, storytelling ability and preparation of exhibit.
- ❖ 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.
- ❖ Preparation of photo for exhibit should demonstrate good workmanship and use of materials.
- ❖ ***Exhibit should be mounted on a sturdy background, not in a commercial picture frame.***
- ❖ ***Exhibits should be ready to hang.***

CLASSES:

1. **Single Unedited Digital Image:** Picture comes straight from the camera, no modification.
2. **Single, Slightly Edited Digital Image:**
 - Image somewhat digitally edited or enhanced.
 - Modifications may include cropping, sharpening, blurring, brightness or contrast changes, or the addition of text.
 - ***Thumbnail of the original image shall accompany exhibit.***
3. **Single, Heavily Edited Digital Image:**
 - Image has been radically digitally edited or enhanced.
 - Modifications may include the addition to or deletion of parts of the image; changes in the color scheme of the image; the use of filters or effects; or animation using digital images, etc.
 - ***Thumbnail of the original image shall accompany exhibit.***
4. **Using Multiple Digital Images**
 - Multiple images may be combined to create a single print (prints may mix color and monochrome images for extra impact).
 - ***Thumbnail of the original images shall accompany exhibit.***
5. **Single Film Image:** Commercially developed from 35mm film camera, unedited, black and white or color.

6. **Photo Study Class**: Consists of one of the following.
 - (a) Four photos demonstrating four methods of isolating the subject. Not more than three objects permitted in each photo.
 - (b) Four close-up photos with a different main light source in each- front, side, back and diffuse.
 - (c) Four photos - each to illustrate one idea, i.e. hidden lines and shapes, framing, patterns, perspective or texture. Show differences: same topic, different location, angles.

7. **Photo Story**: Narrative or informational presentation using images as illustrations to communicate a story or document a process. Consists of 4 to 8 photographs of similar size with identifying or informational captions to tell a story or document a process. Exhibit may include a short narrative telling the story that the images are illustrating. Some photo stories require a supporting narrative, conversely, most narrative work is better supported by a group of images. Exhibit will be judged on informational/narrative quality of photographs, relevance to and integration with the story, technical quality of the photographs and quality of the overall presentation. If edited images are used, thumbnails of the originals shall accompany exhibit.

8. **Pictures of 4-H Projects, Activities and Trips – Any Size** – Images will be evaluated based on design, ability to tell a story and marketing appeal.

9. **Video Project**: *Please note that Evaluators have limited viewing time available. You must provide proper viewing equipment for the Evaluation: 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, a feature of a 4-H Project or an informational presentation promoting 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 insure that the exhibit can be viewed and evaluated at the fair, the exhibitor should make arrangements prior to the fair for necessary hardware (and software if necessary) to be present, 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**: Design a graphic to be used to promote any aspect of 4-H. Design be copy friendly, be computer-generated/or hand drawn graphic, and use the official 4-H clover (<http://nys4h.cce.cornell.edu/events>). If using graphics from the World Wide Web please note source and permission for use from owner.

11. **My Web Page**: Entry must include web page address and short write-up of what you

would like to accomplish through Web Page. 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. Web page must be accessible on-line.

8. **PowerPoint Presentation**: Submit a hard copy of your presentation as well as a disc or flash drive.

9. **Creative Framing** – Criteria below:

- 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.

VISUAL ARTS/PHOTOGRAPHY/GRAPHIC DESIGN OPEN CLASS

13. **Open Class**: This class is for exhibits deemed worthwhile but fall outside the categories described above. Only one entry is permitted per youth. *Required: Attach a statement of approval from the 4-H Educator.*

Department 6: HORTICULTURE

GUIDELINES

- ❖ Additional written information may be required for classes and may be provided on back of entry tag or on an attached card or sheet. Be sure to consult the guidelines in each section as well as class descriptions in preparing your exhibit entry.
- ❖ Participants are encouraged to work together as a group to create exhibits in this Department. Judges will consider the number of participants so that group projects will be evaluated appropriately. Individual exhibits are always accepted.
- ❖ 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.

Section A: **PLANT COLLECTIONS**

GUIDELINES FOR PRESERVED EXHIBITS:

- ❖ Plants must be pressed, dry, mounted & labeled by exhibitor. (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 beneficial for most collections, but not all
- ❖ Weeds and other specimens mounted green (not pressed or dry) will not be evaluated.
- ❖ Collections of plant materials 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 must 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.

CLASSES:

1. **Leaf, Twig (and fruit, flowers and seed, if possible) of Ten or More Ornamental Trees.**
2. **Leaf, Twig (and fruit, flowers 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 seed. List growing conditions required.
9. **Miscellaneous Collection:** entries will be judged according to similar project criteria.

Horticulture Scrapbook/Catalog (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*).
 - ❖ Each plant should be represented on its own 8-1/2 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).
 - ❖ Fasten pictures with clear tape, paper glue or rubber cement.
 - ❖ Pages must be bound in a notebook binder.
 - ❖ Label with common name and brief description. Consult *NY Horticulture Contest Guidelines* for the plants required in each class, available at <http://www.hort.cornell.edu/4hplants>.
 - ❖ Collection must include plants from each of the following groups: flowers and indoor plants; ornamentals; fruit and nuts; vegetables.
 - Beginners must include 15 plants specified from each group
 - Intermediates must include 30 plants specified from each group
 - Advanced participants must include 45 plants specified from each group
 - ❖ This scrapbook makes an excellent study guide for the NY Horticulture Contest. If interested contact the 4-H office for a copy of the *NY Horticulture Contest Guidelines*.
10. **Beginner:** 15 plant specimens
11. **Intermediate:** 30 plant specimens
12. **Advanced:** 45 plant specimens
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 B: EXPERIMENTS

The intent of this section is to generate an interest among young people in a science-based approach to horticulture.

GUIDELINES:

How you plan your experiment and the final description for your display should include:

- ❖ **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 including
 - 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 with 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:**
 - a) What did you learn?
 - b) What is important about your results to other people?
 - c) 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:
 - a) Include actual examples of treated and untreated plants if possible, otherwise use drawings or photographs.
 - b) On sheets of paper, describe your study using the above 5 sections.
 - c) Use big print so that it is easy to read from 3 feet away.
 - d) Glue these sheets, along with any photos or graphs to heavy poster paper (14” x 22” minimum) for display.

For example see “*Strawberry Fields Forever*”

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

CLASSES:

1. **Propagation**
2. **Breeding**
3. **Soil Science**
4. **Cultural Practices**
5. **Miscellaneous:** entries will be judged according to similar project criteria.

Section C: GARDEN ENTRIES

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

GUIDELINES:

- ❖ For exhibits that require it, entry must be grown by exhibitor 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, and each exhibit must be a distinctly different variety type.
- ❖ All entries must have correct common name and variety name or they will be dropped one place (Example: snap beans: Blue Lake, or petunia: Red Picotee).
- ❖ If organic or IPM techniques have been used, note this on entry card.
- ❖ For further information on preparing and exhibiting vegetables go to <http://www.hort.cornell.edu/gbl/pubs/index.html>
- ❖ Exhibit awards will be based on the standards below:

Definition of Ratings:

EXCELLENT RATING: 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% 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%; good market quality and size. Exhibits with more than one specimen: not more than 25% variation in sizes for fruits and vegetables, and cut flowers; only slightly detectable variation in shape, color, and degree of maturity.

WORTHY: fairly clean; some defects in general appearance; defective and unusable parts should not exceed 10%; fair market size and quality. For exhibits with more than one specimen: not more than 100% variation in sizes for fruits and vegetables and cut flowers; noticeable variation in shape, color, or degree of maturity.

NO AWARD: dirty, serious damage apparent; defective and unusable parts exceed 10%; unsatisfactory market size or quality. Exhibits with more than one specimen: more than 100% variation in sizes for fruits and vegetables, extreme differences in shape, color, or degree of maturity.

Vegetables

CLASSES:

1. **Beans, lima**, 5 green pods, edible beans
2. **Beans, snap, green**, 5 pods
3. **Beans, snap, yellow**, 5 pods
4. **Beans, snap pole or vining type**, green, 5 pods
5. **Beans, green shell**, 5 pods, any variety including edible soy, Horticultural, Kentucky Wonder
6. **Beans, dry shelled**, ½ cup in container, dry field bean variety including mung, adzuki, fava
7. **Beets**, 3, tops trimmed to 1 inch, no green shoulders
8. **Broccoli**, 1 head or bunch of small heads, 5 inches or more in diameter
9. **Brussels Sprouts**, 1 pint basket
10. **Cabbage**, 1 head, 2 to 4 lbs, with 3-4 wrapper leaves, any fresh market variety
11. **Carrots**, 3, tops trimmed to 1 inch, no green shoulders
12. **Cauliflower**, 1 head, leaves cut just above head
13. **Celery**, 1 plant, market quality, roots off
14. **Chard**, 1 plant, roots and damaged leaves off
15. **Chinese Cabbage**, 1 head
16. **Chinese Cabbage, loose leaf**, roots off, 1 plant
17. **Corn, sweet**, 3 ears, husks removed completely, shank trimmed to ½ inch, display in transparent bag
18. **Cucumbers, 2 slicing types, 5 inches or longer**, 2 inches or less in diameter
19. **Cucumbers, 3 pickling type, 3 to 5 inches long**
20. **Cucumbers, 3 pickling type, less than 3 inches long**
21. **Dill**, bunch of 3 seed heads, tied or in transparent bag
22. **Eggplant, 1 large oval and oblong type** such as Black Beauty, Black Magic, Enorma, Dusky
23. **Eggplant, 2 small, slender, round types** such as Easter Egg, Ichiban, Long Tom, White Beauty
24. **Endive**, 1 plant, roots off, good market size
25. **Garlic**, 3 bulbs, dried, braided together or tops trimmed to 1 inch, cleaned, not peeled
26. **Gourds**, 3 specimens
27. **Herbs**, any kind, plant in pot or tied bunch
28. **Kale**, 1 plant, roots off
29. **Kohlrabi**, 2, tops and tap root trimmed to 2 inches
30. **Leek**, 3 large, trimmed
31. **Lettuce, leaf**, 1 plant, roots off, good market size
32. **Lettuce, head**, 1 plant, roots off, good market size
33. **Muskmelon and Honey Dew Melon**, 1 good market quality
34. **Mustard**, 1 plant, roots off
35. **Okra**, 4 1-1/2 to 3 inches long
36. **Onions, bulbs**, 3 tops trimmed to ½ inch, well cured & dried, not peeled
37. **Onions, 4, green bunching type**, tops on but trimmed evenly
38. **Parsley**, 1 plant, roots off, good market size and quality
39. **Parsnips**, 3, tops trimmed to 1 inch
40. **Peas**, 5 pods
41. **Peppers, 2, large types** such as Bell, Cubanella, Italian Sweet
42. **Peppers, 3, small types** such as Banana, Hungarian Wax, Cherry, Jalepeno

43. **Potatoes, 3 tubers**, 5 to 10 ounces
44. **Potatoes, 1 pint basket, salt potato types**, 3/4 to 1 ¼ inch diameter
45. **Pumpkin**, 1, ripe, any variety
46. **Radishes**, 4, tops trimmed to ½ inch
47. **Rhubarb**, 4 stalks, tops trimmed
48. **Rutabaga**, 1, top trimmed off
49. **Shallots**, 3, tops trimmed to ¼ inch, dried, not peeled
50. **Spinach, common**, 1/2 pound in transparent bag
51. **Spinach, New Zealand**, ½ pound, bunch or tender tips 3 to 6 inches, tied or in transparent bag
52. **Squash, summer**, 2, young, skin tender, such as zucchini, yellow, scallop
53. **Squash, winter, 1, large type** such as Hubbard, Delicious, Banana
54. **Squash, winter, 2, small types** such as Buttercup, Butternut, Spaghetti, Table Queen, Golden Nugget
55. **Squash, 1, soft & round stem** such as Big Max, Big Moon, Mammoth
56. **Sweet Potatoes**, 3 roots, any variety
57. **Tomatoes, 2 ripe, stems off, medium or large fruited variety**, including Roma types
58. **Tomatoes, cherry, ripe**, 1 pint basket, stems off, also Presto or other small fruited types
59. **Turnips**, 2, tops trimmed to 1 inch
60. **Watermelon**, 1 mature, market size
61. **A collection of 3 related types**, such as 3 varieties of pepper, or 3 vegetables that appear in ethnic cuisine
62. **Miniature Vegetables**, 6 of one type, harvested at small or baby stage
63. **Ornamental Vegetables**, 3, such as miniature pumpkins, gourds, decorative corn; ornamental kale (1 specimen)
64. **Heirloom Vegetables**, any variety from the Heirloom Garden bulletin, exhibited in same manner as other vegetable classes
65. **Miscellaneous, any other vegetable not listed**, display same number of specimens as similar crop listed

Vegetable Art

66. **Vegetable Art**: Exhibit will be evaluated on one or more of the following elements:
 - Vegetable character
 - Sculpture
 - Geometric design
 - Neatness of assembly
 - Number of Horticulture products used
 - Imaginative use of plants and plant materials
 - Overall appearance

Cut Flowers

GUIDELINES:

- ❖ Variety or type names must be listed for all cut flowers except arrangements.
- ❖ Consist of 3 stems same color blooms; 6 inch or larger blooms-*ONE* specimen, or as noted
- ❖ Stems should be eight inches long, except where type of flowers makes this impossible.
- ❖ Flowers that do not last as cut flowers (daylilies, hollyhocks, etc.) may not be entered.
- ❖ Blooms of weeds, wild flowers and shrubs will not be evaluated.
- ❖ For information on preparing and exhibiting cut flowers see <http://counties.cce.cornell.edu/oneida/4h/cutflowersfairbook.pdf>

CLASSES:

74. Asiatic Lily – one stem
75. Aster, annual
76. Bachelor Button
77. Calla Lily – 3 stems
78. Calendula
79. Carnation
80. Chrysanthemum, any form
81. Cleome
82. Cosmos
83. Dahlia - *THREE* blooms of one color, or *ONE* bloom is over 6 inches
84. Daisies
85. Delphinium
86. Flowering Tobacco
87. Geranium
88. Gladiolus - *ONE* spike with at least 12 inch stem & other large spikes
89. Larkspur
90. Marigold
91. Nasturtium
92. Ornamental Grass (foliage and fully developed seed head)
93. Pansies
94. Petunia
95. Phlox, annual
96. Rose - *ONE* stem of the type entered
97. Rudbeckia, Cone Flowers, Black-eyed Susan
98. Snapdragon
99. Statice, fresh not dried
100. Strawflower (fresh, not dry)
101. Stock
102. Sunflowers
103. Sweet Peas
104. Viola
105. Zinnia
106. Zinnia, large, over 4"
107. Miscellaneous cut flower not listed. Show same number of specimens as similar crop listed.
108. A collection of 6 (six) garden cut flowers 1 specimen each variety; list each name and variety.

Section D: INDOOR GARDENING

GUIDELINES:

- ❖ Please list plants and plant materials used.
- ❖ Plants must be insect-free. Infected plants will not be displayed.
- ❖ All items should follow recommended guidelines of balance, design, proportion and harmony.
- ❖ No artificial or plastic plant materials allowed.
- ❖ Ribbons and bows as part of the design are allowed.
- ❖ Entries must be grown in display container prior to June 1 of the current year.

CLASSES:

1. **Dish garden**
2. **Terrarium or closed eco system** – no endangered species allowed.

House Plants

GUIDELINES:

- ❖ 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.

CLASSES:

3. **Potted house plant - flowering**
4. **Potted house plant - foliage**
5. **Potted house plant - vine**
6. **Potted house plant - hanging container.** More than 1 plant accepted.
7. **Miniature house plant - 2 1/4 - 3 inch container maximum.** (i.e. African Violet)

Section E: CONTAINER GARDENING

GUIDELINES:

- ❖ 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 Section H – Horticultural Methods, Class 30 “Season Extender Methods.”
- ❖ Fairy Gardens only may have some artificial material. These materials should not be a main focus of the exhibit. They should blend in. Plants should be prominent.

CLASSES:

1. **Perennial, Annual, Vegetable, Ornamentals**

Section F: **FRUITS AND NUTS**

GUIDELINES:

- ❖ 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://www.cerp.cornell.edu/4h/search>. Other publications at this website may be useful.

CLASSES:

1. **Apples**, 3, ripe, any single variety
2. **Apricots**, 3, ripe
3. **Blueberries**, ½ pint
4. **Cherries**, ½ pint basket, with stems, any single variety
5. **Elderberries**, attached to cluster, 1 quart
6. **Grapes**, 1 bunch
7. **Nectarines**, 3, ripe
8. **Peaches**, 3, ripe
9. **Pears**, 3, ripe, with stems, any single variety
10. **Raspberries**, ½ pint, any single variety
11. **Strawberries**, 1 pint, caps on
12. **Other**: minor fruits such as quince or persimmon, 3, ripe
13. **Miscellaneous** – any fruit not listed, display same number of specimens as similar crop listed
14. **Nuts**, all ripe, dry, unshelled, 1 pint, any single variety
15. **A collection of 3 types**, such as 3 different varieties of apples

Section G: **FLORAL DESIGN**

GUIDELINES:

- ❖ List plants and varieties.
- ❖ Dry or fresh flower corsage in transparent bag.
- ❖ Table arrangement of live or dry plant material – not over 12 inches in diameter and under 8 inches in height.
- ❖ Holiday decoration of live, dried or natural plant materials – no more than 18 inches in diameter or 24 inches 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 inches in diameter and over 8 inches in height.
- ❖ List ID sources.
- ❖ More information can be found at 4-H Leaflet H-7-31 Fresh & Dry Flower Arrangements <http://hdl.handle.net/1813/17533>

CLASSES:

1. **Floral design**

MINIATURE ARRANGEMENT

GUIDELINES:

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

CLASSES:

2. **Miniature arrangement.**

Section H: **HORTICULTURAL METHODS**

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

GUIDELINES:

- ❖ An exhibit of the method (such as a small hydroponic set-up) can be displayed.
- ❖ ***Because of the difficulty of reproducing some of the horticultural methods for exhibiting purposes, a poster or poster series format may be used.***
- ❖ For posters use heavy poster paper (14 inches x 22 inches minimum) as a background.
- ❖ For posters 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.*
- ❖ For ideas and information consult the website:
<http://blogs.cce.cornell.edu/ccebroome4h/2010/03/BCF-4-H-Youth-Building-Exhibit-Book-2012.pdf>

CLASSES:

1. **Hydroponic gardening.**
2. **Season extender methods.**
3. **Propagation.**
4. **Miscellaneous: any horticultural methods not listed.** Entries will be judged according to similar project criteria.

Section I: 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.*

CLASSES:

1. **Home Grounds Landscape Photographic Album**: Must have at least six “before” and six “after” pictures of current year’s work.
2. **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. For information see “Young People’s Guide to Landscaping” at <http://www.cerp.cornell.edu/4h>.
3. **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.
4. **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.
5. **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.
6. **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.
7. **Plan of Community Service Beautification Project**: Helpful information may be found at <http://www.cerp.cornell.edu/4h>.
8. **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.

Section J: **FIELD CROPS**

GUIDELINES:

- ❖ 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 approximate dimension of 8 x 10 x 14 inches or as described.

CLASSES:

1. **Oats** – 1 peck
2. **Wheat** – 1 peck
3. **Any other small grains**
4. **Field Corn** – 3 ears
5. **Haylage** – quart jar with mixture names on entry card
6. **Corn Silage** – quart jar with mixture names on entry card
7. **Alfalfa**
8. **Clover**
9. **Birdsfoot Trefoil**
10. **Timothy**
11. **Mixed Hay** – state mixture on entry card
12. **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.
13. **Miscellaneous Entry:** will be judged according to a similar project's criteria.

Section K: **HORTICULTURE OPEN CLASS EXHIBITS**

GUIDELINES

- ❖ 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.
- ❖ Exhibits will be judged according to similar project criteria.
- ❖ Horticulture posters that do not qualify for other Horticulture classes may be entered here.

CLASS

1. **Open Class**

Department 7: ENVIRONMENTAL SCIENCE

GUIDELINES

- ❖ All exhibits in Department 7 are required to include, in addition to the completed entry tag, a project story (essay) on a separate sheet of paper, stating: ***why your project was interesting to you, its relevance to natural resources and/or environmental education, 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 him/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, why you chose the project and what made it interesting, explain what about the box makes a good home for bluebirds, or observations/plans you might have to learn about bluebird behavior, why should people use bluebird boxes, how does this project relate to the environment or natural resources, and include what you learned while doing the project. You might also include how the project will be used. ***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.
- ❖ 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.

Section A: ENVIRONMENTAL EDUCATION CLASSES

1. **Nature Trails:** Display of 4-H constructed nature trail or observation made along another nature trail.
2. **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.
3. **Field Identification Studies:** *Please note that wildflowers are evaluated under Department 6 – Horticulture, Fungi under Department 8-Plant Pathology, and Insects under Department 9 – 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.
4. **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 is encouraged.

Section B: FISHERIES AND AQUATIC RESOURCES CLASSES

1. **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.
2. **Water Monitoring:** Projects ideas may be found in "*Water Worlds, Water Wise, Pond & Stream Safari.*"
3. **Fish or Fishing:** County or self-initiated projects related to fish or fishing, including mariculture, aquaculture, commercial fisheries, sport fisheries or related equipment, skills or observations.

Section C: FORESTRY CLASSES

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

Section D: **RESOURCE-BASED RECREATION** **CLASSES**

1. **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.
2. **Other Outdoor Recreation:** Exhibits based upon related outdoor recreation activities, e.g. orienteering, cross-country skiing, snowshoeing, wilderness camping, or outdoor cookery.

Section E: **WILDLIFE** **CLASSES**

1. **Bird Study:** Consult *Bluebirds of New York*, *Birds of Prey*, *Introduction to Bird Study Study*, or any other bird materials for exhibit ideas.
2. **Bluebirds Houses:** will be judged using criteria from *Bluebirds of New York*. Please note that if birdhouse is completed as a Wood Science Project please enter it in Department 8 – Science, Technology & Engineering.
3. **Habitat Improvement:** Consult *Wildlife Habitat Enhancement*, *Enhancement of Wildlife on Private Land*, *Managing Small Woodlots for Wildlife* for exhibit ideas.
4. **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.
5. **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 acceptable. A good source of potential projects is the 4-H Forestry and Wildlife Invitational.

Section F: RE-USE AND RECYCLING

GUIDELINES

- ❖ For exhibit ideas consult: *Composting: Wastes to Resources; Wastewise; Woodsy's Resource Goldmine; Recycling in Your School Makes Sense; Recycling: Mining Resources From trash; or Composting in the Classroom.*

CLASSES:

1. **Recycling or Composting:** Exhibit of project in the home or community.
2. **Clothing, Crafts or 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 particular exhibit 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 exhibit must reflect in his/her essay on how the project has led his/her thinking about the 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: Waste to Resources; Waterwise; 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.

Section G: ENVIRONMENTAL SCIENCE OPEN CLASS

CLASS

1. **Open Class** is for exhibits deemed by the 4-H Educator to be worthwhile but fall outside the categories described above. Must obtain 4-H Educator's prior approval. This class is expected to follow the project essay requirements listed at the beginning of this Department.

Department 8: PLANT PATHOLOGY

GUIDELINES:

- ❖ 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 NYS Fair Plant Pathology superintendent (slj2@cornell.edu) for instructions.

Section A: **GENERAL PLANT PATHOLOGY**

CLASS:

1. **Leafspot Collection Booklet:** 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.

Section B: **VEGETABLE INSECT AND DISEASE CONTROL EXHIBITS**

CLASS:

1. **Vegetable Insect and Disease Control Exhibit:** Must exhibit a 4-H member's experience in and knowledge of this subject matter, i.e. a poster display attempting to teach the principals of pest management (layout of your garden and steps taken to manage pests), with a record book indicating problems identified, treatments utilized and observation of results; or a display of preserved plant specimens, pressed, dried or otherwise preserved in as lifelike a form as possible to exhibit the symptoms of insect injury or plant disease. Where possible, insect causing injury should also be properly mounted and included in the display. (15 plant specimens should be included and labeled with vegetable name, insect or plant disease name, date specimen collected, collector's name and county.) Evaluation will be weighted toward originality of display.

Section C: **FUNGUS COLLECTION**

CLASSES:

1. **Fungus Collection Photo Exhibit:** Photographs of fungi displayed according to general information provided for photos in Department 5 – Visual Arts. Fungi in photo must be identified by their common name and/or scientific name. Include with the title or caption the date and location of the photo. Suggestions include:
 - Photo of a single fungus or group of fungi.
 - A collection of three or more photographs of different fungi.
 - Four close-up photos, taken hours, days or weeks apart, showing the growth and development of the same mushroom.
2. **Mushroom Collector's Journal.** This category combines elements of the two preceding projects. Although preservation of dried fungal specimens as described above is not required, it is 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>.

Section D: **PLANT PATHOLOGY OPEN CLASS**

1. **Open Class** is for exhibits deemed by the 4-H Educator to be worthwhile but fall outside the categories described above. Must obtain 4-H Educator's prior approval.

Department 9: ENTOMOLOGY

DEPARTMENT GUIDELINES:

- ❖ 4-H Publications that appear in italics are distributed through Cornell Media Services, unless noted otherwise.
- ❖ A copy of the evaluation criteria for Insect Collections is available at the 4-H office.

Section A: **GENERAL INSECT COLLECTIONS**

SECTION GUIDELINES:

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

CLASSES:

1. **First Year Exhibit:** 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 Exhibit:** Must include a minimum of 40 specimens representing 9 insect orders with 20 of the specimens having 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) per NYS 4-H Fairbook guidelines (contact your 4-H Educator for more information). Insects must be pinned as outlined in First Year Exhibit class, and at least one small insect must be mounted on a point or minute pin.
3. **Third Year Project Exhibit:** Must include a minimum of 60 specimens representing 12 orders with 30 of the specimens having 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 as in classes 1 and 2 with at least two small insects mounted 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, with 40 of those specimens collected during the current year. 40 specimens must be identified to common name. At least 10 specimens (representing 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 2. Proper mounting will be strongly emphasized (pinned properly, wings of all butterflies spread, two small insects on points or minutens.)

Section B: **ADVANCED INSECT COLLECTIONS**

SECTION GUIDELINES:

- ❖ 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.
- ❖ Membership in the Young Entomologist's Society (Y.E.S.) will enable young people to exchange specimens from all over the world.
- ❖ 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.
- ❖ Written statement (attach card or sheet as necessary) should be included stating the educational value to you (what you learned) as well as what you see as to the educational value to others.

CLASS:

1. **Advanced Insect Collections**

Section C: **CLUB EXHIBITS**

SECTION GUIDELINES:

- ❖ May be any kind of insect collection or may represent a group activity that can be presented in 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 in Section A, Class 4 above.
- ❖ Evaluation will be based on number of members and completeness of exhibit.

CLASS:

1. **Single Collection**: prepared by the combined efforts of a club.

Section D: **EXHIBITS OF LIVING INSECTS**

SECTION GUIDELINES:

- ❖ *Those planning to prepare exhibits should first get approvals from a 4-H Educator and the Youth Building Superintendent. Set up of exhibit will require consultation with Youth Building Superintendent.*
- ❖ Exhibits must convey an educational message to the public and/or the educational opportunities in 4-H work in the field of Entomology.
- ❖ Live educational exhibits are encouraged. Possible exhibits include 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. Exhibit to be evaluated on educational value, appearance, quality and arrangement.
- ❖ Exhibits will be evaluated on educational value, appearance, quality and arrangement.

CLASS:

1. **Living Insect Exhibit**

Section E: **HONEY BEE/APICULTURE**

SECTION GUIDELINES:

- ❖ *For live exhibits see Section D, Class 1 above.*

CLASSES:

1. **Honey**: 1 pound container.
2. **Products Made from Beeswax**: examples include candles (2), lip wax, etc.
3. **Display/Poster**: a series of posters/photos or three dimensional exhibit representing any aspect of Beekeeping. Examples: equipment, disease, bee colony management.
4. **Project Record Book for 4-H Beekeeping Project**

Section F: **ENTOMOLOGY OPEN CLASS**

GUIDELINES:

- ❖ Class is an option for exhibits deemed by the County Youth Educator 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.

CLASS:

1. 1. **Entomology Open Class**

Department 10: SCIENCE, ENGINEERING & TECHNOLOGY

Section A: WOOD SCIENCE

GUIDELINES:

- ❖ Articles in this section must be made and selected according to standards from project curriculum, State 4-H Club Management and Volunteer Leader Handbook plus CCE Risk Management Guidelines.
- ❖ Articles in this section must have been made and selected during the current project year.
- ❖ If power tools are used by youth in making projects, youth must be 12 years and older.
- ❖ If a kit is used, the entry card must be labeled 'kit.'
- ❖ If exhibitor cannot be present for face-to-face evaluation, back of entry card must list the following. 1) Tools used, 2) Skills learned, 3) Materials/plans used, and 4) Intended use for project. *Entries without this statement will be marked down one placing.*
- ❖ Attach a copy of the plans to your entry and write your name on them.
- ❖ Entries should be ready for use including hooks for fastening or hanging, or entry will be dropped one placing.
- ❖ Entries must not have a wet, tacky, or sticky finish.
- ❖ Birdhouses entered in this Department/Section will be evaluated under Wood Science standards. Attach card or sheet with explanation of the project and its relevance to natural resources and environmental education. Registration/Superintendent may move birdhouse to Department 7, Section E, Class 2 (Environmental Science-Wildlife-Bluebird Houses) if appropriate.
- ❖ For construction project with manufactured component see Section 8 – Construction Projects with Manufactured Components.

CLASSES:

1. **Hand Tool Division**: Article made in a Wood Science Project that was cut out, assembled, & finished by the exhibitor with hand tools only.
2. **Power Tool Division**: Article made in a Wood Science Project that has been partially or totally completed with power tools.
3. **Kit Division**: Article made in a Wood Science Project that is made with materials precut by an outside resource (i.e. 4-H office, commercial supplier or woodworking leader) but is assembled and finished by the exhibitor. Judges will place emphasis on the quality of workmanship performed by exhibitor. *No commercial names on exhibit.*
4. **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 Open Class**: Article made in a Wood Science Project that does not fit in above categories. Judges 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 the discretion of the Extension 4-H Educator.

Section B: ELECTRICAL SCIENCE PROJECTS

Electric Projects

GUIDELINES:

- ❖ Article made in an Electric Project, such as a trouble lamp, test lamp, portable bench light, extension cords, pin-up or study lamp, 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.
- ❖ Due to safety code compliance, molded polarized and/or prefabricated cords with polarized plugs; where applicable are allowed.
- ❖ Lamps without bulbs or shades will not be considered complete and will be evaluated accordingly.
- ❖ Projects involving both woodworking and electrical tasks will be evaluated on the merits of both.

CLASSES:

1. Electric Project Exhibit

Electronics Projects

GUIDELINES:

- ❖ Article made in an Electric Project utilizing principles and construction procedures related 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 and no breadboard kits will be accepted.
- ❖ Projects must be operable (i.e. contain all necessary batteries).
- ❖ Be prepared to explain why or how the exhibit works and what use it has. If exhibitor cannot be present for face-to-face evaluation, attach card or sheet with the following. 1) Tools used, 2) Skills learned, 3) Materials/plans used, and 4) Why or how exhibit works and intended use for project.

CLASSES:

2. Electronics Project Exhibit

Section C: ENGINEERING

Rocket Program

CLASSES:

1. **Junior Division:** Any rocket made in a Rocket Program either from a kit or non-kit materials and totally assembled and finished by a 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 a youth 14 years and older. Emphasis placed on proper construction techniques and finished project. *Kits may be used when incorporated with other materials to meet the requirements of an Educational Display as outlined in Section C, Class 1 – Educational Display listed above.*

Constructions Projects With Manufactured Components

Youth entering projects in the following classes use manufactured construction pieces to complete the 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, creativity, architecture, structural design, principals 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.

GUIDELINES:

- ❖ Judging will be based on completion, complexity, presentation and explanation of design, understanding of principals and visual presentations.
- ❖ Must include 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.
- ❖ 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 explanations must be added. The diagram must include: 1. Name of youth; 2. The title of the project; 3. The exact or approximate number of pieces and a self-judgment of complexity level (a. easy, less than one hour to assemble; b. medium, 1-3 hours construction time, or c. complex, more than 3 hours of construction time). Juniors may use a photocopy of kit-provided drawings for the 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 of written work to attract, use of color and use of font add to design presentation.
- ❖ Provide 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.

1. **Kit:** category is restricted to juniors (ages 8-13). Juniors are limited to two projects in this class. If two projects are entered, they must differ significantly (for example – a creature, a building or a vehicle). Youth must enter a completed kit. Original story must describe design process and describing play with the model. Judging criteria includes:
 - completion,
 - complexity (number of pieces),
 - diagram (of the completed model and key elements labeled),
 - explanation/story (explanation of the design process, difficulties and interesting elements;
 - describe plan value,
 - imaginative play,
 - what steps could be taken to improve model
 - and overall presentation.

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 includes:
 - 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 the completed model with key elements labeled, of moving part(s) or independent component;
 - explanation/story/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:** Project must be original, no kits and can include level arms, gears, pulleys, friction, belts, airfoils (flight, wine), 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 principal of science, a labeled diagram of 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 results in written report. Judging criteria includes:
 - 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 two 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 principal of mechanical science that is demonstrated, clear understanding of scientific principals 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 use 11 x 17 drawing paper, with fully developed concept, clear details, completeness of system (no dead ends), showing creativity;
 - legend that explains the meaning of symbols such as roads, railroad, bridge, water, vegetation, buildings;
 - written explanation that explains the overall presentation, visual impact as prepared for display and attractiveness.

3-D Printing

3-D printing uses plastic or other materials to build a 3-dimensional object from a digital design.

GUIDELINES:

- ❖ Youth may use original designs or someone else's they have re-designed in a unique way.
- ❖ Youth must bring their finished printed project (we cannot print objects at Fair).
- ❖ Exhibits will be judged based on the complexity of the design and shape.
- ❖ Must include the following:
 - Software used to create the 3-D design.
 - Design or if using a re-design, the original design and the youth's design with changes.
 - Orientation that the object was printed.

CLASSES:

1. **3-D Prototypes** – 3-D objects printed as part of the design process for robot or other engineering project. Must include statement of what design question the prototype was supposed to answer and what was learned from the prototype.
2. **3-D Unique Object** – 3-D objects printed for their own sake. May be an art design, tool, or other object.

Engineering Educational Displays

A series of posters (at least 14" x 22") and/or a 3-dimensional exhibit related to an engineering science project.

GUIDELINES:

- ❖ Display should be self-explanatory through use of signs or labels and limited to approximately card table size.
- ❖ Topics may include such things as engine parts or bicycle parts display boards, electric circuit boards, electric quiz games, safety rules for bicycling or working in a wood shop or with electricity.
- ❖ Entry will be evaluated on the purpose or principal idea, effectiveness in illustrating one idea, appearance, arrangement and description of the display.
- ❖ Exhibit must be self-explanatory.

CLASSES:

1. **Educational Display**

Related Science Projects

CLASS:

1. 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 other classes. Kits are not acceptable for senior division (14 years and over).

Section D: GEOSPATIAL SCIENCE

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

CLASSES:

1. **4-H 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.
1. **GIS or GPS project or activity:** undertaken by an individual or group. Exhibit may be in the form of a project record book, photo documentation, video, CD, DVD or whatever. Exhibit must include project report documenting statement of purpose and outcome of project activity.
2. **Story or Outline of a 4-H GIS or GPS Project:** including photos, purpose of activity and summary or results.
3. **Community Service/Youth Community Action Mapping Project:** A mapping or GPS project built around a specific community issue or project.
4. **Educational Poster Exhibit:** displays 4-H GIS or GPS activities.
5. **Public Presentation on 4-H and Geospatial Science:** *Enter in Department 3, Section D-Communications & Expressive Arts, Public Presentations.* (For State Fair Public Presentation in Teen Leader Program – see <http://nys4h.cce.cornell.edu/program/events>.)

Section E: RENEWABLE & SUSTAINABLE ENERGY, CLIMATE CHANGE

- ❖ Educational exhibits/display(s) describing your 4-H project work done in the areas of:
 - Renewable Energy (solar, wind, geothermal, bio fuels, hydro-electric
 - Energy Conservation (home, community, or school
 - Tracking (or studying) Climate Change
 - Activities/Studies related to managing “Carbon Footprints” in the 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 the entry.
- ❖ A short description of what was undertaken in the project, your experience, and what you learned through the project must be included. This can be included in the entry, itself or on the exhibitor’s information card.
- ❖ Note: some energy exhibits may also fit in Classes 6 – Related Science Projects or Classes 7a, 7b, and 7c, Science Experiments & Exhibits. Please select only one class to enter your exhibit.

CLASSES:

1. **Renewable & Sustainable Energy and Climate Change**

Section F: SCIENCE EXPERIMENTS AND EXHIBITS

An opportunity for participants to learn and experience science concepts in an area of agriculture, human ecology or life sciences they enjoy. nys4h.cce.cornell.edu/events

- ❖ Individual or group entries are encouraged.
- ❖ For more guidelines and evaluation score sheets for each type of project see <http://nys4h.cce.cornell.edu/events>

CLASSES:

1. **Experiments:** Describe: your hypothesis (what you think will happen), the procedures you performed, the observations you made, and what conclusions you drew from your experiment. Include photos or drawings and samples (if possible) from your experiment. *If it is difficult to recreate the study for the exhibit, drawings or photographs are acceptable. Use heavy poster paper (14" x 22" minimum) as a background. Attach photos and diagrams, along with sheets of white paper that include your experiment description within these sections 1) introduction; 2) hypothesis; 3) methods; 4) results; and 5) your conclusion.*
2. **Public Service Projects:** Exhibits can be of any public service or public education activity you took part in that had a scientific component to it. Watershed rehabilitation, recycling programs and educational models are just a few of the possibilities here. *Project exhibit posters 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 which are not experiments and are not applied service projects, but do consist of systematic observations and tell us about the natural world. Exhibit could show summaries of what you observed (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, etc.). Could present collections and classifications of materials which display physical or biological articles.
4. **Citizen Science:** 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 a 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 maker, 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/h-h/>

SECTION G – SCIENCE, ENGINEERING & TECHNOLOGY OPEN CLASS

1. **Open Class** is an option for 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.