

2026
Tioga County 4-H
Youth Fair
YOUTH BUILDING EXHIBITS
August 11 – 15 , 2026



Brought to you by Tioga County 4-H Members!

Tioga County 4-H Youth Development

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Tioga County 4-H Fair Youth Building Exhibits Rulebook

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2026 Tioga County Youth Fair Schedule

- July 27 @ 4 to 8 pm- Youth Building Projects for Evaluation and Youth Project Books are due.
- July 27 @ 4 to 8 pm- Work Night at the Fair
- August 8 @ 9am- Fair Set up and Mandatory Meeting for all participating in the fair

Monday, August 10th- Move-In Day

- 1pm -5pm: Animals Move In & Animal Check In
- 5pm -6:30pm: Perishable items are evaluated in the 4-H Youth Building
- 7pm: Market Animal Weigh-in for Hog, Beef, Lamb, and Goat

Tuesday, August 11th- Agricultural Day with Free Admission

- 9am: Open Goat Show
- Following the Open Goat Show: Open Sheep Show
- Between Open Sheep Show & Youth Goat Show: Costume Parade- livestock Arena
- 3pm: Youth Goat Show
- 3:30pm -6:30pm: Tioga County Farm Bureau Pork Chop BBQ
- 5pm: Youth Sheep Show

Wednesday, August 12th

- 7am: Hog Wash- All youth showing hogs must be there to help!
- 9:30am: 4-H Dairy Show and Open Dairy Show
- 5pm: Youth Hog Show
- 7pm (After Hog Show) Barnyard Olympics

Thursday, August 13th

- 9:30 am: 4-H Horse Show
- 2pm: Meat Bird Wash
- 5:30pm: Youth Beef Show
- 5pm: Movies
- 8pm: Weigh-in for Market Poultry and Market Rabbit

Friday, August 14th

- 9am: Youth Poultry Show
- 3pm: Youth Rabbit Show

Saturday, August 15th

- 7am: 2nd Market Animal Weigh-in for Hog, Beef, Lamb, and Goat
- 10am: Open Beef Show
- 10am to Noon: 4-H Raiser of the Year Exams @ Youth Building
- Immediately following the Open Beef Show: Youth Livestock Auction Set UP
- Noon: ONLY Non-Market animals are released
- 5:30pm: 4-H Awards in Auction Arena
- 6pm: Youth Livestock Auction
- CLEAN UP TO FOLLOW AUCTION. ALL barns & pens for ALL species must be cleaned. All youth and families who showed any animals must help.

Purpose of Youth Involvement at the Fair

4-H is the youth education component of Cornell Cooperative Extension representing a partnership between the Cornell colleges of Agriculture & Life Sciences, Human Ecology and county Cornell Cooperative Extension Associations. The emphasis for Cornell Cooperative Extension's 4-H Youth Development involvement at fair is to provide youth 8 to 19 years of age with opportunities to:

- Be recognized for their accomplishments: display what they have learned; enhance individual learning and skill development; learn and recognize standards for quality project work; apply research-based subject matter to everyday life experiences, and receive recognition for a job well done.
- Serve as a showcase for the public to observe a wide variety of 4-H projects in action.
- Present an accurate, contemporary image of 4-H as a relevant, year-round non-formal educational program for youth of all backgrounds and interests.
- Attract youth and adults to become involved in the 4-H program.
- Educate the public about selected subject matter and issues, particularly those related to the expertise of Cornell University and the 4-H Youth Development program.
- Provide opportunity for volunteers to develop and demonstrate their leadership abilities through the planning and conducting the fair.
- Promote public awareness of the 4-H program through a showcase of 4-H Youth in Action, as well as exhibits of 4-H project work.

4-H Youth Development Programs are open to all youth in grades K - 12 throughout New York State, regardless of geographic location, ethnic, racial, economic, and educational backgrounds. Its purpose is to create supportive learning environments where diverse groups of youth and adults can reach their fullest potential as capable competent and caring citizens.

Youth Development is the natural process of developing one's capacities. Positive youth development occurs through an intentional process that promotes positive outcomes for young people by providing opportunities, relationships and the supports to fully meet the challenges of adolescence and adulthood. Participation in the fair is yet another exciting opportunity for Positive Youth Development.

Focusing on the four H's: Head (Independence), Heart (Belonging), Hands (Generosity), and Health (Mastery), youth gain valuable life skills as they take on personal and social responsibility, learn the value of community service, develop decision making, problem solving, teamwork and communication skills; learn to make healthy lifestyle choices, set goals. Plan, organize and resolve conflict; and become aware of personal safety issues.

4-H curriculum categories supporting optimal youth development include: Citizenship & Civic Education, Communication & Expressive Arts; Consumer & Family sciences; Environmental Education & Earth Sciences; Healthy Lifestyle Education; Personal Development & Leadership; Plants & Animals; and Science & Technology. 4-H events and activities at the fair are an extension of educational program conducted by 4-H youth development programs in counties through New York State. They are designed to complement and supplement county, district and other state activities.

4-H Youth Fair - General Rules

1. The Tioga County 4-H Youth Fair is open to all active Tioga County 4-H members with all fees paid and up-to-date, who have met the following requirements:
 - Re-enrolling members must be enrolled in the 4-H Program no later than January 5 of the current year to be eligible for fair participation.
 - New members must be enrolled in the 4-H Program no later than April 1 of the current year or before the start of their project to be eligible for fair participation.
 - All 4-H members must have participated a minimum of six educational events (i.e., club meetings workshops, activities, etc.) during the club year before they can participate in the county fair or get year-end credit. These events must be listed in the member's project records.
 - Members must have completed all trainings, evaluations or clinics that are required for their specific project (i.e., horse evaluations, dog evaluations, shooting sports training classes, etc.).
2. The NYS 4-H Club Membership Policy is as follows: .
 - Youth who are five years of age, on or before January 1 of the current club year, may enroll as a 4-H **Cloverbud Member**. Cloverbuds may show only in Cloverbud approved classes in: rabbit, poultry, goat, sheep, horse (Cloverbud designated), dog, llama, and dairy (heifers only). Cloverbuds may not show beef, dairy or swine.
 - Youth who are eight years of age, on or before January 1 of the current club year, may enroll as a 4-H Member.
 - Youth who turn nineteen years of age, on or before January 1 of the current club year, may not enroll as a 4-H Member.
3. A 4-H Project Record Book, that includes each project, (complete up to date of fair), must be submitted along with the 4-H Youth Fair entries. 4-H Youth Fair entries will not be accepted without the member's 4-H Project Record Book.
4. Only 4-H exhibits showing the use of approved 4-H curriculum, and including the appropriate 4-H Project Record book(s) will be eligible for NY State 4-H Fair selection. All New York State 4-H Fair rules and regulations will be followed in selecting exhibits.
5. All exhibits must be grown, made, or prepared by the exhibitor during the current project year. No exhibit other than animals may be exhibited more than one year.
6. Online fair entries through the Tioga Co. CCE 4-H Fair Entry Program are due on **Friday, July 9**.
7. All 4-H non-animal exhibitors must complete one Tioga County 4-H Youth Fair Exhibitor Information Statement (EIS) sheet for each exhibit. Exception: only one EIS sheet should be submitted for flowers, vegetables and indoor gardening exhibits. The EIS will accompany the exhibit.
8. All 4-H project animals (except horses) **must arrive** on the fairgrounds **Monday, Aug. 4**, between 1:00 and 5:00 p.m. in the cattle barn, at which time the NYS Veterinarian will be on the grounds for inspection.
9. 4-H Youth Building exhibit entries, except horticulture, will be accepted for judging at the Youth Building on **Tuesday, July 21**.
10. Exhibitors are expected to remain with their animal exhibits during the evaluation process to discuss their project with the evaluator. In the case of Youth Building exhibits, should the exhibitor not be present, they must have a completed Exhibitor Information Form with the project.

11. Exhibits in the 4-H Youth Building will be released on **Saturday, Aug. 14**, at 8:00 p.m. Exhibit owners are strongly encouraged to pick up their exhibits at that time. Exhibits not retrieved will be left in the 4-H Youth Building.
12. All 4-H animals are expected to remain in their respective barns until released at 5:00 p.m., **Saturday, Aug. 9**, with the exception of dairy cattle which will be released at 12:00 p.m. on **Saturday, Aug. 9**, and horses, which can leave after they show. Any 4-H family that removes animals early will forfeit all premiums.
13. All animals, except demonstration animals, must arrive on the fairgrounds shorn or clipped and ready to prep for show.
14. Neither the Tioga County Agricultural Society nor CCE, Tioga County assumes any responsibility in case of loss or damage to exhibits from any cause during the fair.
15. On show days, all care, fitting, and grooming must be done by the 4-H youth. No parents, adults or professional groomsmen may help with project animals.
16. No adults are allowed in the show ring during a show with the exception of Cloverbud classes, and when a child needs assistance with an unruly animal. Any questions and/or comments for the judges must be held until the show is concluded.
17. **DECISIONS OF THE JUDGES ARE FINAL.**
18. Club leaders will have 24 hours following a show to review the Show Results Book to ensure that everything that was recorded during the show is correct. After 24 hours, changes will not be allowed.
19. Ribbons and premiums will be awarded to exhibitors participating in the 4-H Youth Fair based on the Danish System of evaluating exhibits against the ideal:
 - a) A blue ribbon will be awarded for excellent work.
 - b) A red ribbon for good work.
 - c) A white ribbon for work that is worthy.
 - d) Cloverbud youth will receive a green participation ribbon.
 - e) Premiums are not paid to Cloverbuds, or for record books, showmanship, costume classes and some other designated classes.
20. 4-H exhibitors shall, at all times, act with a mature and morally responsible attitude, recognizing the basic rules of society and the common rights of others. Please refer to the 4-H Code of Conduct referring to the conduct of 4-H members, volunteers and family members.
21. Any exhibitor who intentionally damages an exhibit or property of another exhibitor, or whose conduct on the grounds is undesirable, may be requested to forfeit all awards, and will be request to remove all his/her property from the fairgrounds at once.
22. ***YOUTH BUILDING PROJECTS:** All youth need to be prepared for evaluation. All necessary paperwork and preparations must be completed before arrival on the fairgrounds. Failure to do so may result in loss of premiums.

4-H Youth Fair Scoring & Premiums

4-H Youth Fair Premiums will only be available upon approval from the NYS Department of Agriculture & Markets and the Tioga County Agricultural Society (fairboard). Fair Premiums are dependent upon the current NYS budget climate and are typically provided to any NY county hosting a county fair with a youth component.

This set amount of money is to be equitably distributed to those 4-H youth participating in their county fair. Premium awards are provided only for classes where a blue, red or white award is given with the exception of record books, showmanship and costume classes which will receive no premium. When available, Tioga County 4-H distributes its premium money as follows:

1. **A \$10.00 premium is awarded to each Master Showman and Best of Show exhibitors.**
2. **The remaining premium monies** will be equitably distributed as follows:
 - a) A blue award will receive the highest number of points, followed by a red award, then a white award.
 - b) Using the information provided from the 4-H Animal Show results record books and the 4-H Youth Building results sheets, the number of points per youth are then determined.
 - c) The point value is then determined by dividing the remaining premium money (after deducting the Master Showman, Best of Show awards, and Teen Superintendent pay) by the total number of points of earned by all 4-H exhibitors.
 - d) The youth will receive the number of his/her points multiplied by the point value: For example: If an exhibitor accumulates 100 points, and each point is worth \$.10 then that exhibitor would receive \$10.00.

Ten Commandments for 4-H Parents

1. Thou shalt not work on or complete the project, for thou art trying to teach the child responsibility;
2. Thou shalt forgive a child for making mistakes in the project, for thou hath made mistakes too;
3. Thou shalt not get mad when thy child forgets items, for one day thou may forget something;
4. Thou shalt help the evaluators for they are doing a job that thou would not want to do;
5. Thou shalt see that thy child is on time for all activities for thou would not want to wait on another;
6. Thou shalt be sure that thy child has the projects entered and the registration papers in order by the designated time;
7. Thou shalt teach the child that winning a blue ribbon is a desirable goal, but making friends along the way is a more worthy goal;
8. Thou shalt not complain about the evaluator for it is their opinion that has been sought;
9. Thou shalt remember that projects are to teach, not necessarily to make money; and
10. Thou shalt remember that the project is a family project that shall be enjoyed and supported by the entire family.

Section A Special / Unique Exhibits

This section is unique to Tioga County 4-H and not available at the NYS 4-H Fair.

Class No.

- 1. WORKING EXHIBITS:** Exhibit can include displays, videos, etc., but must be manned with planned, periodic presentations to the public (a minimum of three times/day). Exhibit should be planned to fit in an area 6' in length and 4' to 5' deep.
- 2. ACTION DEMONSTRATIONS:** A 5 to 10 minute demonstration pertaining to this year's club project work. Must be given two times during the fair week. Can be by an individual or club.
- 3. SPECIAL UNIQUE EXHIBIT:** Must be the result of an individual or group educational 4-H project.

Section B . . . Communications & Expressive Arts

WRITING / PRINT

This section is intended to be a showcase for projects done that fall under the national curriculum category, Communications & Expressive Arts. **All 4-H Record Books are expected to have a cover page with exhibitor name, age, club and county.**

Class No.

1. **WRITING/PRINT** - - All work is to be completed by the individual youth exhibitor in the current 4-H program year. Creative work should not contain content that would be inappropriate for the general 4-H audience. Any use of unsuitable language or story themes will not be accepted.
 - A. **4-H ACHIEVEMENT / PROJECT RECORD BOOK** - The Book is a collection of items assembled to demonstrate involvement in projects and activities during current 4-H year. Evaluators will be looking for an attractive cover and title page, a table of contents and/or the use of section dividers, and content that reflects involvement in 4-H experiences such as leadership experiences, marketing/public relations, exhibits, projects, community service, presentations, and other activities completed in the current 4-H year. All items such as ribbons, certificates and pictures displayed in the book should be labeled to reflect what experiences they relate to. The book must contain a story that summarizes the accomplishment and skills learned throughout the current year in 4-H. The inclusion of activities that are not 4-H related is acceptable but should be kept to a minimum, keeping the focus on 4-H work.
 - B. **4-H SCRAP BOOK and/or SCRAP BOOKS** - 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 scrap-booking techniques to tell a story. If the scrapbook reflects the activities of the 4-H Club, the work must be completed solely by one 4-H youth member and not be a group/club effort. Club scrapbooks may be entered in the open class category.
 - C. **PRESS RELEASES OR EDITORIALS** - - Entries submitted need to demonstrate the individual/club's ability to share information with the various media outlets for the purpose of informing the public as to their achievements/accomplishments. If the release was printed, please include a copy of the published release, indicating date of release and title of publication.
 - D. **4-H PORTFOLIO** - Portfolio should include completed 4-H Annual Portfolio and Summary Record Book, 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 portfolio. Over time the portfolio represents cumulative 4-H 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.
 - E. **CREATIVE WRITING** - Creative writing will be evaluated on content, standard punctuation and grammar, rhyme (if applicable), use of expressions, actions, dialogue and overall "tone" of the written piece. How the piece is presented and neatness and creativity of the presentation will also be considered in the evaluation. There is a limit of six one sided pages, however if a piece is longer, the exhibitor can enter a synopsis along with the total piece. The synopsis can be no more than the six page limit. Recorded oral presentations of the work can also be submitted with the written work.
 - E1) **Fiction** - Writing can be presented in any form of genre such as a story, letter, poem or script for stage or screen.
 - E2) **Non-Fiction** - In this form of creative writing the author uses self-exploratory writing that draws on personal experiences. The format could be an autobiography, personal story, letter, poem or script for stage or screen that are based on true-life experiences for the author.
 - F. **REFLECTIVE ESSAY** - A written essay that represents a young person's ability to reflect on what they have learned through participation in 4-H youth development programs, projects and activities. Reflective essays will be evaluated using the following criteria: evidence of life skill development through experiential learning (Do, Share, Process, Generalize, Apply); meaningful documentation of the impact that 4-H has had in exhibitor's life; and adequate information for evaluator to comprehend the skills and abilities learned. Exhibitors are expected to pay attention to formatting, spelling and grammar usage. Exhibits will be evaluated according to individual age and level of development.
2. **POSTERS AND 3-DIMENSIONAL DISPLAYS:** Educational poster/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 the evaluator understand purpose and/or outcome.
 - A. **PUBLIC PRESENTATION POSTERS** - Posters must be accompanied by a descriptive summary so that evaluator clearly understands why/how poster was used.
 - B. **POSTER / EXHIBIT** - Individual or group; a series of posters (at least 14" x 22") / photos (8x10) or 3-dimensional exhibit representing any aspect of 4-H Youth Development projects and/or activities.
 - C. **DISPLAY DEMONSTRATING THE THEME 4-H: JOIN THE REVOLUTION OF RESPONSIBILITY** - Exhibitor may use any suitable materials or photographs to demonstrate to the public that 4-H can take you places (literally or figuratively). Display should incorporate some text to help fairgoers understand what 4-H Youth Development is all about.

3. **4-H BANNERS:** Minimum size is 2' x 4'. Should be designed to hang vertically or horizontally or to be carried horizontally. Must be equipped with a dowel on top suitable for hanging or carrying. Any assembly technique can be used. Must incorporate the 4-H Clover
4. **PERFORMING ARTS:** Exhibits should illustrate the exhibitor's involvement in performing arts. Involvement may be as a performer, technical support staff, reviewer or observer.
 - A. **PROP** - Any object or material constructed by the exhibitor for use in a production. Examples: backdrop, scenery, puppet, mask, etc. **Note:** *costumes are evaluated in Textiles and Clothing classes.*
 - B. **SCRIPT** - An original sketch, scene or play written by the exhibitor.
 - C. **DOCUMENTATION** - Notebook, posters or 3-dimensional exhibits about involvement in live performances.
 - D. **OTHER** - Any performing arts exhibit or project falling outside the categories described above.
5. **WRITING & PRINT OPEN CLASS:** an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

Section C Consumer & Family Sciences

General Guidelines:

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

FABRIC FURNISHINGS and HOME ACCESSORIES

Class No.

1. **ROOM ACCESSORIES/EMBELLISHED FURNISHING:** such as bulletin board, fabric décor, lampshade, picture frame (may be non sewn items). Includes items such as placemats and lampshade that have been changed by adding fabric, painted design or other embellishments.
2. **FABRIC ACCESSORY:** such as pillow, throw blanket, wall hanging, placemats, napkins, tablecloth, macramé and needle - work items inducing needlepoint, bargello, counted cross-stitch, latchhooking, crewel embroidery, candlewicking, knitting and crocheting, 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. **A GROUP OR CLUB PROJECT:** club or group project such as a quilt, wall hanging, etc. (Club Banners see Communications and Expressive Arts classes.) Include fabric content and care information.
5. **HOME STORAGE:** laundry bag, shoe bag, locker caddies, travel storage, etc.
6. **TABLE SETTING EXHIBIT:** an entry should include table setting for 1 person, menu, short story about the specific occasion the setting is for, table cloth, place mats, 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 exhibitor).

WOODEN FURNITURE and FURNITURE ACCESSORIES

Class No.

7. **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 Science, Engineering & Technology if exhibitor wants woodworking skills evaluated.
8. **CHAIR OR STOOL WITH NEW SEATING:** frame may be new, unfinished, restored, refinished by exhibitor. May have a painted or natural finish. Seat may be upholstered, caned, etc. Note: exhibit is just for seat evaluation only.
9. **HOME ENVIRONMENT OPEN CLASS:** is an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

FINE ARTS

General Guidelines:

- Entries limited to one of a kind items designed by the exhibitor.
- Art Objects must be in good condition, ready for display.
- Small, delicate, fragile items should be displayed securely in a display box.
- Objects whose ultimate use is to hang on the wall must have mountings on them and be ready for hanging.
- Fine Arts & Crafts entries made using recycled materials will be evaluated on entry's artistic value. Note: Items made from recycled materials may be evaluated in Environmental Education if youth would benefit more from its evaluation being based on the re-use of material. Please include where the recycled material came from in EIS card.

Class No.

10. **PAINTINGS, DRAWINGS, GRAPHICS/PRINTS:** art work is to be visibly signed, matted and framed. Backgrounds should be filled in lightly on all artwork.
 - A. **DRAWING** - Expressive work in pencil, charcoal, felt tip pen, crayon, pastel, brush or ink.
 - B. **PAINTING** - Expressive work in oil, watercolor, acrylics or mixed media, i.e., watercolor and ink, acrylic and chalk, acrylic and collage, etc.

- C. **GRAPHICS/PRINTS** - Any printing process that duplicates one or more identical images. Minimum of 2 images in exhibit. Include if possible the stamp or photo of the graphic ex: potato or apple.
- D. **SCULPTURE** - Materials may be wood, stone, clay, original cast plaster, paper-Mache, metal (sheet or wire), fibers, fabric or fiber glass, or a combination of these. Processes may be carved, modeled, fired, soldered, glued, molded, laminated, nailed or sewn.

HOBBY CRAFTS

General Guidelines:

- An exhibit shall consist of the following showing at least 6 hours of work:
 - Craft objects must be in good condition, ready for display.
 - Must exhibit age appropriate work and good quality workmanship of the craft.
 - If an exhibit takes less time than 6 hours, multiple items may be exhibited and displayed nicely to create one exhibit. - Small, delicate, fragile items should be displayed securely in a display box.
 - What was the source for the idea of this craft? If a commercially available kit/pattern is used please include the name of the kit/pattern or the place/experience at which you created the project on your Exhibitors Entry Statement.

Class No.

11. CRAFTSMANSHIP: an exhibit shall consist of one of the following:

- A. **HOBBY CERAMICS** - Any form cast from a commercial mold or pre-form. Cleaned and painted/stained/glazed. Proper sealant if not glazed.
- B. **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.
- C. **LEATHER** - Using commercial patterns and kits. Objects can be tooled, carved, molded, stamped, laced, stitched and/or riveted. Sealant should be applied.
- D. **GLASSWORK** - Can be from a commercial source.
 - 1. Etched, sandblasted, blown or pulled, annealing/tempering/slumped/fired.
 - 2. Stained glass - can be painted glass or liquid lead.
- E. **METAL** - Objects of metal(s) used singly or in combination with other materials such as other metals, plastics, wood, ground stones, bone, enamel. Object can be made they the following processes: hand cut; etched; engraved; tooled or molded. No entries with tin cans permitted.
- F. **MOSAICS** - Two— or three-dimensional objects using clay tiles, glass, stone. Projects should be grouted and sealed. Stepping stones can be entered.
- G. **WOOD AND/OR PAPER** - Processes from commercial patterns and kits: carving, wood burning, gluing, inlay, cutting, tearing, layering (origami) folding, quilling, basket making.

HERITAGE ART, CRAFTS AND DOCUMENTATION

Include the following on or with the completed EIS.

- a. Source of traditional design (specific ethnic group or family)
- b. Design plan/chart
- c. Appropriate heritage documentation for the exhibit. Include historical time period of entry (ex: Basket should include history of baskets and purpose of design; leather entries include what tribes of Native Americans).

Emphasis in the heritage art, crafts and documentation is on personal growth and knowledge through learning about a cultural heritage. It is based on research of traditional designs, methods and materials as well as learning the necessary skills.

- Objects 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 to complete the project.
- **No Soap Entries:** No soap entries of any kind will be accepted .

Class No.

12. HERITAGE ART EXHIBIT - shall consist of one of the following:

- A. **HERITAGE ART AND CRAFTS** - Traditional objects using materials, methods and/or decoration based on a continuation of ethnic art or handed down from one generation to another. Example: basket, rug making, embroidery, quilting, Native American crafts, scherensnitte, etc.
- B. **PROCESS NATURAL FIBERS** - Natural fibers processed for use.
- C. **HERITAGE DOCUMENTATION** - Genealogy of family or community history (building, village names) or methods of processing (Native American crafts, basketry, soap making). Photos of generations can supplement written documentation. Cite references.

13. FINE ARTS & CRAFTS OPEN CLASS: an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

HEALTH AND SAFETY **NEW IN 2018

Class No.

- 14. **CREATIVE TOY, GAME OR STORYBOOK:** a homemade toy, book, game or activity to be used with children. EIS statement should include age of child intended to use article, developmental stage the item is suited for and why this would be an appropriate play item.

15. **“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.
16. **First Aid or Emergency Preparedness Kit**: including items necessary for a kit. Please include the intended use of kit, why choices were made and your sources of information. Can be for humans or animals. **New in 2018
17. **CHILD DEVELOPMENT OPEN CLASS**: an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

TEXTILES AND CLOTHING

General Guidelines:

1. State Fashion Revue garments may not be entered in any of these classes, but may be evaluated for comment only.
2. For all classes in textile and Clothing in addition to the completed EIS, include the following:
 - a. Name or source of pattern (it is recommended to include pattern envelope and/or directions, if possible)
 - b. Fiber content of item when available.
 - c. Care label information; and
 - d. If a kit is used for down or fiberfill items or outdoor equipment (ie., parka, hood, booties, sleeping bag, tent) this must be stated.
 - d. Where did you get your ideas from (name of 4-H Project)?
3. No kits are allowed for the original pattern and design class.

WEARABLE SEWN ITEMS

Class No.

18. **CLOTHING**: note guidelines above. Any beginner, intermediate or advanced level sewn garment (guidelines are included below to assist member and evaluator in judging the skills of the 4-H member. Pieces of a coordinated outfit should be entered as one entry.
- A. **BEGINNING SKILL MEMBERS** - Skills may include seams, pressing, casing for elastic, facing, hems, raglan or kimono sleeves, hook/eye, gathering and darts.
 - B. **INTERMEDIATE SKILL MEMBERS** - Skills may include gathering, collar, set-in sleeves, plackets and cuffs, zipper, packets, pleats, simple plaid/stripes, snaps, belt loops, interfacing, machine buttonholes and waistband.
 - C. **ADVANCED SKILL MEMBERS** - Skills may include specialty fabrics, plaids and stripes, lining, bound buttonholes, welt pockets, tailoring.
19. **WEARABLE ACCESSORIES, SEWN**: an item created by the exhibitor, which has a decorative and/or functional purpose.
20. **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.
21. **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.

NON-APPAREL SEWN

Class No.

22. **RECYCLED GARMENTS**: examples include remodeled or renovated items that are not clothing. For example: jeans turned into grocery/all purpose bags, t-shirts turned into a purse, towels turned into a dog toy, etc.
23. **RECYCLED NON-APPAREL, SEWN**: examples include outdoor equipment such as backpack, tent, sleeping bag, articles for a horse such as saddle pad, cooling sheet, saddle bags or recreational items such as kites and toys. For reference see the 4-H Curriculum *Simple Gifts* and *The Flight/Fabric Connection*.

WEARABLE ART

Class No.

24. **WEARABLE ART**: apparel made using a form of textile art other than sewing. Items may be crocheted, knitted, woven, tie-dyed, etc. No fabric paints.
- A. **CROCHET/KNITTED FIBER CLOTHING** – Clothing made using a form of crocheting or knitting such as a sweater, vest, scarf, etc.
 - B. **TIE-DYING/BATIK MATERIAL CLOTHING** – Clothing made using tie-dyeing which utilizes knotting and folding techniques or batik which utilizes the immersion or outline fill-in techniques of wax resist to make such clothing as a tee-shirt, pants, etc. Purchased clothing can be used to do either of these techniques on.
 - C. **NON-TRADITIONAL MATERIAL CLOTHING** – Clothing made using paper, duct tape, paper clips, bubble wrap, etc.
 - D. **WEARABLE ART OPEN CLASS** - 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.

For the following classes - Must be original pattern design. Items in these classes will be evaluated by clothing evaluators.

Class No.

- 25. WEARABLE OR NON-WEARABLE ITEMS DESIGNED AND CONSTRUCTED BY EXHIBITOR:** designs may be made by hand, by computer or combinations/design alterations of purchased patterns. Include pattern and description.
- 26. PURCHASED GARMENT:** entries in this class should reflect wise consumer decision-making. Garment or outfit must be accompanied by an 8 ½" x 11" information notebook. The notebook must include the following (1) color photo of entrant wearing garment or outfit – label photo with name, county and color of complexion, hair and eyes; (2) cost of garment – include price tags or information, itemized comparison of cost to make garment – consider cost of fabric, notions, pattern, labor, etc. (3) story that describes: a) why garment was purchased; b) how it fits into wardrobe; c) fabric structure, fiber content and care; d) simple accessories selected; and e) activities for which garment will be worn. For reference see the 4-H Curriculum *Clothing Decisions*.
- 27. TEXTILES & CLOTHING OPEN CLASS:** an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

FOOD & NUTRITION

General Guidelines:

- The recipe may not include alcohol (this does not include vanilla which is a standard ingredient in recipes) as one of the ingredients.
- A recipe can be only entered in one class in the Food and Nutrition section.
- All baked entries must have been baked from scratch by the exhibitor. No ready made refrigerated or frozen dough, pastry crust or box mixes are permitted.
- No exhibits requiring refrigeration (cream or custard-based pies, cakes) are allowed.
- Our goal is to encourage the mastery of skills. Fewer ingredients generally means a simpler recipe. The more experienced 4-H member is encouraged to exhibit a more difficult recipe. Exhibitors are also encouraged to not exhibit in the same class year after year. Again, this is to demonstrate mastering of new skills.
- Please do your best to demonstrate good nutritional choices in your recipe.
- Remove all items from baking pans (except pies) and exhibit on paper plates or foil-wrapped cardboard. Exhibit must be covered with plastic resealable baggies – no plastic wrap. Do not bake muffins or cupcakes in paper liners.
- **Include recipe card (product name, ingredients, preparation steps, yield, recipe source) with all baked entries. Indicate how the recipe was modified to make it healthier.**
- An exhibit is: 3 samples of small items (cookies, muffins, cupcakes, rolls, breadsticks, pretzels or similar products); ½ of large item (loaf bread, cake, coffee cake or similar products); or whole item if needed to convey appearance of product (pie, turtle-shaped bread or similar products).
- Complete exhibitor information statement card for each exhibit entered, indicating new skills mastered and nutritional choices made.

COOKIES

Class No.

- 28. DROP OR HAND-SHAPED, PRESSED, PAN-BAKED, ROLLED OR REFRIGERATOR:** examples: drop-chocolate chip, applesauce, oatmeal; handshaped 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 & BREADS (NO YEAST)

Class No.

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

YEAST BREADS

Class No.

- 32. YEAST ROLLS.** Plain, whole grain, flavored, or other yeast rolls of any shape; does not include fancy rolls with fillings or frosting.
- 33. YEAST BREAD.** Plain, whole grain, flavored, or other, baked in a loaf pan.
- 34. 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

Class No.

35. **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". Un-frosted. Cakes with frosting or topping may be entered in Grown in NY, Heritage Foods or International Foods.
36. **CAKE DECORATING** – Frosted and decorated cake or special occasion disposable form or 3 cup cakes for a birthday, anniversary, graduation, etc. Decorations need to be made with decorator's frosting using decorator's tips. Candies, actual flowers and other decorations can only be added to enhance the frosting decorations, not used alone. Include on EIS card what occasion the cake/cupcakes is to be used for.

PASTRY / PIES

Class No.

37. **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 are allowed.**
38. **TARTS OR TURNOVERS** – 3 items make an exhibit. Ex. Peach tarts, apple turnovers, etc. **No exhibits requiring refrigeration are allowed.**

HEALTHY LIVING

Class No.

39. **BAKING LIGHT** – An exhibit is sample of any baked product that is made with less fat and total calories by (1) modifying a recipe (include original and revised recipe); (2) using an already modified recipe; (3) making a traditionally low fat product such as angel food cake. The recipe and explanation of why it is low in fat must be included. Cookies, loaf bread, cake, cupcake, coffee cake, muffins, pies or other baked items.
40. **HEALTHY SNACK** – This may be an actual food exhibit, poster, photos or may include faux food. The idea is to prepare an example of a healthy snack that you might have yourself or may prepare for friends. Actual food exhibits must be able to be presented without the need of refrigeration. Examples of Healthy Snacks: veggie platter, smoothie, cheese and crackers, fruit kabob. EIS statement should include serving size and information about the nutritional value of the snack.
41. **PACKED LUNCH** – Entry is to be presented in a lunch bag or box (always good to think about how this will be displayed at the county booth). Display may include photos or pretend food, if actual items will not hold up. EIS statement must include the following: a) Dietary needs of individual that lunch is for (aka: a 3rd grader will require less food than a high school athlete); b) Facilities available for keeping lunch (aka: will this be used on a trail ride? Lunchroom: Do you need a microwave in order to prepare? etc.) c) Nutritional value of the lunch packed (consider this when you decide what is going in the packed lunch).
42. **MENU FOR A DAY** – The menu should include complete listing of all meals and snacks that would be eaten over a one-day period. A description of individual or family for whom meals are intended must be included. Typed exhibit with photos is recommended, creativity is encouraged. **See **RECIPE COLLECTIONS** below for more HEALTHY LIVING options.
43. **HEALTHY BAKED PRODUCT** - 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, pieces or other baked items.

OTHER BAKING CLASSES

Class No.

44. **HERITAGE FOODS/INTERNATIONAL 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) family history/ traditions or historical background/context associated with the food and (c) traditions associated with preparing, serving and eating the food. Cookies, muffins, bread, cake, cupcakes, coffee cake, pie or other baked items.
45. **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 EIS card the reason for the treat such as for your pet, community service project, fund raiser, etc.
46. **FOOD TECHNOLOGY EXHIBIT** - Exhibit to include a food product prepared using new technology or a non-traditional method (i.e., bread machine, cake baked in convection oven, baked item made in microwave, etc.). Include recipe and why you used this method.

RECIPE COLLECTIONS

Class No.

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

PRESERVED FOODS

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

Criteria for Exhibiting Home Canned Foods:

- **Remember: use only United States Department of Agriculture (USDA) tested and approved recipes.** The USDA has researched, tested and approved recipes for home canning. In order to obtain a safe, quality product use only up-to-date (1994 or later) USDA approved recipes. Approved recipe sources include:
 - * National center for Home Food Preservation at <http://www.uga.edu/nchfp/>
 - * So Easy to Preserve, University of Georgia
 - * Your local Cornell Cooperative Extension Office
 - * Ball@Blue Book
- **Canned exhibit consists of one clear-glass Standard Mason jar processed with a self-sealing, two piece lid.** (metal lid and metal ring). Rings should have been removed after processing and cooling in order to clean and store the canned good. Rings should be put back on for transport to fair, but removed by exhibitor before judging.
- **Top of jars must be labeled with the product and date processed.** Do not put labels on the sides of the jars (this makes it difficult for judges to view the product).
- Attach a separate card securely to the exhibit and include:
 - * Recipe
 - * Recipe Source (Site Ball Blue Book or other USDA source – not family member)

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

- * Contents
- * Type of pack (hot or raw)
- * Type of processing (boiling water bath or pressure canner)
- * Processing time
- * Altitude adjustment if required
- * Headspace
- * Date of processing
- Appropriate head space requirements must be followed. In general – Fruit Juices ¼ inch; Vegetables ½ inch; Jams and Jellies 1/8 – ¼ inch; Pickles ½ inch; Tomatoes ½ inch or according to USDA approved recipes.
- Jars must be free of cracks, chips, etc.
- Each exhibit must be vacuum sealed.
- The following entries will be disqualified:
 - * Foods processed and packages not following current (1994 and later) USDA recommendations *
 - Paraffin sealed jams and jellies
 - * Jars with zinc lids
 - * Foods in green jars or non-standardized jars *
 - Jars with more than 2” headspace
 - * Jars with added color, bleach, sulfite or other preservatives, unless called for in a USDA approved recipe. (For example, baking soda may not be added to green vegetables)
 - * Jars or food that were made and processed over one year ago.

Class No.

- 49. CANNED FRUIT**
50. VEGETABLE
51. TOMATOES
52. JUICE
53. PICKLES, RELISH
54. JAM, JELLY, MARMALADE

DRIED/DEHYDRATED FOODS

Criteria for Exhibiting Home Dried/Dehydrated Foods:

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

Class No.

55. DRIED VEGETABLES

56. DRIED FRUIT

57. LEATHERS

58. HERBS

59. MAPLE SYRUP: An exhibit will consist of homemade maple syrup in a clear glass bottle appropriate for syrup products. EIS card

should include the process used to make the syrup and the resource(s) of their information.

60. FOOD & NUTRITION OPEN CLASS: an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

Section D . . . Visual Arts & Photography

IMPORTANT - TWO exhibits per class/per exhibitor **with no more than FIVE** exhibits per exhibitor overall in Visual Arts/Photography Section

- Visual Arts/Photography exhibits must have been created by the exhibitor as part of a 4-H program during the current year and should reflect a meaningful, thoughtful process.
- Visual Arts exhibits will be evaluated on technical quality, composition, story telling 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 be hung
- **All exhibits must be accompanied by an Exhibitor Information Statement.**

Class No.

1. **PHOTO STORY** – Narrative or informational presentation using images as illustrations to communicate 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.
2. **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.
3. **PHOTO STUDY CLASS** - Consist 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, etc.
4. **VIDEO PROJECT** - **Please note that Evaluators have limited viewing time available. You must provide proper viewing equipment for the Evaluations: do not assume that equipment will be readily available at the fair.**
 - * Project can be a 30 second television spot, a documentary demonstrating 4-H activities, a narrative or dramatic group project by 4-H members or an informational presentation promoting 4-H.
 - * Project to feature a 4-H project or activity or promote 4-H.
 - * Products longer than 10 minutes should include a short "preview highlights" show as a separate tape, disc or file. **Please remember that Evaluators have limited viewing time available.**
 - * Project can be submitted as a CD or DVD. If project is submitted as a computer file, clear documentation for opening and viewing procedures, as well as software requirements should be included in supporting documentation.
 - * To ensure that the exhibit can be viewed and evaluated at the fair, the exhibitor should make 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.

Class No.

5. **SINGLE UNEDITED DIGITAL IMAGE**
 - * Picture comes straight from the camera, no modification.
6. **SINGLE SLIGHTLY EDITED DIGITAL IMAGE:**
 - * Image somewhat digitally edited or enhanced.
 - * Modifications may include: changing color, cropping; sharpening or blurring; brightness or contrast changes; or the addition of text.
 - * Thumbnail of the original image shall accompany exhibit.
7. **SINGLE HEAVILY EDITED DIGITAL IMAGE**
 - * Image has been radically digitally edited or enhanced.
 - * Modifications may include: addition to or the removal 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.
8. **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.
9. **SINGLE FILM IMAGE**
 - * Commercially developed from 35 mm film camera, unedited, black and white or color.
10. **COMPUTER GRAPHIC DESIGN** – design a graphic to be used to promote any aspect of 4-H. Design must:
 - * Be copy friendly
 - * Be computer generated/or hand drawn graphic
 - * 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.

12. POWER POINT PRESENTATION – Submit a hard copy of your presentation as well as a disc or flash drive.

13. VISUAL ARTS/PHOTOGRAPHY/GRAPHIC DESIGN OPEN CLASS: an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

Section E Horticulture

GENERAL INFORMATION FOR HORTICULTURE EXHIBITS

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

PLANT COLLECTIONS

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

A. PRESERVED

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

Class No.

1. **LEAF, TWIG** (and fruit, flowers and seed, if possible) **OF TEN OR MORE ORNAMENTAL TREES.**
2. **LEAF, TWIG** (and fruit, flower and seed, if possible) **OF TEN OR MORE ORNAMENTAL SHRUBS.**
3. **LEAF, TWIG, AND ILLUSTRATION** of fruit or nut, of ten or more fruit or nut plants.
4. **TEN WEEDS** common to lawns and flower beds.
5. **TEN ANNUAL FLOWERS**
6. **TEN PERENNIAL FLOWERS**
7. **TEN WILD FLOWERS**
8. **TEN SEEDS** (any single plant type, e.g., 10 ornamentals, 10 fruits, etc.) * Clean and dried (not green) Seeds must be harvested by exhibitor.
 - * A picture of plant must accompany seeds.
 - * List growing conditions required.
9. **MISCELLANEOUS COLLECTION:** Entries will be judged according to similar project criteria.
10. **HORTICULTURE SCRAPBOOK** (Collection of plant pictures)
 - May be cut from magazines or garden center catalogs, illustrated by your own drawings, photographed or photocopies.
 - Write in the front or back of the catalog where your images came from if you did not make them yourself (for example: *Pictures are from W. Atlee Burpee 1998 seed catalog*).
 - This scrapbook makes an excellent study guide for the Horticulture Contest.
 - Each plant should be represented on its own 8 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 notebook binder.
- Label with common name and brief description. Consult *NY Horticulture Contest Guidelines* for the plants required in each class.
- Beginners must include the 15 plants specified from each group—flowers and indoor plants; ornamentals; fruits and nuts, vegetables. • Intermediates must include the 30 plants from each group
- Advanced participants must include all 45 plants from each group.
- *NY Horticulture Contest Guidelines* are available from your 4-H Cornell Cooperative Extension Educator or at <http://www.hort.cornell.edu/4hplants>.

11. HORTICULTURE PHOTO RECORD BOOK

- Photos must be taken by 4-H'er.
- 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.
- 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*).

EXPERIMENTS

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

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

- **Background.** Describe why you did this experiment and why it is important to you and other people?
- **The Question** (or hypothesis). What specific question does your experiment try to answer? For example: "Does watering geraniums with coffee increase their growth?"
- **Methods.** Outline how you did the experiment. Be sure to include:
 - a) **Treatments.** Describe specifically what you are comparing as treatments. Remember that you should have a check treatment (what is usually done) and the 'test' treatment. From the above question: Check = watering with water, and treatment = watering with coffee.
 - b) **Measurements.** Describe what you are measuring (weight, height, etc.) and why. Include observations of the plants over the course of the experiment.
- **Results.**
 - a) What did your measurements tell you about the treatment compared to the check? Was there a difference and if so, why do you think so? Use tables, graphs or pictures to share what you learned.
 - b) What other things did you notice in your observations?
- **Conclusions.** What did you learn? What is important about your results to other people? What would you suggest to someone else, based on what you learned?

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

- include actual examples of treated and untreated plants, if possible, otherwise use drawings or photographs.
- On sheets of paper, describe your study using the above 5 sections.
- Use big print so that it is easy to read from 3 feet away.
- Glue these sheets, along with any photos or graphs to heavy poster paper (14" x 22" minimum) for display. "Strawberry Yields Forever" http://www.cerp.cornell.edu/4h/search_results.asp?or=b&al=2&a=93&pg=9

Class No.

12. PROPAGATION

13. BREEDING

14. SOIL SCIENCE

15. CULTURAL PRACTICES

16. MISCELLANEOUS: Entries will be judged according to similar project criteria.

GARDEN ENTRIES

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

- Exhibits that require it, must be grown by the exhibitors in their **individual, family, school or community gardens**, unless otherwise noted.
- Individual may display 5 entries in any one class, except where the number of entries is stated differently. Each exhibit must be of a distinctly different variety type.
- Exhibits and awards will be evaluated based on standards below.
- Exhibit must be labeled with correct common name and variety name (i.e., snap beans, Blue Lake; or petunia, Red Picotee). **Otherwise, awards will be downgraded.**
- **Excellent** - clean; only very minor defects in general appearance; best market size and quality; true to varietal characteristics. For exhibits with more than one specimen: not more than 10 percent variation in sizes for fruits and vegetables and cut flowers; only slightly detectable variation, uniform in shape, color and degree of maturity.
- **Good** - clean; slight defects in general appearance; defective and unusable parts should not exceed 5 percent; good market size and quality. Exhibits with more than one specimen: not more than 25 percent variation in sizes for fruits and vegetables, and cut flowers; only slightly detectable variation in shape, color and degree of maturity.
- **Worthy** - fairly clean; some defects in general appearance; defective and unusable parts should not exceed 10 percent; fair market size and quality. Exhibits with more than one specimen—not more than 100 percent 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 percent; unsatisfactory market size or quality. Exhibits with more than one specimen — more than 100 percent variation in sizes for fruits and vegetables; extreme differences in shape, color or degree of maturity.

Class No.

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

- Beans, lima, 5 green pods, edible beans
- Beans, snap, green, 5 pods
- Beans, snap, yellow, 5 pods
- Beans, snap, pole or vining type, 5 pods
- Beans, green shell, 5 pods, any variety including edible soy, Horticultural,
- Kentucky Wonder
- Beans, dry shelled, 1/2 cup in container, dry field bean v
- Broccoli, 1 head or bunch of small heads, 5 inches or more in diameter
- Brussels Sprouts, 1-pint basket
- Cabbage, 1 head, 2 to 4 pounds, with 3 to 4 wrapper leaves, any fresh market variety.
- Carrots, 3, tops trimmed to 1 inch, no green shoulders
- Cauliflower, 1 head, leaves cut just above head •
- Celery, 1 plant, market quality, roots off
- Chard, 1 plant, roots and damaged leaves off
- Chinese Cabbage, 1 head
- Chinese Cabbage, loose leaf, roots off, 1 plant
- Corn, Sweet, 3 ears, husks removed completely, shank trimmed to 1/2 inch, display in transparent bag •
- Cucumbers, 2 slicing types, 5 inches or longer, 2 inches or less in diameter
- Cucumbers, 3 pickling type, 3 to 5 inches
- Cucumbers, 3 pickling type, less than 3 inches
- Dill, bunch of 3 seed heads, tied or in transparent bag
- Eggplant, 1 large oval and oblong types such as Black Beauty, Black Magic, Black Enorma, Dusky •
- Eggplant, 2 small, slender and round types such as Easter Egg, Ichiban, Long Tom, White Beauty •
- Endive, 1 plant, roots off, good market size
- Garlic, 3 bulbs, dried, braided together or tops trimmed to 1 inch, cleaned, not peeled •
- Herbs, any kind, plant in pot or tied bunch
- Herbs, dried, show a minimum of 1 tablespoon. Exhibiting a larger amount is acceptable. Herbs must be appropriately prepared for use.
- Kale, 1 plant, roots off
- Kohlrabi, 2, tops and tap root trimmed to 2 inches •
- Leek, 3 large, trimmed
- Lettuce, leaf, 1 plant, roots off, good market size •
- Lettuce, head, 1 plant, roots off, good market size
- Muskmelon and honey dew melon, 1 good market quality •
- Mustard, 1 plant, roots off
- Okra, 4, 1 1/2 to 3 inches long

- Onions, bulbs, 3 tops trimmed to 1/2 inch, well cured and dried, not peeled •
- Onions, 4, green bunching type, tops on but trimmed evenly
- Parsley, 1 plant, roots off, good market size and quality •
- Parsnips, 3 tops trimmed to 1 inch
- Peas, 5 pods
- Peppers, 2, large types such as Bell, Cubanelle, Italian Sweet
- Peppers, 3, small types such as Banana, Hungarian Wax, Cherry, Jalapeno •
- Potatoes, 3 tubers, 5 to 10 ounces
- Potatoes, 1 pint basket, salt potato types, 3/4 to 1 1/4 inch diameter •
- Pumpkin, 1, ripe, any variety
- Radishes, 4, tops trimmed to 1/2 inch •
- Rhubarb, 4 stalks, tops trimmed
- Rutabaga, 1, tops trimmed off
- Shallot, 3, tops trimmed to 1/4 inch, dried, not peeled •
- Spinach, common, 1/2 pound in transparent bag
- Spinach, New Zealand, 1/2 pound, bunch or tender tips 3 to 6 inches, tied or in transparent bag •
- Squash, summer, 2, young, skin tender, such as zucchini, yellow, scallop
- Squash, winter, 1, any large types such as Hubbard, Delicious, Banana
- Squash, winter, 2, any small types such as Buttercup, Butternut, Spaghetti, Table Queen, Golden Nugget •
- Squash, 1, soft and round stem, such as Big Max, Big Moon, Mammoth
- Sweet potatoes, 3 roots, any variety
- Tomatoes, 2, ripe, stems off, medium and large fruited varieties including Roma types •
- Tomatoes, cherry ripe, 1/2 pint basket, stems off, also Presto and small fruited types
- Turnips, 2, tops trimmed to 1 inch •
- Watermelon, 1 mature, market size
- A collection of 3 related types, such as 3 varieties of pepper, or 3 vegetables that appear in an ethnic cuisine
- Miniature Vegetables, 6 of one type, harvested at small or baby stage Ornamental Vegetables, 3, such as miniature pumpkins, gourds, decorative corn; ornamental kale (1 specimen)
- Heirloom Vegetables, any variety from the Heirloom Garden bulletin, exhibited in same manner as other vegetable classes •
- Miscellaneous, any other vegetable not listed, display same number of specimens as similar crop listed

Class No.

18. VEGETABLE ART •

Vegetable character

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

19. CUT FLOWERS – UP TO 8 DIFFERENT ENTRIES MAY BE EXHIBITED IN THIS CLASS: Consist of 3 stems with the same color blooms except as noted:

- Gladiolus - ONE spike with at least 12-inch stem & other large spikes
- Roses - ONE stem of the type entered.
- Dahlias - THREE blooms of one color, or ONE bloom if over 6 inches.
- Any bloom 6" or larger – show ONE specimen, such as a 6"+ sunflower or dinnerplate dahlia.
- Stems should be eight inches long, except where type of flower makes this impossible.
- Flowers that do not last as cut flowers (daylilies, hollyhocks, impatiens, portulaca, etc.) may not be entered.
- Blooms of weeds, wild flowers and shrubs will not be evaluated. If you would like to show a weed (or wildflower) you should enter it as a "Methods" project (Class 31, Example: How to grow wild geranium for cut flower) or as an "Experiment" (Class 13, 14, 15 or 16) where you might evaluate a weed for use as a cut flower.
- You may provide your own disposable container.
- Aster (annual) - Bachelor Button
- Caela Lily – 3 stems
- Calendula
- Chrysanthemum (any form)
- Cleome
- Cosmo
- Dahlia – 6" blossom, 1 stem; less than 6" blossoms, 3 stems
- Flowering Tobacco
- Gladiolus

- Larkspur
- Marigold
- Delphinium
- Asiatic Lily (one stem)
- Nasturtium
- Ornamental Grass (foliage and fully developed seed head)
- Phlox-annual
- Rose
- Petunia
- Rudbeckia (Coneflowers, Blackeyed Susan)
- Snapdragon
- Statice (fresh, not dried)
- Stock
- Strawflower (fresh, not dried)
- Sunflowers
- Sweet Peas
- Zinnia
- Zinnia, large, over 4"
- Daisies
- Pansies
- Viola
- Carnation
- Miscellaneous, any other cut flower not listed, annual or perennial, display the same number of specimens as similar crop listed.
- A collection of 6 (six) garden cut flowers, not used in other cut flower entries. One (1) specimen of each variety. Flowers named and variety listed. No wildflowers

Class No.

20. INDOOR GARDENING

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

21. INDOOR GARDENING: HOUSE PLANTS

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

22. CONTAINER GARDENS

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

23. FRUITS AND NUTS: All fruits and nuts must be cared for by exhibitors. Nuts grown in the previous year may be entered. For

more information on culture, consult: "Strawberry Yields Forever" - a day neutral strawberry 4-H project, available at <http://www.gardening.cornell.edu/education/youth/activities/pdfs/strawberryyields.pdf> Other publications at this website may be useful.

- Apples, 3, ripe, any single variety

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

24. FLORAL DESIGN: List plants and varieties.

- Dry or fresh flower corsage in transparent bag.
- Table arrangement of live or dry plant material - not over 12" in diameter and under 8" in height.
- Holiday decoration of live, dried or natural plant materials - no more than 18" in diameter or 24" long.
- Plaque of dried or pressed plant material; includes other craft projects made with *real* plant material (e.g. floral pictures). Plaques and pictures need to be signed.
- Large Arrangement of live or dried plant material – for arrangements over 12" in diameter and over 8" in height.
- List ID sources.

25. MINIATURE ARRANGEMENT

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

26. HORTICULTURE OPEN CLASS: an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

HORTICULTURAL METHODS

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

- Because of the difficulty of reproducing some of the horticultural methods for exhibiting purposes, a poster or poster series format may be used.
- Use heavy poster paper (14" x 22" minimum) as a background.
- Glue or tape photos and diagrams, along with sheets of white paper that include your description within these sections: 1) *introduction*, 2) *growing method used*, 3) *what you learned or discovered*.
- Instead of a poster, an exhibit of the method itself (such as a small hydroponics setup) can be displayed.
- For ideas and information consult the website: http://www.cerp.cornell.edu/4h/search_results.asp?or=b&al=2&a=93&pg=4

Class No.

27. HYDROPONIC GARDENING

28. SEASON EXTENDER METHODS

29. PROPAGATION

30. MISCELLANEOUS - ANY HORTICULTURAL METHODS NOT LISTED: Entries will be judged according to similar project criteria.

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.

Class No.

31. HOME GROUNDS LANDSCAPE PHOTOGRAPHIC ALBUM

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

32. PLAN OR MAP OF HOME GROUNDS •

Drawn to scale.

- Show things as they were at beginning of project.
- A second map, with suitable and necessary notes, showing changes and improvements made. •
In different colors, show changes and improvements yet to be made.
- Indicate direction north on plan.
- See "Young People's Guide to Landscaping." At http://www.cerp.cornell.edu/4h/search_results.asp?or=b&al=2&a=93&pg=4

33. 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.

34. 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.

35. 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.

36. 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.

37. PLAN OF COMMUNITY SERVICE BEAUTIFICATION PROJECT

- Helpful information may be found at http://www.cerp.cornell.edu/4h?search_results.asp?or=b&al=2&a=93&pg=4

38. 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.

- 39. HORTICULTURE OPEN CLASS:** an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

FIELD CROPS

Class No.

40. FIELD CROPS

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

Section F Environmental Education

All exhibits in Section F must include, in addition to the completed green Exhibitor Information Statement, a project story (essay) on a separate sheet of paper, detailing: why you found your project interesting, its relevance to natural resources and/or environmental education, information and lessons you learned, and how the project might be used to help others learn about or appreciate the natural world.

- The length and detail of the essay should be appropriate for the exhibitor's age and level of familiarity with the project area. Critical, reflective thought is encouraged. Some projects directly relate to environmental education (e.g., they can be used to teach others about important environmental phenomena), other projects relate indirectly to environmental education by helping the exhibitor, through production of the exhibit, to learn for himself/herself a meaningful lesson about the environment. These lessons can then change the way the exhibitor views and interacts with the natural world. Whether through direct or indirect connection to environmental education, the exhibitor must explain in his/her essay how the project helped him/her to think and act differently to the natural world and/or communicate differently with others about the natural world.
- For example, if the exhibit is a bluebird box, the essay may include an explanation of: why you chose the project, what made it interesting, what about the box makes it a good home for bluebirds, observations/plans you have to learn about bluebird behavior, why should people use bluebird boxes, how this project relates to the environment or natural resources, and what you learned while doing the project. You might also include how the project will be used to help others learn about or appreciate bluebirds and the habitat in which they live. **If the project story does not accompany the exhibit, the exhibit will not receive a maximum grade.**

Class No.

1. ENVIRONMENTAL EDUCATION

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

2. FISHERIES AND AQUATIC RESOURCES.

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

3. FORESTRY

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

4. RESOURCE-BASED RECREATION

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

5. WILDLIFE

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

Woodlots for Wildlife; Wildlife Discovery, New York's Wildlife Resources (fact sheets), and Wildlife in Today's Landscapes. County projects or self-initiated projects are acceptable. A good source of potential project is the 4-H Forestry and Wildlife Invitational.

6. REUSE AND RECYCLING

- Exhibits based on recycling or composting projects in the home or community.
- Clothing, crafts and other items created using post-consumer waste materials. Consult *Composting: Wastes to Resources; Wastewise; Woodsy's Resource Goldmine, Recycling in Your School Makes Good Sense; or Recycling: Mining Resources From Trash*, or *Composting in the Classroom* for exhibit ideas.

7. ENVIRONMENTAL EDUCATION OPEN CLASS: an option for exhibits deemed by the 4-H Staff to be worthwhile but fall outside the categories described above.

Section G . . . Plant Pathology

Each exhibit must be accompanied by an Exhibitor Information Statement.

GENERAL PLANT PATHOLOGY

Class No.

1. LEAFSPOT COLLECTION BOOKLETS OR PLANT PATHOLOGY EXHIBITS

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

VEGETABLE INSECT AND DISEASE CONTROL EXHIBITS

Class No.

2. INSECT AND DISEASE MANAGEMENT ON VEGETABLES PROJECTS

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

FUNGUS COLLECTIONS

Class No.

3. FUNGUS COLLECTIONS

- Fun With Fungi - Fungus Collections must have a minimum of 12 distinctly different kinds of fungi (at least one gill fungus, one pore fungus and one bracket fungus). For full credit the dried collections should contain spring, summer and autumn specimens and be labeled in the manner described in *Fun With Fungi*. Displays should attempt to exhibit knowledge gained about fungi and their role in the environment. Collection boxes should have removable covers to allow close examination of each specimen during judging.
- Photo Exhibits - Photographs of fungi may be displayed according to the General Information in the Visual Arts Section. Fungi in photos 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:
 - a) Photograph of a single fungus or group of fungi.
 - b) A collection of three or more photographs of different fungi.
 - c) 4 close-up photographs, taken hours, days or weeks apart, showing the growth and development of the same mushroom.
 - d) 3 photographs taken one each during spring, summer and fall. Or 4 photographs including one in winter.

4. MUSHROOM COLLECTOR'S JOURNAL – NEW

This category combines elements of the two preceding projects. Although preservation of dried fungal specimens in the manner described in *Fun With Fungi* (see: <http://hdl.handle.net/1813/9440.0>) is encouraged, this project does not require that the fungi be submitted as a collection of dried specimens. However, preservation of your fungi strongly encouraged for future reference or for possible submission to the Cornell Herbarium. This project should include detailed notes about each fungal specimen, photos, and sports prints. Six fungal specimens from different genera are required. Instructions and forms for this category may be found online at: <http://plantclinic.cornell.edu/mushroomjournal.html>.

- 5. PLANT PATHOLOGY OPEN CLASS:** an option for exhibits deemed by the 4-H staff to be worthwhile but fall outside the categories described above.

Section H . . . Entomology

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

GROUP A GENERAL INSECT COLLECTIONS

Class No.

1. FIRST YEAR PROJECT EXHIBITS

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

2. SECOND YEAR PROJECT EXHIBITS

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

3. THIRD YEAR PROJECT EXHIBITS

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

4. FOURTH YEAR (AND BEYOND) PROJECT EXHIBITS

- Must consist of general collections.
- Must include 80 specimens representing at least 12 orders.
- Forty specimens must have been collected during the current year.
- Forty specimens must be identified to common name.
- At least 10 specimens (representing at least 10 families) must be identified to their family. Scientific names should be included wherever possible. Common names should be placed on a separate label, pinned near the specimen as in Class No. 2.
- Proper mounting (pinned properly, wings of Lepidoptera spread, two small insects on points or minuten pins) will be strongly emphasized.

5. GROUP B ADVANCED INSECT COLLECTIONS

- For advanced collections Riker mounts may also be used.
- Complete collection data should accompany all exhibits (where collected, date, and by whom?); can be placed on back of exhibit as long as the evaluator can tell which label goes with each specimen. If you exchange specimens, label as completely as possible, giving location (country, state or province, nearest town), date collected; name of collector; plus any ecological information available such as plant or insect host, habitat, etc.
- Membership in the Young Entomologists'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.
- The Exhibitor Information Statement should contain educational value to you (what you learned) as well as what you see the educational value to others to be.

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

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

EXHIBITS OF LIVING INSECTS

Class No.

7. LIVING INSECT EXHIBIT

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

Class No.

8. ENTOMOLOGY OPEN CLASS: an option for exhibits deemed by the 4-H staff to be worthwhile but fall outside the categories described above.

9. HONEY BEE/APICULTURE EXHIBITS

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

CRITERIA FOR EVALUATION

. Order (15 pts.)

a. Minimum Requirement

GROUP A (1st, 2nd, 3rd yr. general collections) Points 13b. Extra - one point for each two orders above required number (Max of 2 pts.) 2

2. Specimens (15 pts.)

a. Minimum Requirement 13

b. Extra - one point for 5 specimens above required number (Max of 2 pts.) 2

*3. Identification (20 pts.)

a. Minimum Requirement 15

(20 points for 1st year collections - no extra points for keying beyond order)

b. Extra - one point for each specimen identified further than required (Max of 5 pts.) 5

4. Mounting and Labeling (45 pts.)

a. Pinning (10 pts.)

1) Location of pin through insect 4

2) Height of insects on pin 4

3) Angle of insects to pin 2

b. Labeling (25 pts.)

1) Readability 5

2) Visibility (Height on pin, etc.) 5

3) Proper data on labels 15

C. Spreading & Pointing (10 pts.)

1) Spreading (10 pts. for 1st year collection - no pointing required) 5

2) Pointing (using points or minuten pins) 5

5. Arrangement, Neatness & Conditions of Insects (5 pts.) 5

TOTAL 100

6. Evaluator Bonus 5

Bonus points will be given for collection where performance is beyond above requirements has been shown.

TOTAL POSSIBLE 105

*All specimens identified to genus or species should be accompanied by name of source used in identification. This should be *placed on the identification label, on a separate label, or on a small card placed inside the collection box*. No 4-H project records or loose papers (outside box) should accompany Group A collections.

CRITERIA FOR EVALUATION

GROUP B

(Advanced Insect Collections)

	Points
1. Proper labeling of specimens	40
2. Correct identification of both insects and plant material where applicable	25
3. Educational value	15
4. Proper preparation of specimens (pinning, setting of wings, pointing, etc.)	10
5. Originality of project and exhibit method, arrangement, etc.	10
TOTAL	100

Section I . . . Science, Engineering & Technology

- 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 or older.
- Up to three articles per class per member may be entered (Classes 1-6).
- For construction project, with manufactured component. (Class 9)-

WOOD SCIENCE PROGRAM

Class No.

1. WOOD SCIENCE PROJECT

A. HAND TOOL DIVISION

- Article made in a Wood Science Project that was cut out, assembled and finished with hand tools only.

B. POWER TOOL DIVISION

- Article made in a Wood Science Project that has been partially or totally completed with power tools.

C. KIT DIVISION

- Article made in a Wood Science Project that is made from 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.

Note: Birdhouses entered in Class 1 will be evaluated under Wood Science standards.*

In addition to completing the EIS, give an explanation of the project and its relevance to natural resources and environmental education. Superintendent may move birdhouse to the wildlife class under Environmental Education Section, if appropriate.

2. WOOD SCIENCE/SHOPWORK OPEN

- Article made in Wood Science/Shop work 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 division will be at the discretion of the Extension 4-H Educator.

ELECTRICAL SCIENCE PROJECTS

Class No.

3. ELECTRICAL SCIENCE PROJECTS

A. ELECTRIC DIVISION

- 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.

B. ELECTRONICS DIVISION

- Article made in an Electric Project utilizing principles and construction procedures relating to electronics is acceptable. •
Projects will be evaluated on the basis of soldering and connection techniques, neatness of assembly and other assembly procedures for electronic projects.
- Projects must be hand wired and no breadboard kits will be accepted. •
Project must be operable (i.e. contain all necessary batteries).
- **In addition to the EIS include a short explanation of why or how the exhibit works and what use it has.**

EDUCATIONAL DISPLAYS

Class No.

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

- Display should be self-explanatory through use of signs or labels and limited to approximately card table size.
- Topics may include 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 principle idea, effectiveness in illustrating one idea, appearance, arrangement and description of the display.
- Exhibit must be self-explanatory.

ROCKET PROGRAM

Class No.

5. ROCKET PROGRAM

A. 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.

B. 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 Class No. 4.

3D PRINTING

General Information: 3D Printing uses plastic or other materials to build a 3 dimensional object from a digital design. Youth may use original designs or someone else's they have re-designed in a unique way. Youth must bring their finished printed object (objects cannot be printed at fair). Exhibits will be judged based on the complexity of the design and shape. Must include the following: A. Software used to create 3D design.

B. Design, or, if using a re-design, the original design and the youth's design with changes.

C. Orientation on that the object was printed.

Class Nos.

6. 3D PROTOTYPES

- 3D 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.

7. 3D UNIQUE OBJECTS

- 3D objects printed for their own sake. May be an art design, tool, or other object.

RELATED SCIENCE PROJECTS

Class No.

8. RELATED SCIENCE PROJECTS: *Any article made as a part of a directly related Engineering Science project, such as metalworking, cardboard carpentry, safety items and not included in Class 1 - 5.*

- Counties may enter only ten articles in this class.
- Kits not acceptable for Senior Division entries (14 years and over).

9. SCIENCE EXPERIMENTS & EXHIBITS: An opportunity for participants to learn about and experience science concepts in an area of agriculture, human ecology or life sciences that the participant really enjoys.

- Individual or group entries are encouraged.
- Entries must follow Rules and Regulations of Youth Building Exhibit manual. •
- EIS must be attached to exhibit.
- Any type or combination of the types of science projects below along with creativity is encouraged.

A. EXPERIMENTS

- Describe your hypothesis (what you think will happen). •
 - Describe the procedures you performed.
 - Describe the observations you made and what conclusions you drew from your experiment. •
- Include photos or drawings and samples (if possible) from your experiment.
- If it is difficult to recreate the study for the exhibit, drawings or photographs are acceptable. Use heavy poster paper (14"x22" 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.**

B. 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.**

C. 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.

D. CITIZEN SCIENCE

- Citizen Science is the engagement of public participants in real-world scientific collaborations - asking questions,

collecting data, and/or interpreting results. A display or record of participation in a Citizen Science project, could be part of a local, regional, national or international project, but needs to include some kind of connection to scientists, researchers, or, policy makers and contribute to scientific knowledge that will be put to some type of use (by researcher, policy makers, etc.)

- Examples include: Wasp Watcher, Project Feeder Watch, eBird, Lost Ladybug, Adopt a Pixel, Nature's Notebook, or a local project.

For a more complete description and judges score sheets for each type of project, see: <http://nys4h.cce.cornell.edu/events>.

10. **RELATED GEOSPATIAL SCIENCE PROJECT:** 4-H exhibits that show skills and knowledge learned through 4-H GPS and GIS projects.

A. **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.
- GIS map exhibits may be selected for a Display competition sponsored by NIFA and National Geographic Society.

B. **GIS or GPS PROJECT OR ACTIVITY**

- Undertaken by 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.

C. **STORY OR OUTLINE OF A 4-H GIS OR GPS PROJECT**

- Including photos, purpose of activity and summary or results.

D. **COMMUNITY SERVICE/YOUTH COMMUNITY ACTION MAPPING PROJECT**

- A mapping or GPS project built around a specific community issue or project.

E. **EDUCATIONAL POSTER EXHIBIT** displaying 4-H GPS or GIS activities.

F. **PUBLIC PRESENTATION** on 4-H and Geospatial Science

- See Public Presentation Program in Teen Leader Packet at: <http://nys4h.cce.cornell.edu/program/events/SFStaffInfo.php>.

CONSTRUCTION PROJECTS WITH MANUFACTURED COMPONENTS

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

Judging will be based on completion, complexity, presentation and explanation of design, understanding of principles and visual presentations. **Must include following:**

- **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 along creative process, it may be difficult to know exact number of small pieces; the youth must provide an estimate rounded to 25.
- **Diagrams:** 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.
- **Protection:** Youth may prepare a display box for the project. There is no evaluation or points for this box; it is merely protection. A simple box could be a cardboard box with two sides removed and replaced with clear plastic.

Class No.

11. CONSTRUCTION PROJECTS

- KIT:** This 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.
- 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.
- MODEL DEMONSTRATING A MECHANICAL SCIENCE CONCEPT:** Projects 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 principle of science, a labeled diagram of the project and written explanation.

nation 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 principle of mechanical science that is demonstrated, clear understanding of scientific principles and explanation of how the model illustrates principle; and overall visual impact of project as prepared for display, including attractiveness of display.

- D. TRANSPORTATION DESIGN:** applies transportation pieces such as Brio* in which youth design a transportation system (road, railroad). Drawings are to be hand drawn. Judging criteria: presentation labeled with name of exhibitor and title of project to include schematic of system drawn to scale, roads, railroads and bridges clearly labeled or identified in the legend, seniors to use 11 x 17 drawing paper, must have fully developed concept, clear details, completeness of system (no dead ends) and show creativity; legend that explains the meaning of symbols such as roads, railroad, bridge, water, vegetation, buildings; written explanation that explains the design and the purpose of the system, problems encountered and their solution and directions project could take in the future; and overall presentation, visual impact as prepared for display and attractiveness.

12. RENEWABLE & SUSTAINABLE ENERGY AND CLIMATE CHANGE: exhibits in Renewable and Sustainable Energy and 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 Class 6 – Related Science Projects or Classes 7a, 7b and 7c – Science Experiments & Exhibits. Please select only one class to enter your exhibit.